

**STUDENTS' COMMUNICATION STRATEGIES IN LEARNING  
SPEAKING THROUGH EXCLUSIVE LEARNING MODEL AT THE  
SECOND GRADE OF SMAN 1 METRO**

(A Script)

**By:**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF ARTS AND LANGUAGE  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2016**

## **ABSTRACT**

### **STUDENTS' COMMUNICATION STRATEGIES IN LEARNING SPEAKING THROUGH EXCLUSIVE LEARNING MODEL AT THE SECOND GRADE OF SMA N 1 METRO**

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**Suci Hati Puji Lestari**

Being able to communicate is one of the main goals in learning English, and this skill is very important to be achieved by all of the English learners. Communication strategies can be used by the speakers to overcome the problems in communication that the people face. When people face some problems in their conversation, communication strategies can help them face the problem. Through communication strategies, speakers can deliver their meaning to their interlocutor.

Therefore, the objective of this research was to find out the type of communication strategies students used in each step of exclusive learning model. This research was non-experimental descriptive study. The researcher used taxonomic analysis as qualitative design. Dornyei's table of taxonomy was used to categorize the communication strategies. The participants of this research were the students of the second grade of SMAN 1 Metro, especially class XI-4 Science. The way to collect the data by recording all the activities, particularly when a student come in front of the class and started to speak.

Based on the data, there were nine communication strategies used by the students, i.e. message abandonment, topic avoidance, approximation, use all of purpose words, nonlinguistic signals, code switching, literal translation, appeal for help, and time gaining strategy. In exploring step, the most communication strategies appeared were code switching and time gaining. In clustering step, the most communication strategy appeared was code switching. In simulating, valuing, and evaluating step, the most communication strategy appeared was time gaining. The results of the research showed there were 242 communication strategies used by the students. The types of code switching which the most frequently used is time-gaining as many as 124 times (51,23%).

It could be concluded that the students used the communication strategies in every single step of exclusive learning model. The fillers or hesitation device that used by students was possibly caused by their status as EFL students. Students' possibility to speak was rare and only occurred when they were pointed by the teachers. Future research can try to investigate the use of exclusive in listening, reading, or writing so the result will have the variation.

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**By:**

**Suci Hati Puji Lestari**

A script  
Submitted in a partial Fulfillment of  
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In  
The Language and Arts Department of  
Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF ARTS AND LANGUAGE  
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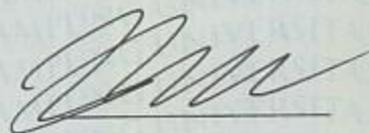
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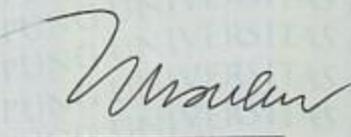
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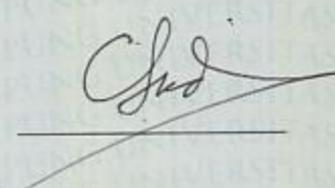
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## **CURRICULUM VITAE**

Suci Hati Puji Lestari was born on April 19<sup>th</sup>, 1995 in Metro. She is the second child of three children from the parents Chairil Zainal and H. Nurhayati, S.Pd.I., She has two sisters namely Rubi Rimonda and Zakia Pratiwi. She started her education from kindergarten at TK Pertiwi Metro in 1999. After that, she continued her study at SDN 3 Metro Pusat in 2000. Then, in 2006 she entered SMPN 1 Metro and in 2009 she continued her study at SMAN 1 Metro. After she had succeeded to pass the National Examination in 2012, she was accepted as a college student at English Education Study Program of Lampung University. She conducted the Teacher Training Program (PPL) at MAN 1 Liwa, Lampung Barat from July to September in 2015.

## **DEDICATION**

This script is dedicated to:

My father and my mother  
Chairil Zainal  
H. Nurhayati, S.Pd.I

My sisters  
Rubi Rimonda, S.Pd.  
Zakia Pratiwi

My fraternities of English Study Program UNILA.

## **MOTTO**

If you keep walking in the path that you think is the right way, your own unique charm will shine inside you, one day.

Kwon Ji Yong

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Hopefully this paper can give benefits to the readers and those who want to carry out further research.

Bandar Lampung, Juni 2016

Suci Hati Puji Lestari

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## **I. INTRODUCTION**

In the purpose of introducing this research, this chapter discussed several points. Those are background of problem, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background of Problem**

English, as an international language, is very important to learn. In studying English, a learner is expected to be able to understand not only what language is but also how to use it as a means of communication. English language teaching is needed to help a learner understand and use the language to communicate. The way in which English is learned and taught in a foreign language environment determine how succesful English language teaching is. The ultimate goal of English language teaching is to develop the learners' communicative competence (Rababah, 2002: 1). One of the means to learn a language is to be able to speak and to communicate actively in the target language.

In learning English, there are four basic language skills namely listening, speaking, reading, and writing. One of the important skills that students have to master is speaking. Speaking is the way for learner to communicate with other people. By speaking, the learners can deliver their ideas, information and also maintain social relationship. According to Byrne (1984) speaking is an oral

communication. It is two ways process between speaker and listener and involves productive and reactive skill of understanding. To be able to understand and communicate in English, learners need the communicative competence.

