

**THE IMPLEMENTATION OF *EXCLUSIVE* LEARNING MODEL  
IN IMPROVING STUDENTS' SPEAKING SKILL AT THE SECOND  
GRADE OF SMA FRANSISKUS BANDAR LAMPUNG.  
(An Action Research)**

**By**

***Yosep Papuanus Iyai***



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2017**

**THE IMPLEMENTATION OF *EXCLUSIVE* LEARNING MODEL  
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OF SMA FRANSISKUS BANDAR LAMPUNG**

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**Abstract:** The aims of this study were to improve students' speaking skill, students's participation and also the quality of teacher's teaching performance. The subjects of the research were 30 students at the second grade of SMA Fransiskus Bandar Lampung. Action research was applied as the method of the research within exploring, clustering, simulating, valuing, and evaluating (*EXCLUSIVE*) Learning Model. The results show that there are significant improvements due to the gain of mean score for the students speaking performance, and students' participation as the learning products. Meanwhile, the improvement of teacher's teaching performance as the learning process improved in every cycle. Students' speaking performance, in cycle one was 69.89, in cycle two 75.87, and in cycle three 82.75. Likewise in students' participation, in every cycle the gain increased. In cycle one 67%, in cycle two became 75%, and in cycle three was 85%. Likewise, there was an increase of the quality of teacher's teaching performance in every cycle. As the result, this suggests that, this learning model can help and improve students' speaking skill, students' participation in the classroom and also the quality of teacher's teaching performance.

**Key words:** *EXCLUSIVE*, Learning model, Speaking skill.

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**(An Action Research)**

Submitted in a Partial Fulfillment of  
The Requirement for Bachelor Degree  
in  
English Study Program  
The Language and Arts Education Department  
Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2017**



**Research Title** : **THE IMPLEMENTATION OF EXCLUSIVE  
LEARNING MODEL IN IMPROVING  
STUDENTS' SPEAKING SKILL AT THE  
SECOND GRADE OF SMA FRANSISKUS  
BANDAR LAMPUNG.  
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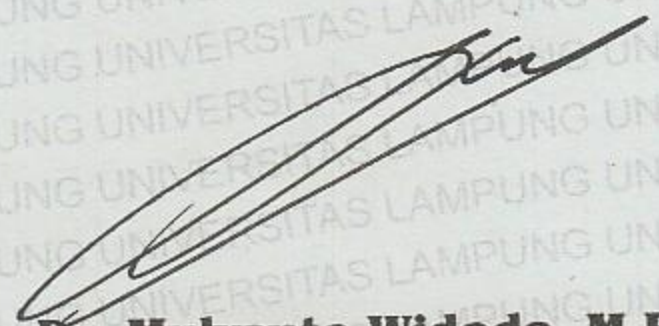
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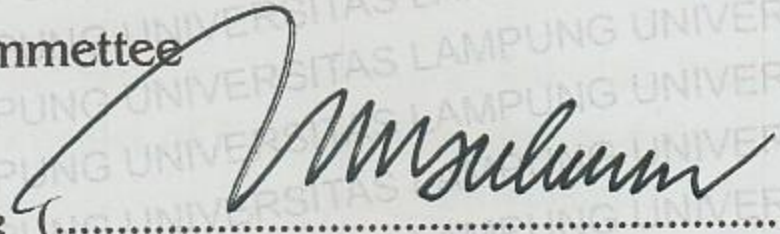
  
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## STATEMENT LETTER

As the civil academic of Lampung University, hereby I am signed as bellow:

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Improving Students' Speaking Skill at the Second Grade of SMA  
Fransiskus Bandar Lampung.

Major : English Education Study Program

Department : Language and Arts Education

Faculty : Teacher Training and Education

Hereby I clarify that

1. This script has no any plagiarism and translation of any other books ever published, is purely-based work which in the implementation I did not get any assist of others indeed, and only guidance from the academic advisor also the stuff in the place where this research conducted.
2. There is no paper or script taken from any other papers ever published before, except in the written form to be considered as the reference in this script by citing the name of the author in the references list.
3. I truely made this statement letter based on the fact, and if one day there will be any trouble and untruth about this statement letter, therefore I am willing to take the academic risk in form of title retraction which, reached because of this paper, and also other kind of punishment in according with the exisiting norm in university of Lampung.

