

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the result of the research and discussion.

A. Conclusions

Based on the result of the learning product and learning process, the researcher draws some conclusions, as follows:

1. EXCLUSIVE learning model can be used to improve the students' speaking skill as the learning product. It is proved by the data from students' speaking mean score in cycle 1 that is 65.87, in cycle 2 improves to 71, and in cycle 3 improves to 77.2. The improvement also occurs in each aspect of speaking, namely pronunciation with the total gain of 1.07, grammar with the total gain of 0.93, vocabulary with the total gain of 1.2, fluency with the total gain of 1.14, and in comprehension with the total gain of 1.34. By implementing this model in teaching speaking, the students have more chances to practice how to produce language, especially speaking, so they can improve their speaking skill during the teaching learning process.
2. In learning process, the improvement also occurs in students' participation while doing speaking activity during the teaching and learning process. It can be seen from the result of observation sheet which shows that from cycle 1 to

cycle 2, the students who did not pay attention to the teacher and not involved in certain steps of learning started to pay attention and become active, also brave in sharing his/her idea while doing exploring and clustering steps and from cycle 2 to cycle 3, the students who are passive become more active and most of them has involved in every stage of learning. EXCLUSIVE learning model also provides a chance for the students to work in group (clustering) and share their ideas to their friends so it enables students to enjoy the speaking class.

3. The teacher's performance in speaking class has improved after EXCLUSIVE learning model is implemented. It is proved by the data from teacher's performance observation sheet which shows that from cycle 1 to cycle 2, the teacher has overcome the problems especially in exploring and clustering step by applying modeling and group discussion as the technique and from cycle 2 to cycle 3, the teacher has no problem in implementing the model. Since the teacher has opportunities to develop this model in teaching learning process, so the teacher can formulate the effective way of teaching speaking to make the students learn.

B. Suggestions

Based on the conclusions, the researcher puts forward the following suggestions:

1. English teacher of senior high school should consider implementing EXCLUSIVE learning model in teaching speaking to improve students' speaking skill, students' participation during the teaching learning process, and also her performance in teaching speaking. As discussed in the previous

section, because this model can be used to make students actively involved in the learning process and improved teacher's performance so it automatically improved the learning product.

2. English teacher should be creative in developing the implementation of this model to find an effective way of teaching, especially speaking. Because this model consists of some steps which requires more times in implementing the whole steps, the teacher has to be flexible in applying this model so the students will not get bored and the learning process will be more effective without wasting so many times.
3. In implementing this model, the teacher has to select certain topic which can interest the students to speak up. It is important because if the students have known about the topic and they seem interested in the topic, it enables them to construct their prior knowledge and at least they already have some vocabularies related to the topic that can be used in speaking. It also helps the students to understand and to comprehend the topic well.
4. Since the students' scores of grammar and pronunciation were low, the teacher should provide modeling in the exploring step by using drilling or guided speaking in order to improve those elements after speaking activity. Correction should not distract student from his or her speech.
5. For the next researcher who will apply this model in language learning, it is hoped that this research can contribute as a reference in developing each phase of EXCLUSIVE learning model, especially in clustering step, also in developing this model to be used in other skills, i.e. reading or writing.