

II. LITERATURE REVIEW

In relation to the research, there are nine topics which need to be elaborated here, namely: (1) concept of speaking, (2) aspect of speaking, (3) types of speaking, (4) concept of teaching speaking, (5) concept of learning model, (6) concept of EXCLUSIVE learning model, (7) EXCLUSIVE learning model in teaching speaking, (8) procedure of teaching speaking through EXCLUSIVE learning model, and (9) theoretical assumption.

2.1 Concept of Speaking

Speaking is one of the four language skills that should be mastered by the students. Bryne (1984:81) states that speaking is two-way process between speaker and listener and involves productive and receptive skills of understanding. According to Brown and Yule (1983), there are two basic functions of speaking. They are the transactional function, which is concerned with the transfer of information, and the interactional function, which has the primary purpose of maintaining social relationships.

Speaking is one of the productive skills in which the speaker produces the language for communication. According to Richards & Willy (2002), speaking is one of the elements of communication, where communication is the output

modality and learning is the input modality of language acquisition (Brown, 1980:210). It is in line with Tarigan (1987:5) which defines that speaking is the instrument of language and the primary aim of speaking is for communication. From the definition, it is clear that students should learn to speak in order to be able to communicate. As a human being, we always need communication to express our idea to do everything. The need is more for students or learners since they have to speak with their teacher during the learning process to express their idea.

Meanwhile, Lado (1961:240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. It means that besides for communication, speaking emphasizes learners to express or report something by their utterance or language accurately and fluently. These two aspects are important to be successful in speaking, because when we speak, we have to know what we talk about and how to pronounce it whether in transactional or interactional conversation.

In other words, speaking is fundamental and instrumental act (Herbert & Eve, 1997:223). Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them and they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of

speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence just to bring this effect.

From those explanations, it can be said that speaking is essential for language development, for learning, for relating to others, especially for English language learning. Students should learn to express their own ideas, feelings and thoughts clearly, and to respond to others appropriately, in a range of formal and informal situations. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also they should understand the processes by which they acquire these skills. They should understand when, where, why and in what ways to produce language.

2.2 Aspects of Speaking

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. According to Harris (1974: 75), there are five aspects of speaking:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. According to Harris (1974:81) fluency refers to the ease and speed of the flow of the speech. Fluency is the smoothness of flow with which sounds, syllables, word, and phrases are joined to other when speaking. It means that when a person make a dialogue with other person, the other person can give respond well without difficulty.

2. Grammar

Heaton (1987:5) defines grammar as students' ability to manipulate structure and to distinguish appropriate ones. Syakur (1987) defines grammar as a correct arrangement sentence in conversation.

3. Vocabulary

One cannot communicate effectively or express ideas in oral form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what is stated by Syakur (1987:56).

4. Pronunciation

According to Syakur (1987:89), pronunciation refers to the ability to produce easily comprehensible articulation. Meanwhile Harris (1974:81) defines pronunciation as the intonation patterns.

5. Comprehension

Syakur (1987:90) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991:35). This idea means that if a person can answer or express well and correctly, it shows that he comprehends or understands well.

2.3 Types of Speaking

Brown (2001: 250) said that much of our language teaching is devoted to instruction in mastering English conversation. He classified the types of oral language into:

1. Monologue

In monologue, when one speaker used spoken language, as in speech, lecture, reading, and news broadcast, the listeners must process long stretch of speech without any interruption and the stream of the speech will go on whether or not the listener understands. There are two kinds of monologue: planned and unplanned.

2. Dialogue

Dialogue involved two or more speakers. As stated before, dialogue can be divided into transactional which is concerned with the transfer of information, and the interactional which has the primary purpose of maintaining social relationships.