Communicative competence is the intuitive functional knowledge and control of the principles of language usage (Hymes, 1972). Following Hymes's conceptualization of communicative competence, Canale and Swain (1980) proposed a pioneering theoretical framework for the field of communication strategies. Communicative competence refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. Communicative competence is the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors (Savignon, 1972:8). She further argue that competence can be observed, developed, maintained, and evaluated only through performance.

There are five components of communicative competence, i.e. linguistic or grammatical, sociolinguistic, discourse, strategic competence (Canale and Swain, 1980), and actional competence (Celce-Murcia, 1995).

1. **Linguistic competence** is the knowledge of the language code, i.e. its grammar and vocabulary, and also of the conventions of its written representation (script and orthography).
2. **Sociolinguistic competence** is the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating.

3. **Discourse competence** is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking or writing and listening or reading respectively.
4. **Strategic competence** is the ability to recognise and repair communication breakdowns before, during, or after they occurs.
5. **Actional competence** involves the understanding of the speakers' communicative intent by performing and interpreting speech act sets.

Having the competence in communication is a very good skill for learners, but sometimes, they still find the difficulties to convey their ideas because they feel anxious. They have background knowledge about the topic, but they cannot speak fluently and they do not continue their speaking. Canale (1983) states that to keep the conversation goes on, the speakers need some strategies for their communication. Canale considers strategic competence to be a component of communicative competence.

Since no individual's linguistic is perfect, most people have experienced struggling to find the appropriate expression or grammatical construction when attempting to communicate their meaning. The steps taken by language learners in order to enhance the effectiveness of their communication are known as *communication strategies* (Littlemore, 2003). Communication Strategies are inevitable in oral communication for language learners. These strategies keep speakers flexible, and confident, and make their communication more effective. Communication strategies allow speakers to make up for a lack of mastery of the

language and to make communication more effective. It has important role in the process of communication because it can help learners to communicate easier.

One of the research about communication strategies has been conducted by Yenny (2006). The research is about communication strategies employed by Indonesian English learners based on the length of studies. She finds that there are ten types of communication strategies used by students who have studied English for 6-8 years and there are nine types of communication strategies used by students who have studied English for 9-11 years. So, conclusion can be made for two different facts. Overall, the researcher finds that actually the length time of studies influences the use of communication strategies. So that, this different background of exposure to English may result in the use of their choice of the types of communication strategies.

Wei (2011) on the other hand, has investigated Chinese Learners' Communication Strategies. The result showed that Chinese students used reduction strategies more often than others. Students with low language proficiency, compared with students with high language proficiency, tend to use reduction strategy more often. However, students with low language proficiency have no definite answer on whether the role of reduction strategies improved oral communicative competence, while students with high language proficiency tend to held a negative attitude. Besides, Chinese students seldom used achievement strategies. However, they tend to approve the positive role in improving oral communicative competence. Furthermore, she noted some factors affecting Chinese students' achievement strategies include: firstly, the degree to which learners understand the

significance of achievement strategy in language learning, secondly, the degree to which learners understand the significance of achievement strategy in language communication, thirdly, the attitude towards language learning and lastly, the cultural differences.

Speaking skill also has advantages for the students' communication. By using speaking skills, the students can get more interaction with their friends and real world focus. If students can speak fluently, they can communicate easily with other people. Communication is a continuous process of expression, interpretation and negotiation (Savignon, 1983: 8). Communicating successfully refers to passing on a comprehensible message to the listener. Communicating or getting our message across is the concern not only of second language teacher but all of us, in our daily live in whatever language we happen to use (Savignon, 1983:4). Learning how to be better communicators is important to all of us in both our private and public lives. Mostly the learners are confused about how to communicate in the target language because they do not have enough knowledge to express their idea. They know what they want to say, but they can not express it. Sometimes there is a gap between the idea to be expressed and the knowledge of target language as the English foreign learner. So they will use the communication strategies to help them in communicating. From the statement above, it can be said that the teacher should make the students be able to speak and communicate actively.

In teaching English, a teacher should make the students enjoy the class with an appropriate learning model, so the students can communicate actively. A learning

model applied by the teacher in the class is very important in determining the success of a learning process. For this reason, this research is meant to provide a model which is effective and can improve the students' speaking skills. Implementing appropriate learning model in the learning process should be considered by every teacher when they are going to teach. In this case, learning model used in this research is based on the result of previous research by Kadaryanto and Santi (2014). They indicated the implementation of a learning model consist of exploring, clustering, simulating, valuing, and evaluating. This model is called exclusive learning model. This model helps students develop their speaking performance. By using this learning model, the researcher could see the communication strategy that students used clearly. The reason is because this model has some stages, and in each stage the researcher could identified the strategy that appeared.

In teaching learning English, this learning model had been used by Santi (2013) in speaking skill. The conclusion of the previous research showed that the exclusive learning model can be used to improve the students' speaking skill as the learning product, the improvement also occurs in students' participation while doing speaking activity during the teaching learning process and the teacher's performance in speaking class improved after the exclusive learning model was implemented. On the other hand, according to Kartika (2014), it can be drawn the conclusions that the exclusive learning model can also be used to improve the students' reading comprehension aspects.

Regarding all statements above, the researcher want to find out the communication strategies that students use in learning speaking through exclusive learning model. This is very important to be done in order to improve the success of English teaching learning, especially in SMA Negeri 1 Metro. The reason why SMA Negeri 1 Metro was taken in this research because the researcher graduated from this school and the school represented other school in Metro. Hopefully, the result of this research can be use to improve the success of English teaching and learning, especially in SMA Negeri 1 Metro.