Bandar Lampung, 6 April 2017

Statement Letter's Maker



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## **CURRICULUM VITAE**

Yosep Papuanus Iyai was born in Florence City, on April 21st, 1994. He is the fifth child of a wonderful couple, Ambrosius Iyai and Chatarina Butu.

He started his study from at St.Michael kindergarten Berlin. Entering the second year, he moved to St. Fernando Kindergarten in Rome and graduated in 1999. In the same year, he joined St. Michael Roman Catholic Primary Schools in Florence. After being at the fourth grade, he moved to West Papua and continued his Primary school at the fifth grade of SDN Inpress Bomomani and graduated in 2006. He, then entered his secondary school at Bishop Epalle School in Salomon Island. He then got acceleration program and graduated in 2008. He continued his study at Senior High School 01 Dogiyai, West Papua and graduated in 2010 through Acceleration Program. Afterward, the writer took two-years-Mandarin course at Jayapura Language Centre. Furthermore, the author took Latino course at the same place and finished in 2013.

After taking his Mandarin and Latino courses, the writer was registered as the student of English Education Study Program at the Teacher Training and Education Faculty, University of Lampung in 2013 through Papua Affirmation Program. During the education time at the University, he joined and actively

involved in Catholic Students Unity, IT Campus Broadcasting, and some non-educational communities. In 2017, he accomplished his Teacher Training Program as one of the requirements for teachership students at State Secondary School 1 Kotagajah, Central Lampung.



## DEDICATION

*Thank You My Lord, Jesus Christ for helping me. Praise Your Holy Name,  
Glorify Your Kingdom as my Savior and Final Destintion.*

This script is fully dedicated to:

My beloved Mom, *Chatarine Butu*

My beloved Dad, *Ambrosius Iyai*

My beloved older Sisters, *Nella Iyai, Agustine Iyai, Albertina Iyai, Ancelina Iyai,*

My beloved little brother, *Fransiskus Iyai*

My beloved nephew, *Alva Jessan, Rhoni, Vanni, Ino Dogomo, Aldo, Beato, Bella*

*Sale Tebai, Elkoli Tebai, all my beloved big family.*

My beloved Brothers and Sisters, Papuans students in Lampung university

especially, *Helton Wopari, Videlis M H Saflesa, Sherly Rina Balyo and all*

*beloved friends.*

My beloved colleagues, English Education Study Program 2013

My beloved Almamater, University of Lampung

## **MOTTO**

I can do all this through Him who gives me strength

*(Philippians 4:13)*

The future is waiting for our ability to change that

*(Papuanus)*

Education is the most powerful weapon that can be used in this century

*(N. Mandela)*



## FOREWORD

*Hallelujah, Hosanaa.* Praise is merely to The Mightiest Lord, my God. Jesus Christ, glorify Your holy name. The holy Trinity, the Creator and the Owner of the universe for the gracious mercy and tremendous blessing. Because of His grace and mercy so that this script entitled “*The Implementation of EXCLUSIVE Learning Model in Improving Students’ Speaking Skill at the Second Grade of SMA Fransiskus Bandar Lampung*”, is submitted as a partial fulfillment of the requirements in accomplishing S-1 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty, University of Lampung, the year of 2016/2017.

The author would like to express his deepest gratitude to all those who gave him the possibility to complete this script. The writer would also like to acknowledge his sincere gratitude and respect to:

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The writer would like to acknowledge his deepest gratitude to his beloved mother, Chatarina Butu, who always prays for his success, thank you for your kindness and patience, and to his beloved father, Ambrosius Iyai, may the only God



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Hopefully, this script would give a positive contribution to the educational development or to those who want to carry out further research.

Bandar Lampung, 6 April 2017

Yosep Papuanus Iyai  
1313042091

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter particularly put across regarding: (1) background of the problem, (2) formulations of the problem, (3) objectives of the research, (4) uses of the research, (5) scope of the research, and (6) definition of terms.