Brown (2001) also provides six types of classroom speaking performance that students are expected to carry out in the classroom, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not the purpose of meaningful interaction, but for focusing on some particular element of language form. It also can be defined as drills in which the learner simply repeats a phrase or structure (e.g., “Excuse me.” or “Can you help me?”) for clarity and accuracy.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language such as minimal pairs or repetition of a series of imperative sentences. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies a teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogue such as a series of answers to yes/no questions. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional language, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. It can be the form of dialogues conducted for the purpose of information exchange, such as information gathering interviews, role plays, or debates. Conversation, for example, may have more of a negotiate nature to them than responsive speech.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, which is carried out more for the purpose of maintaining social relationship than for the transmission of fact and information, such as personal interviews or causal conversation role plays. Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

6. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

In this research, the researcher will focus on how the students do the conversation through transactional dialogue because it is conducted for the purpose of information exchange, such as information gathering, interviews, role plays, or debates which are suitable to see the improvement of the students in doing speaking. So, the researcher considered to apply EXCLUSIVE Learning Model by using transactional dialogue in order to improve the students' speaking skills.

2.4 Concept of Teaching Speaking

Teaching speaking is the way for the students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For the reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking means teaching how to use the language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication, Burkart (1998:240).

It is clear that communication through language is very important. We cannot only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students to certain situation when the topic is being talked about. The topic then must be familiar to the students, so that the ideas and its organization are clear and the students have an oral command of the language need to describe the topic.

In teaching speaking, it also needs to determine the focus in order to make the learning speaking in transactional form easier to be planned. In speaking, there are some components to be considered. According to Harris (1974:84), as stated before, the components are pronunciation, fluency, grammar, vocabulary, and comprehension. Meanwhile, in transactional speaking the components that can be reached and arised is accuracy. It is based on Richards (1990) which is said that an issue that arises in practicing talk as transaction using different kinds of communicative tasks is the level of linguistic accuracy that the students achieve when carrying out the tasks. This is also supported by Higgs and Clifford in Richards (1990) states that transactional speaking develops accuracy and fluency. We can see that if the students are able to deliver their mind accurately and fluently, the comprehension will increase. Teacher, in this case, should help students in developing their ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and do so using acceptable pronunciation.

2.5 Concept of Learning Model

Actually the meaning of techniques, methods, approaches, strategies, and learning model are different, but these terms are in practice often exchanged or used alternately. The term learning model has broader meaning than the other four terms. Joyce & Weil (2001) defines learning model as a conceptual framework that is used as a guide in learning. In other words, it is a conceptual framework that describes the systematic procedure in organizing learning experiences to achieve certain goals and serve as a guide in planning and implementing lessons.

According to Arends (1998), learning model has 4 (four) characteristics, namely:

1. Theoretical rationale; the point of view and the frame of thought how the students can learn,
2. Learning objectives; what purpose that the learners learn
3. Syntax, how the sequence patterns of the teacher and student's behavior
4. How the learning environment supports

While Sudiarta (2005) elaborates in more detail the learning model as a conceptual framework that describes the systematic procedure organizing the learning experience of learners including the following:

1. Theoretical rationale; the frame of thought how the students can learn well,
2. Syntax, how the sequence patterns of the teacher and student's behaviour
3. Principles of interaction; how teachers position themselves to students, as well as learning resources

4. Social systems: how the point of view between components within the learning community
5. Support system: how the learning environment supports
6. Learning impact: how the outcomes and impact of learning expected in the short and long term

The learning model that is used in this research is developed based on Sudiarta (2005) model framework by Abdurrahman, Tarmini, and Kadaryanto (2012) named EXCLUSIVE Learning Model. The researcher tries to apply this learning model by developing learning procedures in improving students' speaking skills.