In this research, the researcher focused on the communication strategies in speaking activities through exclusive learning model. In other words, this research focused on the communication strategies. Therefore, this study was entitled “Students’ Communication Strategies in Learning Speaking through Exclusive Learning Model at the Second Grade of SMAN 1 Metro”.

### **1.2. Research Question**

In reference to the background above, the following problem is:

What communication strategies do the second grade students of SMAN 1 Metro use in each stage of exclusive learning model?

### **1.3. Objective of the Research**

Based on the statement of the research problem above, the objective of the research was to find out the communication strategies that the second grade students of SMAN 1 Metro use in each stage of exclusive learning model.

#### **1.4. Uses**

It is expected that uses of this research would result following points:

1. Theoretically

The result of the research can support the theory of communication in English language occurring in the classroom.

2. Practically

To the teacher and the students, this study is very useful because they would get much information related to their activities in the classroom, especially in the communication strategies and the teaching learning activity by using the theoretical principles of communication strategies suggested by Canale and Swain (1980). The teacher can also develop the use of exclusive learning model that can be applicable to see the communication strategies of the students.

#### **1.5. Scope**

This research was conducted at the second grade students of SMA Negeri 1 Metro. The class used was XI-4 Science. The research was mainly focused on the communication strategies used by students during the teaching learning process. Based on Kadaryanto and Santi research (2014) the teaching process in speaking skill is used exclusive learning model. The researcher used video and recorder to observe the students' communication strategies by using Dornyei's taxonomy during the teaching learning process.

## **1.6. Definition of Terms**

Several definitions used in this study in order to have the same perception crucial the ideas of the terms.

### **Speaking**

Speaking is oral communication. It is two ways process between speaker and listener and involves productive and reactive skill of understanding (Byrne, 1984).

### **Communication Strategies**

Communication strategies are part of the development of language learning especially in spoken language. A communication strategy is a single, coherent narrative that describes a communications solution to a problem or bundle of problems.

### **Exclusive Learning Model**

Exclusive learning model is a model which is developed based on students centered learning and metacognitive learning strategy and the main syntax of this model consists of exploring, clustering, simulating, valuing and evaluating.

## **II. LITERATURE REVIEW**

This chapter discussed several concepts such as review of related research, concept of speaking, aspect of speaking, communication strategies, aspects of communication strategies, exclusive learning model, the syntax of exclusive learning model, communication strategies in exclusive learning model, advantages and disadvantages of exclusive learning model, and prediction.

### **2.1. Review of Related Research**

Several studies in communication strategies and exclusive learning model have been conducted. Research conducted by Si-Qing (1990) entitled “A study of communication strategies in interlanguage production by Chinese EFL Learners”, he found that the frequency, type, and effectiveness of communication strategies employed by the learners varied according to their proficiency level. Meanwhile, Tiono and Sylvia (2004) conducted the research about communication strategies used by students with different communication apprehension level. They found out subjects with high level of communicative apprehension used more numbers of communication strategies than those with low level of communication apprehension. Si-Qing and Tiono and Sylvia’s research show that the students use the communication strategies according to their proficiency level. The higher students level of communicative apprehension, the more communication strategies used by the students.

Huang (2006) also investigated factors affecting the use of oral communication strategies. He also found that students' self-perceived oral proficiency, frequent use of English in speaking, and motivation in speaking English were significantly correlated with the use of communication strategy. The difference between Huang and those 2 previous researches above was they did not find that apparently, motivation in speaking English is correlated with the use of communication strategy. Not only the proficiency level of the students that influence students' communication strategy but also motivation can influence them.

On the other hand, the previous research related to exclusive learning models are also conducted. In the year of 2013, Santi conducted a research entitled "Implementing Exclusive Learning Model in Improving Students' Speaking Skill at the First Grade of SMA Negeri 9 Bandar Lampung". She conducted the research to produce an effective model that can be used by teachers in order to help students improve their speaking skill, student participation in the class and the quality of teacher's teaching performance by considering the principles of exclusive. Santi (2013) found that exclusive learning model can improve students' speaking performance. Meanwhile, Kartika (2014) investigated the implementation of the exclusive learning model in teaching reading to know whether it is an effective model for comprehension or not by analyzing the results and analyzing how significant the increase of the reading comprehension is. She found that exclusive can increase main idea, specific information, and reference information because the students could get the important idea, specific

information, and could find and used the pronouns and were able to avoid unnecessary repetition of words or phrases in the text.

From those previous studies, the researcher interested because the communication strategies that students use in those research is different one another and has different factors. In previous research of exclusive learning model, the students also improve and become better after taught through exclusive. Hence, the researcher want to find out what communication strategies that students used in each stage of exclusive. Whether it would be different and shown something new compared to those previous studies. The issue which investigated is about students communication strategies in speaking which were taught through exclusive learning model. Therefore, in this research, the researcher took the data by using Dornyei's Taxonomy.

## **2.2. Concept of Speaking**

Speaking is one of the central elements of communication. It is one of English skill that needs special attention and instruction. Speaking is productive skill in which the speaker produces and uses language by expressing a sequence of ideas and at the same time he or she tries to get the ideas or the message across. In this case, there is a process of giving message, which is called the encoding process. At the same time, there is a process of understanding the message of the first speaker.