#### **1. 1 Background of the Problem**

In a simple word, language is a sound. It is, indeed however, in general language defined as a means of communication. According to English Encyclopedia 2007, Language was defined as the ability to acquire and use complex systems of communication, particularly the human's ability to do so, and it has any specific example of such a system. Language is the most important aspect in the life of all beings. The use of language is to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill human wants and needs, as well as to establish rules and maintain human's culture (Ormrod,1995:20).

Since English was issued as one of the International target language, it became more demanding language to be mastered by people around the world. Likewise Indonesians, in order to be able to communicate in English properly, it is crucial to learn English for communication purposes especially in international level. For



this reason, there was a statement made based on the 2006 English curriculum of SMA that stated SMA/MA students are required be able to use the language in international level. There are, therefore four skills included among others: listening, speaking, reading, and writing (Depdiknas, 2006:307). In short, the statement made has the instruction for English teacher to teach English to the students at schools, and also schools to make lesson planning and syllabuses regarding English as a compulsory subject.

As a matter of fact, there is no doubt that there have some constraints have been facing by some educational institutions. Some schools do not really pay attention toward the importance of English. The teachers, in this case, are still having confusion of finding the magnificent way to get along with the students, notably in dealing with students' speaking ability, and also students' participation in the class. As a result, their failures make them not successful in guiding students' paradigm toward English language learning that they are not going to teach at schools as a compulsory subject. Ultimately, for years students learn English, however they still could not produce the language well as expected. Not only the teacher, the students also have the problems in learning English. They just learn English in order for them to get score rather than reaching insight in the interest of their future since they do not consider English as important subject. Conversely, they are incline to face English as the terms only to graduate from the school even though they knew it is a continuous study.

It is, therefore incredibly crucial for the students to learn English. As we know that speaking has communication function which in daily life uses as a vehicle to express ideas, opinions, and thought. In terms of mastering English, it means that students should be taught how to speak, listen, read, and write in English as International target language language for these four skills are widely recognized as the fundamental groundworks to step forward. Thus it is hoped, the teacher can deal with the students' paradigm toward English, their tendencies, which influence the way of thinking and how they do see the world beyond English.

One of these four English skills is speaking. Speaking is two-way process between speaker and listener and involves productive and receptive skills of understanding, Bryne (1984:81). 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 definitions given above, it is clear that students should learn English to speak so that they can communicate in English well. In mastering speaking skill ofcourse, the students need a lot of practice besides knowing the grammar or the structure of the language, etc. But, in fact, the teacher still cannot make the students learn how to speak well. Perhaps, the teachers do not use appropriate models of learning which can make them interesting to produce the language.

Seeing some problems that tend to be happening at schools, the researcher was therefore interested to hold further investigation concerning students' constraints in mastering English, especially speaking skill and also the way of teaching that is generally held by teacher as well. Furthermore, the researcher decided to hold a pre-observation which aimed at assuring the problems that have been facing by the students and English teacher as well. Based on the pre-observation that had done at SMA Fransiskus Bandar Lampung, the researcher found that many students had difficulties in mastering speaking skill. It was, however, some students who had self-confidence in expressing their ideas dominated the teaching learning activity in the class. Some students gave the respond positively toward teacher's questions, however a big part of them kept quite and did not participate properly in the class. For the teacher's way of teaching in the class, the teacher was not able to deal with the class management as well as the media. In addition, the teaching method was not compatible with the students.

Here, the researcher had found some problems based on the pre-observation ever conducted at SMA Fansiskus Bandar Lampung. The first problem was students' outage in speaking ability. The lack of students' speaking ability can be viewed when the teacher gives the questions or even asking their opinions on any given topics. Almost all student did not give any response toward teacher's questions. The second problem found was the lack of students in participating while teaching learning process was going on in the classroom. While the teacher was explaining the lesson in front of the class, some students were still having chat with each other or doing something else. The third problem that had found was teacher's

outage in choosing the appropriate model for teaching. Eventually, these obstacles hamper teaching learning process.