2.6 Concept of EXCLUSIVE Learning Model

This learning model is designed based on the model framework of Sudiarta (2005). Thematic learning model which is developed is based on constructivism oriented by the three pillars of awareness and literacy character of students that is Understanding, Consciousness, and Awareness (PS2). It produces a learning model that includes the main syntax of Exploring, Clustering, Simulating, Valuing, and Evaluating named EXCLUSIVE learning models with the complete designs are:

A. Rational

Developing the theme that is very close to the students can be interesting and appropriate in the development of the learning model with the Student Centred Learning (SCL) approach. The learning process is developed by the condition of

Understanding, Consciousness, and Awareness (PS2), can deliver a model of learning which the main syntax are Exploring, Clustering, Simulating, Valuing and Evaluating (EXCLUSIVE).

This learning model is developed from a thematic study in which the development begins by specifying a particular topic as a central theme or topic, after the theme is determined then it is defined as the basis for determining the basis of subthemes from other related fields of study. In determining the theme, it can be carried out by teachers or students or based on the agreement that can be drawn from the concept or subject around the students, therefore the theme can be developed based on the interests and needs of students which moves from the students' nearby environment and move on to the farthest one.

EXCLUSIVE learning model is useful in assessing the information of facts or phenomena that exist in the environment and linked it to the real experiences of students' daily life. Besides, it is also the most effective way to formulate a similar concept that is started from experiences and conditions before they will confirm it with the concept they earned and then simulated based on the information obtained in the previous stage.

B. EXCLUSIVE as a Learning Model

EXCLUSIVE learning model is developed based on the theory of metacognition and learning strategy. John Flavell (1979) is the expert who has first introduced the term and concept of metacognition in learning. It is defined as the science of

consciousness and control over the processes of cognition. Simon (2001 in Desoete) has revealed that metacognition is divided into two components: knowledge and skills of metacognition. Metacognitive knowledge is defined as knowledge and understanding of the thought process. Meanwhile metacognitive skill is defined as controlling the thinking process. There are three components of metacognitive knowledge: declarative, procedural, and conditional and the four components of metacognitive skill are predict, plan, monitor, and evaluate.

Knowledge and skills of metacognition can be developed in learning if students are invited to solve the problem related to daily life in the neighbourhood. When implementing problem solving, students' cognitive awareness can be grown by providing guidance to enable students to ask himself whether they understand what they are learning, thinking, and doing. Through the phases of learning, a) students are guided to be aware of what is known and what is unknown, b) what is needed and what is not needed, c) what to do and what not to do and how to solve it, d) make a plan of problem-solving approach, e) make phases of the solution, giving reasons why the solution of the problem is, f) monitor what is being done and, g) plan, evaluate what has been done. Flavell (1979) states that learning through awareness and control of student thinking process through problem solving is a kind of learning with metacognition development.

Metacognitive skills enables students to develop an understanding of the concept because of the metacognitive skills, students can construct knowledge, apply the concepts, and broaden it so that they can give answers and scientific arguments

which presents understanding. Developing an understanding can occur because nature provides complex problems that can challenge students to apply and develop their understanding, as in exploring the facts, interpreting and exemplifying the relationship of various concepts, classifying, comparing, explaining the concepts, and making conclusions that lead to the awareness of the importance of all activities through awareness and monitoring the way they think.

To understand more clearly about metacognitive, it needs to differentiate between metacognitive and cognitive. Cognitive skills tend to focus on a particular issue or subject matter and directly related with the application, manipulate, or transformation of the delivery of learning materials. Metacognitive skills, on the other hand includes many things, often covers a variety of issues, and involves a greater level of thinking about the learning process. Metacognitive is not merely cognitive because it requires individuals to plan before the learning takes place, to check for understanding and learning outcomes, and evaluate the student for completing the process. While cognitive is an automated process, metacognitive more intentional and requires someone to actively interact in a given study (Sudiarta, 2010).

C. Syntax of EXCLUSIVE Learning Model

The learning model was developed based on rational learning needs of students and the theory of metacognition, so the syntax of the learning model is described as follows:

Phase 1: Exploring

After a brief apperception and motivation about themes that will be studied, students are divided into groups where each group has a duty to seek as much information related to the detailed information on the theme studied. In this case, if possible the teacher divides the group based on the information they had got. Each group worked together to ensure that every member has mastered the information.