Speaking skill is very important in daily activities. It is because we can react to other persons and situation and express our ideas, thought, and feeling through spoken language. Haris (1974: 9) says that speaking is encoding process whereby,

we communicate our ideas, thought, and feeling through, one or the other forms of language. It means that we produce spoken message to someone. Spoken message is our ideas, thought, and feeling that we want to share, influence, or interact to other people. So, here, speaking situation involves a speaker who makes a message with words or sentence that has content and a listener.

According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking has important relation in communication. It is because people cannot make a good communication without speaking. By speaking, people can express their ideas, shares information, react to other person, thought and feeling through spoken language.

From the explanation above, the researcher concludes that speaking is a process of delivering the ideas, thought, feeling, answer, and ask a problem or question by communicating with other people. Here speaking involves aspects like pronunciation, grammar, vocabulary, fluency, and comprehension.

### **2.3. Aspects of Speaking**

In speaking, there are five components that generally recognized in analysis of speaking progress, they are parts of speaking. It can be said that these aspects are consideration for learners to speak English appropriately.

#### **1. Pronunciation**

According to Hewings (2004: 9), “pronunciation is a feature of speech” that includes many components of speech which are combined together to form

pronunciation of language, such as sound, syllables, words, and intonation. Pronunciation is an important thing when we talk with someone. If we do not pronounce the words or the sentence correctly, other people might be not understand what we talk about. So, we have to pronounce the word or the sentence correctly in order to make someone understand what we said. For example: *Dina: I do not want use this **close**.* Most of people hear this statement will not understand what Dina said. The sentence that Dina said has no correctly meaning, it does not make sense. What Dina means actually she does not want to use that **clothes**, but she mispronounce it and become **close**. If someone mispronounce something, likely no one will understand. That is why pronunciation is really important in speaking. In order to make people understand what we talk about, at least we should pronounce the words correctly.

## 2. Grammar

In defining grammar, Brown (1987: 36) states that “grammar is a system of rules governing the conventional arrangement and relationship of words in sentence”. In order to speak well, the learners have to master grammar. Because grammar is the rule, so we have to follow it. Grammar is important to ensure the meaning is accurately conveyed. There are some grammatical errors in speaking, fo example: *Putri: You has a great voice.* What Putri means actually is “you have a great voice” but she make an error, she use ‘has’ instead of ‘have’. Actually in speaking, even though there is error in grammar, people still can understand what the speaker said. As long as the speaker and the receiver understand each other, the communication will run well. However, it

will be better if both speaker and receiver talk appropriately and following the rule in grammar.

### 3. Vocabulary

Vocabulary is defined as the “words” in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However, a new item of vocabulary may be more than a single word. Choose the right and correct word will make our conversation or our discussion become easier to understand by others. If we choose the wrong word, there is a chance that people will not know what we mean. For example: *1. He was ten meters **further** down the road than she was.* Further refers to an abstract or immeasurable length or sum. Meanwhile in this sentence, what the speaker’s mean is to talk about a measurable difference, then he should use **farther** to make the sentence more appropriate.

### 4. Fluency

Fluency refers to the ability to talk with normal levels or continuity, rate, and effort and to link ideas and language together to form coherent, connected speech. This ability can we get if we practice. Being fluent in saying something is not an easy thing to do, especially for English foreign language learner. The ability of people is different one another. Practice hard is the way that learners should do in order to speak fluently. The learners have to practice as often as possible to make their speaking become fluent.

## 5. Comprehension

This is the last element of speaking. Comprehension can make people get the information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like. This aspect can not be obtain if someone do not have background knowledge about the topic. For example: Hanif watch a movie about medical story using English subtitle. In the movie, there are many medical terms that make Hanif confused. He should open his dictionary if he found the difficult word. So, we can comprehend what people say if we have the background knowledge about it. However, we still can comprehend what someone says by practice, because practice makes perfect.

All of the elements have important role in speaking and there is relationship among them.

### **2.4. Communication Strategies**

Communication strategy is an interesting topic to be investigated in language learning. It is due to the fact that people need to use communication to interact with others. It means that communication is very important for the success of communicating meaning. Moreover, people also need some strategies while they are communicating in order to make their interlocutor understand about what they mean. Therefore, this study has been widely developed by some previous researchers. For example, Bialystok (1990), who comprehensively analyzes communication strategies for second language use; and Dornyei (1995) outlines an explicit classification of communication strategies.

The most common communication strategies adapted from Tarone (1977), Faerch and Kasper (1984), and Willems (1987) can be classified into reduction strategies and achievement strategies. Reduction strategies such as meaning replacement, message abandonment, and topic avoidance are used for the purpose to give a fragment of the original communication goal. On the other hand, achievement strategies such as appeal, literal translation, code-switching, restructuring, word coinage, paraphrasing, and nonlinguistic strategies are used to maintain the original goal of the language speaker.

For some researchers, communication strategies can be seen as a kind of 'selfhelp' model within the learner, located within model of speech production (Faerch and Kasper, 1983 in Yufrizal, 2008). As well as other linguist, Poulisse (1990) defines communication strategies as strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings.

Generally, communication strategies are used to negotiate meaning (Tarone, 1980), to maintain the conversation (Long, 1981) or to handle difficulties or communication breakdown (Faerch & Kasper, 1983). Researchers have studied communication strategies from two major perspectives: the interactional view and the psycholinguistic view. These two major approaches to conceptualising communication strategies have been acknowledged to be the most influential in the field of communication strategies studies. The interactional view of communication strategies emphasized the interaction process between language

learners and their interlocutors, especially the means by which meaning is negotiated by one or both parties (Nakatani, 2005; Nakatani & Goh, 2007). The psycholinguistic view, on the other hand, focuses on the language learners' problem solving behaviours dealing with lexical and discourse problems (Littlemore, 2001, 2003).

Communication strategies are psycholinguistic plans which exist as part of the language user's communicative competence; communication strategies are seen as part of the planning phase Ellis (1985: 182). They are potentially conscious and serve as substitutes for production plan which the learner is unable to implement. Brown (1994) states that a communication strategy is the conscious employment of verbal or nonverbal mechanism for communicating an idea when precise linguistic forms are for some reasons not readily available to the learner at a point in communication.

All the above definitions reveal the same purpose of communication strategies, namely, to solve a communication problem that has emerged by applying some kinds of techniques. Among these, Corder's (in Kasper:1983) explanation seems to be more visual and pellucid from the viewpoint of a non- native speaker of English. The definitions from Faerch and Kasper (1983: 189) also provide us with specific and precise descriptions of communication strategies which refer to the employed techniques when speakers have problems in expressing themselves, i.e., a way used to express a meaning in a second or foreign language by a learner who has a limited command of the language.

From the definitions above, it can be said that communication strategies are systematic technique that the speakers use to express their meaning when they face some problems in the communication process.

## **2.5. Aspects of Communication Strategies**

There are several successful researchers that found several theories of the typology of communication strategies like Bialystok, Faerch and Kasper, Littlewood, Nijmen Group, Poulisse, and Tarone. There are some similarity and also differences among their taxonomies. However, the most widely used taxonomy as a basis for subsequent study of communication strategies is Tarones'. The more developed taxonomy was proposed by Dornyei (1995). It categorizes the communication strategies as avoidance or reduction strategy, compensatory or achievement strategy, and time gaining strategy. The explanation is as follows:

### **1. Avoidance or Reduction Strategies**

1. **Message Abandonment:** the interlocutors start their talk but fail to keep talking because of language difficulties, so they give it up. For example: a learner says "he took the wrong way in mm..." (He/she does not continue his or her utterance).
2. **Topic Avoidance:** the learners refrain from talking about the topics which they may not be able to continue for linguistic reasons. For example: a learner avoids saying certain words or sentence because he or she does not know the English terms or forget the English terms.

## 2. Achievement or Compensatory Strategies

1. **Literal translation:** the learners literally translate a word, a compound word, an idiom, or a structure from L1 into L2. For example: *do not enter sign* for *no entry sign*.
2. **Borrowing or code switching;** the learners use an L1 word or phrase with an L1 pronunciation while speaking in L2. For example: if a learner does not know the word *baki*, he/she will say „*baki*’ with L2 pronunciation.
3. **Foreignizing:** the learners utilize an L1 word or phrase by morphologically or phonologically adjusting it to an L2 word. For example: a learner does not know the word *tap*, he/she uses the L1 word, that is *kran* but with L2 pronunciation, so he/she says *kren*.
4. **Approximation or Generalization:** the learners employ an L2 word which is semantically in common with the targeted lexical item. For example: *ship* for *sail boat*; *pipe* for *water pipe*.
5. **Word coinage:** the learners coin a non-existing L2 word by overgeneralization. For example: *vegetarianist* for *vegetarian*. (*vegetarianist* is not stated in the dictionary).
6. **Circumlocution:** the learners describe or exemplify the action or object instead of using the right L2 structure or item. For example: if a learner does not know the word *corkscrew*, he/she replaces it by saying ‘*the thing that you use to open the bottle*’.

7. **Use of all-purpose words:** the learners use a general word to fill the vocabulary gaps. For example: the overuse of the words *thing, stuff, make, do, what-do-you call- it, what-is-it*.
8. **Appeals for assistance:** the learners turn to partners for assistance directly (e.g. Do you understand? Can you speak more slowly? What do you call?) and indirectly (e.g. Rising intonation, pause, eye contact, puzzled expression).
9. **Nonlinguistic signals:** mime, gesture, facial expression, and sound imitation. For example: a learner uses his/her hands and acts like flying to refer to *birds*.
10. **Stealing or time-gaining strategies:** the learners employ such hesitation devices as fillers or gambits to gain time to think. For example: *well, as a matter of fact, now let me see, I think, you know, you see, um, mm, ah, sort of, OK, right, really*.

Dornyeis' taxonomoy is a more developed theory, the researcher uses it to analyze and categorize communication strategies in Exclusive activities.

## **2.6. Exclusive Learning Model**

Exclusive learning model is a learning model proposed by Abdurrahman, Tarmini, and Kadaryanto (2012) which was developed by using metacognitive learning strategy and theory to develop students' understanding. This learning model was developed based on the framework of Sudiarta (2005). Thematic learning model which is developed based on constructivism oriented by three pillars of awareness

and literacy character of students that is understanding, consciousness and awareness. It produces a learning model that includes the main syntax of exploring, clustering, simulating, valuing and evaluating named the exclusive learning model.