Phase 2: Clustering

After each group get enough information within a specified time, teachers and students find the similarities of information obtained in the first step to be made clusters of information. Then, from the cluster information that is formed, form another group that will specifically explore the cluster information concerned. Once clustered information is formed, teachers and students discuss to confirm the clustered data before simulation. For example, clustered data/information is formulated into concrete steps which are simulated.

Phase 3: Simulating

At this stage, students were invited to perform simulations.

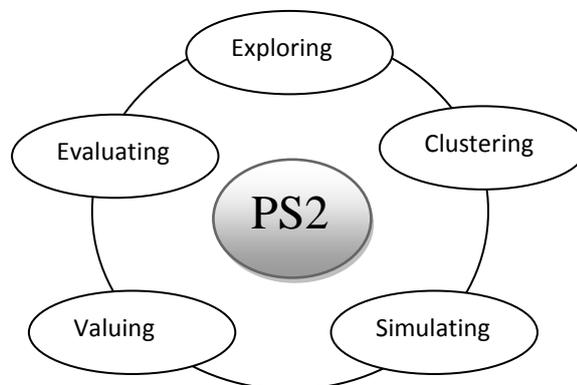
Phase 4: Valuing

At this stage, students are encouraged to internalize the values obtained through the discussion and simulation, so there is a strong willingness and ability to implement and get used to in daily life.

Phase 5: Evaluating

The last stage is to evaluate the course of the entire learning process so as to obtain a formulation of the recommendations of improvements to subsequent learning activities. In this stage, from the results of the evaluation if there are still some

things that need to be explored in more depth, step back and explore to do so on such a cycle.



EXCLUSIVE learning model could be developed to encourage students' role to be active in every phase of learning. Students are expected to give their opinions. This learning model requires students to be actively engage with each other and exchange ideas, collaborate, communicate, and simulate together to achieve the desired learning objectives that students are expected to be able to develop their ability.

D. Principles of Interaction

In the EXCLUSIVE learning model based on metacognitive, teachers positioning themselves as facilitators providing learning resources, encourage students to learn to solve metacognitive problems, give motivation, reward, and provide some helps to students in order to learn and construct knowledge optimally. Interaction that will be occurred is mutual interaction between teachers, students, and teaching material (learning resources). In other words, EXCLUSIVE learning model based on metacognitive is developed to the low structure approach, meaning that the learning process is student's centred, in this case teacher acts as a facilitator, mo-

tivator and moderator. The emphasis in this model is the implementation of cognitive strategies, controlling, and evaluating their own learning styles in the system of mutual interaction.

E. Social System

Social system developed by EXCLUSIVE learning model is basically the same with the social system of cooperative learning model. Thus, this model is developed based on the philosophy of constructivism, especially social constructivism by Vigotsky (Joyce & Weil, 2001). The system emphasizes the social construction of knowledge that lets each individual learns actively on his own responsibility, but individual knowledge construction will be strong and firm when it is done collaboratively in a mutual massive group. The mutual group is a cooperative group that emphasizes effort to make the discussion full of open-sense, so there comes a sense of comfort and a sense of friendship among the students in collaborating to solve problems associated with the central themes of students' life.

F. Supporting System

The supporting system is needed so that learning model can be implemented. It includes: teachers' competency in developing the Standard Competence and Basic Competence, Syllabus, Lesson Plan (RPP), students' worksheets, media and students' textbook, and the learning environment.

G. Instructional and Accompanying Impact

1) Instructional/Learning Impact

Instructional impact obtained by the students is that students have the ability to construct knowledge, problem solving skills, and mastery of learning the cognitive, affective, and psychomotor.

2) Accompanying Impact

Accompanying impact obtained by students is positive values in raising awareness of relevant knowledge and critical attitude of students in learning.