This learning model is developed from a thematic study which is begun 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 sub theme related study. In determining the theme, it can be done by the teachers or the students or based on agreement that can be drawn from the concept around the students. The exclusive learning model could be developed to encourage the students' to be active in every phase of learning. The students are expected to give their opinions. This learning model requires the students to be active with each other and exchange their ideas, collaborate, communicate and simulate together to achieve the learning goal and the students are expected to be able to develop their ability.

In the exclusive learning model based on metacognitive, the position of the teacher as the facilitator which provides learning resources, encourages the students to learn and solve the metacognitive problems, gives motivation, rewards and provides some helps to the students in order to learn and construct knowledge optimally. Interaction will take place the mutual interaction between the teachers, students and materials (learning sources). The exclusive learning model based on metacognitive is developed to the low structure approach, meaning that the learning process is the student centered, in this case the teacher acts as a

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

Social system is develop by the exclusive learning model is basically the same as the social system of cooperative learning model. 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 each individual learns actively on his own responsibility, but individual knowledge construction will be strong when it is done collaboratively.

This mutual group is a cooperative group that emphasizes effort to make the discussion based on open-sense, so there comes a sense of comfort and a sense of friendship among the students in collaborating to solve the problems associated with the central themes of the students' life. In this case theoretically we need to analyze the syntax of the exclusive learning model

## **2.7. The Syntax of the Exclusive Learning Model**

Learning model that was developed based on rational learning of the students and theory of metacognition, the syntax of the learning model is elaborate as follows:

### **1. Exploring**

After giving an apperception and motivating the students about the theme that learned, the students are divided into groups which each group has a task to find out as much as possible the specific information that relates to the theme.

The theme that used in this class such as; smoking is bad for our health,

national examination, fast food is unhealthy, and et cetera. In this case, the teacher divides students based on the information that they have and each group has to work together to ascertain that every member of groups master the information.

## 2. Clustering

After each group gets all the information about the theme the teacher and the students find the similarities from the information in the first step to be made clusters information. Then, from the clusters information the teacher makes group which specifically master the clusters information. The students discussed the theme that they got and prepared to do the presentation.

## 3. Simulating

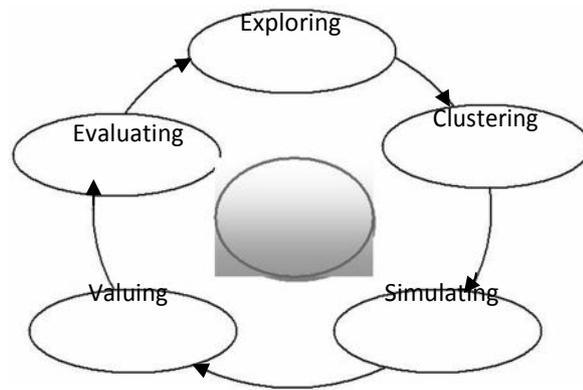
In this stage, the students are offered to perform simulations. In this phase the students did the activity that was already shown by the teacher in the exploring step. They were presented their discussion in front of the class.

## 4. Valuing

In this step, the students are invited to internalize the values in the case of the problem in our life through the discussion and simulation, so there is a strong willingness and ability to apply and use in daily life. The other students gave their comment to the presentator and criticize the ideas of their friends.

## 5. Evaluating

The last step was evaluating the process of learning so the students get some recommendations of improvements to subsequent learning activities. In this stage, the result of the evaluation shown that there were some things that need to be explored in more depth, step back and explore to do so on such a cycle. The students is evaluated what they have learned and gave their opinion about every single stage that they passed.



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 required 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.

## 2.8. Communication Strategies in Exclusive Learning Model

According to Tarone, Cohen, and Dumas (1983), communication strategy is a systematic attempt by the learner to *express* or *decode* meaning in the *target language*, in situations where the appropriate systematic target language rules have not been formed. Communication Strategy is defined as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty (Corder, 1981, in Dornyei, 1995). It can be in the form of using circumlocution, fillers, code switching, et cetera (Dornyei, 1995).

Abdurrahman (2012) states that in metacognitive-based exclusive learning, teacher plays a role as facilitator that provides learning sources, motivates students to enhance problem solving skills through metacognitive problems, gives rewards, and assists students to optimally construct the knowledge. Through exclusive learning model, there were classroom activities involving students, teacher, and also learning sources. The main points of this model of learning are implementation of cognitive strategy, control, and evaluation of students' learning through interactions. On Abdurrahman's research, this model can enhance students' speaking skill. Therefore, the researcher would try to find out the types and prevalence of communication strategies that occur while the activity conducted in exclusive learning process.

Lam (2006) examined the impact of communication strategies instruction in Hong Kong. Control and experimental groups received oral lessons. However, in addition to normal instruction, the experimental group received explicit training in strategies of resourcing, paraphrasing, repetition, fillers, self-correction, asking for

clarification, and asking for confirmation. The results indicated that the experimental group outperformed the control group on the group discussion tasks. It was found that treatment had a positive impact on raising the awareness of the learners with respect to the range of communication strategies.

Lams' (2006) study confirms the results of a study by Nakatani (2005) on the value of awareness raising on strategy use in oral communication. Nakatani provides some evidence that communication strategies training can improve learners' performance on proficiency tests. In the study, the control group took a course in oral communication. Besides the course, the experimental group received metacognitive training focused on communication strategies. The analysis of the scores on the oral proficiency test at the end of the course showed that the experimental group had significantly improved their performance. No significant improvement was observed for the control group. Nakatani (2005) concluded that "The lack of a significant improvement in the control group indicates that simply offering students communication practice was not sufficient to develop their speaking ability".

Some previous studies above proved that communication strategies has been widely developed, while the case of factors affecting the use of communication strategies, including communication situation, has been analyzed. If research on the teach ability of communication strategies has offered no firm conclusions, further research is needed to shed light on the effectiveness of teaching communication strategies. The mixed findings of the previous research may be

partly due to the fact that there are many confounding factors affecting strategy use and that is not all of these factors can be controlled in any single study.

What makes conclusions difficult was the design of these studies and the type of tasks used; previous studies have not examined the effect of specific task type on communication strategies use. This is echoed by Rossiter (2003) who observed that although communication strategies training has a significant effect on students' performance, the students use more communication strategies in the object description tasks than in the narrative tasks. Therefore, he suggested that different tasks elicit different communication strategies and multiple task types should be used in communicative classes.

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 could understand what they have learned, thought, and done.

## 2.9. Advantage and Disadvantages of EXCLUSIVE Learning Model

**Table 2.1. Advantage and Disadvantages of EXCLUSIVE**

EXCLUSIVE Learning Model	Advantages	Disadvantages
Exploring	Students are able to develop their understanding and their existing knowledge	The teacher needs special preparation in mastering certain topics to be discussed and also in giving and handling questions
Clustering	Students are free to share their ideas orally to their friends in group discussion  Students are able to exchange information through group discussion  Students are actively involved in learning process	If the class is too big, it is hard for the teacher to control and pay attention to each group that can affect the conductiveness of the class  Discussion activity will not occur if the whole students in one group consists of weak students
Simulating	Students are free to express their ideas as the result of their group discussion  Students are able to develop their creativity in simulating their discussion	It will spend much more time for the whole groups to do simulation (time consuming)
Valuing	Students are encouraged to implement the values they have got and get used to in their daily life	Not all the steps contain values that the students can take
Evaluating	Students are able to evaluate the process of learning they have done  Students are free to give recommendations for better learning	It needs a critical thinking to evaluate the whole process of learning

After conducting the research, it was found that exclusive learning model really help the students became active and confident. They were excited and like to discuss with the other friends. Unfortunately, the class became noisy and hard to

control. Some students only play their phone and chatting with another students. So that, there is a way to resolve this problem. Teacher needs to control the students properly. If needed, teacher also can tell them to subtract their score if they still noisy.

### **2.10. Prediction**

The researcher predicts that the communication strategies occurred in the class taught using exclusive. The communication strategies would occur frequently during the simulation in exclusive class. The three communication strategies that occur most often in exclusive would be time-gaining strategies, code switching, and appeal for help. The reason is because the tasks require learners' analytical and critical thinking to deliver their perception of given theme or case in front of the class. Time-gaining strategy or fillers that needed in order to make the oral task run smoothly because learners might take some times to analyze the theme on their mind using Bahasa Indonesia while they had to deliver it in English. It was also possible that learners would not be able to concentrate well to analyze the theme. Therefore, they would probably use the hesitation device such as *well*, *umm*, *what is that*, and soon.

### **III. RESEARCH METHOD**

This part deals with design, subjects, procedures, data collecting techniques, and data analysis.

#### **3.1. Design**

This research was experimental descriptive study of cross-sectional. The researcher used taxonomic analysis as qualitative design. The researcher analyzed types of the communication strategies adapted from Dornyei's taxonomy (1995). In collecting the data, the researcher taught the students to get the result. The researcher taught for three times and then analyzed the result from teaching.

#### **3.2. Subjects**

The subject in this study was the second grade students of SMA N 1 Metro. The researcher chose them to be the subject of the study because the material related to the syllabus in the second grade. They are also hoped to develop their English ability, especially their speaking. They were different from the other grade students because they were expected to start improving both of their spoken and

written English skills daily. Thus, when they were demanded to be active in the classroom discussion, they had to participate using English. Therefore, it would be interesting to find out their speaking performance and whether they already apply communication strategies when they speak in English, especially in subject matter class. There was the audience who listens to the assign group while the students were performing in front of the class. The audience was not allowed to interrupt or ask questions in the middle of the subjects' performance, except when they were already allowed to (i.e. when they were in comment session). The subjects had to come in front of the classroom in groups and presented their works.

### **3.3. Procedures of the Research**

The procedures of the research cover the following steps:

#### **a. Planning**

- 1) Determining the subjects and observing the condition of the classroom.
- 2) Asking the teacher before the process to know the usual instruction.
- 3) Discussing the material, assignments, and rundown of learning activity with the teacher.

#### **b. Application**

- 1) Doing observation during the learning speaking process through the conversations and taking notes to all of the important events and all the problems that may occur. Thus, the researcher acted as a non-participant observer.

c. Reporting

- 1) Analyzing the data by classifying the communication strategies using Dornyei's taxonomy.
- 2) Making reports about the findings.

### **3.4. Data Collecting Technique**

In collecting the qualitative data, the researcher used observation studies and used the following techniques.