2.7 EXCLUSIVE Learning Model in Teaching Speaking

This model which is proposed by Kadaryanto, et al (2012) has never been used in language teaching, especially speaking. So, the researcher develops the steps of this model which consist of Exploring, Clustering, Simulating, Valuing, and Evaluating in teaching speaking.

Step I: Exploring

In this step, the teacher guides the students to explore the material or the topic that is going to be discussed. The teacher can involve students participation to give their opinion related to the topic orally.

Step II: Clustering

After being explained about the material, the students are formed into groups. Each group has to find more information related to the topic and discuss it with their group members. It is hoped that all of the students can speak and express their ideas freely.

Step III: Simulating

The next step is to do simulation. In this step, each group has to perform their result of discussion in front of the class.

Step IV: Valuing

All of the students are asked to take values from the topic that has been discussed and there will be a strong willingness and ability to implement and get used to in daily life.

Step V: Evaluating

In the last step, the students are asked to evaluate their performance and also evaluate what they have done during the teaching and learning process orally.

2.8 Procedure of Teaching Speaking through EXCLUSIVE Learning Model

In increasing students' speaking skills, the researcher would like to present the application of EXCLUSIVE Learning Model. The researcher modifies the procedure of how to teach speaking through EXCLUSIVE Learning Model because it has never been applied before. It is aimed to be more fully understood by teacher to make use this idea of research.

Pre-activity

1. Teacher greets the students.
2. Teacher tells the goals of the learning instructions.
3. Students are introduced to the lesson procedures.

While-activity**(Exploring)**

1. Teacher tells about the topic that they will learn.

2. Students are offered the material.
3. Students are asked what they have known about the material given.
4. Students are guided by the teacher to explore more about analytical exposition text, i.e. the generic structure, verb that is used, language features, etc.

(Clustering)

5. Students are divided into groups where each group has a duty to seek as much of detailed information in the text given based on the information that is formed in the previous stage.

(Simulating)

6. Each group is invited to come in front and simulate what they have discussed by using media that has been already prepared.

(Valuing)

7. The other students or the audiences are invited to take the values from the topic obtained through the discussion and simulation by giving comment and criticizing the ideas given by the performed group.

Post-activity

(Evaluating)

1. Students are asked about what they have done in every phase of learning and evaluate it.
2. Students summarize the materials.
3. Teacher closes the meeting.

2.9 Theoretical Assumption

Based on the literature review explained before, the researcher assumes that EXCLUSIVE Learning Model is a good approach in improving students' speaking skills. There are some reasons why is it so. As stated before, EXCLUSIVE learning model could be developed to encourage students' role to be active in every phase of learning. Students are expected to give their opinions. This learning model requires students to be actively engaged with each other and exchanged ideas, collaborated, communicated, and simulated together to achieve the desired learning objectives, so that students are expected to be able to develop their ability. Thus, EXCLUSIVE learning model was developed based on metacognitive theory which means that students are expected to construct their own knowledge and control their thinking. Students are invited to get in used in solving their problem, so they will understand what they have learned, thought, and done.

Because this learning model has never been applied before in language teaching, the researcher also tries to develop the procedure of teaching speaking by using EXCLUSIVE Learning Model based on metacognitive theory explained before. The researcher thinks that by developing the teaching procedures, she will find out the appropriate and effective ways of teaching when applying this model in speaking class.

Moreover, in applying this model for teaching speaking, students are the centre of learning process while teacher has role as a facilitator and motivator. So, it will enable the students to comprehend the subject matter better. The students will be

asked to construct their own sense of learning from new experience based on prior knowledge and motivates the students to make connection between knowledge they get in the class and its' application to the real situation. The researcher assumes that if EXCLUSIVE learning model can be applied well in teaching learning process, the student will get improvement in mastering speaking skills. Indirectly, the teaching learning process in the class will also improve.