#### **3.4.1. Natural Discourse Data**

Generally, the data that was gathered from the instruments, could be divided into two main categories: "Natural discourse data" and "Elicited data" (Félix-Brasdefer, 2007). In order to obtain "Natural discourse data", social interaction could be observed in natural situations and recorded using audio or video-taped recordings (Félix- Brasdefer, 2007). In this study, the researcher was a non-participant observer and the students, or the observants, who participated naturally in classroom discussion without any demand to perform situational interaction. Therefore, there is no elicited but natural discourse data instead.

#### **3.4.2 Recording**

Students' performances in exclusive learning model were recorded by a mobile phone or digital camera. The researcher recorded all the activities, particularly when a student come to the front of the class and started to speak. When he or she spoke, there was a communication startegy that he or she used. Every students

were recorded for five until ten minutes.

### 3.4.3. Transcribing

After recording, the researcher made a transcription. However, it should be done in detail. Everything that the students said and did in the conversation should be transcribed. It is aimed to get more valid data about the activity done by the participants. It is also needed to help the researcher in analyzing the data from the activities.

### 3.4.4. Coding

The next step was coding, which was categorizing the finding of communication strategies into Dornyei's taxonomy as follows:

**Table 3.1. Coding of Communication Strategies**

No.	Communication Strategies	Code
1.	Avoidance Strategies 1. Message Abandonment 2. Topic Avoidance	<b>MA</b> <b>TA</b>
2.	Compensatory Strategies 1. Circumlocation 2. Approximation 3. Use of All-Purpose Words 4. Word Coinage 5. Nonlinguistic Signals 6. Literal Translation 7. Foreignizing 8. Code-Switching 9. Appeal for Help	<b>C</b> <b>APP</b> <b>UW</b> <b>WC</b> <b>NS</b> <b>LT</b> <b>F</b> <b>CS</b> <b>AH</b>
3.	Stalling or Time-Gaining Strategies 1. Using fillers or hesitation device	<b>TG</b>

### **3.4.5. Analyzing**

After coding, the researcher counted numbers and percentages of communication strategies occur during teaching learning model. This should be done to find out significant differences of communication strategies in this learning model.

## **3.5. Data Analysis**

The researcher used descriptive research in analyzing all data from the observation and the interview. The communication strategies that students used was so different among each other. So, the researcher classified the result of the communication strategies that students used in every single step of exclusive. It was aimed to know what kind of communication strategies that each students used.

### **3.5.1. Validity and Reliability of the Data**

The researcher used triangulation in order to make the data to be more valid. Bogdan and Biklen (1982:74) also state that successful outcome of a participant observation study in particular, but other forms of qualitative research as well, relies on detailed, accurate, and extensive field notes. The data reconsider to be field notes; this term refers to all the data collected including table of communication strategies, field notes, and interview.

### **3.5.2. Model of Data Analysis**

In order to show widespread use of communication strategies, the researcher analyzed the video recording from the observation. In this way, the researcher transcribed the data first and then identified the communication strategies that occur. The next step in analyzing the data was to develop the categories of analysis for coding the communication strategies. Different types of communication strategies that is identified in this study are coded into table of twelve types of communication strategies based on Dornyeis' taxonomy. The taxonomy is selected because the categories seem clearly explained and it was developed from previous communication strategies taxonomies from Tarone, Faerch, and Kasper. Frequency forms are designed to classify the communication strategies that occur when the classroom activities are being held.

The researcher did the qualitative description in analyzing the data from the observation note that is conducted to probe their perceptions of communication strategies and the use of certain strategies when communicating with others. It means that the researcher described all collected data and problems were founded in the field and referring to the previous studies about communication strategies mentioned in the second chapter.

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to these following conclusions:

1. Exclusive learning model was applied in teaching English at the second year students of SMAN 1 Metro by the researcher. Students involved actively during teaching learning process with this learning model which consist of: exploring, clustering, simulating, valuing, and evaluating. They gave their opinion about the theme in each steps of exclusive using different communication strategies.
2. There were nine types of communication strategies produced by students in exclusive teaching learning process; message abandonment (3,71%), topic avoidance (4,54%), approximation (0,41%), use of all-purpose words (0,41%), non-linguistic signals (0,82%), literal translation (0,82%), code switching (26,85%), appeal for help (11,15%), and the last is time gaining (51,23%)
3. In exploring step, the most communication strategies appeared were code switching (12 times) and time gaining (12 times). In clustering step, the most communication strategy appeared was code switching (22 times). In

simulating, valuing, and evaluating step, the most communication strategy appeared was time gaining (109 times).

4. The highest communication strategy that occurred is time gaining (51,23%) and the lowest communication strategies that appeared are approximation (0,41%) and use of all-purpose words (0,41%).

## **5.2 Suggestions**

Based on the conclusions above, the researcher give some suggestions as follows:

1. English teachers are recommended to use this learning model because this model can help the students to develop themselves. This learning model has several stages that can make the students more confident and capable in doing their task.
2. In this learning model, teacher should be able to control the class, because this learning model make the class be noisy but fun. The students can enjoy the class and show their ability more.
3. This study investigated the communication strategies that were used by students in learning speaking through exclusive. Future research may use this research as reference if they want to do a research about exclusive learning model or communication strategies. They can try to investigate the use of exclusive in listening, reading, or writing or maybe investigate the communication strategies in reading class, so the result will have the variation.

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