In order to make teaching learning process go well, the classroom management is urgently needed. Classroom management covers, media, methods, timeable, and vehicles used in a teaching learning process McDougal, Littell & Company (1981). One of the most important aspects of classroom management is the teaching method in teaching. Therefore, there should be specific method, technique, or learning model which furthermore in teaching learning process can support teachers in teaching and notably for the students to comprehend well through the method or learning model that is about to apply. If the teacher does not use any appropriate method, technique, or learning model then it can further be influential toward students' comprehension. If only the method used in learning is suitable with the students, but if the teacher has no any ability in applying the method being used, it then can bring nothing and ultimately no result.

Based on the three constraints found above, those matters should therefore be considered as a must for English teachers to cope with. The first problem was the students' outage in mastering English speaking skill. English 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, Lado (1961:240). The second problem found was the lack of seriousness of students in participating when the teacher teaches in the class. And finally, the



third problem was the teaching method used does not support learning process. Thus, the researcher proposes to deal with this constraint there should be a specific learning model. Learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learners and teachers in implementing the learning activities, Winataputra in Sugiyanto (2008).

As the result, applying a specific learning model considered as a critical step in order to deal with those problems that already found. When a teacher teaches the students, the teacher should know the problems that have been confronted by his or her students so that the teacher can tackle the problems using the learning model applied. Learning models provide the teachers with an organized system for creating an appropriate learning environment and planning instructional activities. It also affects what the teacher does, what the students do, the organization of the classroom, the nature of the procedures, materials, and the instructional tasks. Seeing this, implementing appropriate learning model in the learning process should be considered by every teacher when they are going to teach.

The learning model applied in this research was *EXCLUSIVE* learning model. This learning model was designed based on the model framework of Sudiarta (2005). Thematic learning model which had been developed is based on constructivism oriented by the three pillars of awareness and literacy character of students that are understanding, conscious, and awareness (PS2). It produces a

learning model that includes the main syntax of exploring, clustering, simulating, valuing, and evaluating named *EXCLUSIVE* learning models. *EXCLUSIVE* learning model is also developed based on the theory of metacognition and learning strategy. Flavell (1979) is the expert who had 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: declarations, procedural, and conditional and the four components of metacognitive skill are predict, plan, monitor, and evaluate.

*EXCLUSIVE* learning model is also developed by determining certain topic, a theme or main topic, then the theme that has been chosen is used as a groundwork to determine the sub-themes. It can be done by the teacher or students which is taken from the students' environment and is closer to them so the theme can be developed based on their need and interest. This kind of learning model is useful to learn and gain the information from the facts around related to the students' real experience in their daily life. In addition to that, this learning model is also developed by using Student Centered Learning (SCL) approach which can make the students active in the learning process, and metacognitive learning strategy which enables the students to develop their understanding. From this explanation, it can be said that by implementing *EXCLUSIVE* learning model, students can be

active in every phase of learning because the topic is related to students' real experience and the learning process is centered among the students. If the students are actively involved in the learning process, hopefully they can improve their speaking skill because they will more practice to use the language during the class.

In this case, learning model which had applied in this research was based on the result of previous research by Shanti (2013). She conducted the action research using *EXCLUSIVE* learning model at SMAN 9 Bandar Lampung and found the learning model was able to improve students' speaking skills. In addition, this learning model also had been development by Abdurrahman, Tarmini, and Kadaryanto (2012). They developed a thematic learning model on the basis of constructivism which was oriented in three pillars of literacy and awareness characters: Understanding, Consciousness, and Alertness. From that research, there comes a learning model which its main syntax consisting of *Exploring, Clustering, Simulating, Valuing, and Evaluating* named *EXCLUSIVE* learning model. Because this model was still in the form of concept and it had never been applied in preceding studies, hence the researcher also tried to develop the procedure in using this model in teaching learning process.

It is essential to keep in mind that language teacher is not only to inform what language is, but also to facilitate the students and enable them to use the language. So far, our education is still dominated by the view that knowledge is a set of fact to be memorized and transfered by the teacher. Our class focuses on teachers as

the only learning sources and speech as the main learning strategies. There, should Therefore be a new learning strategy that can expose students' language competence. *EXCLUSIVE* learning model is considered as an alternative. *EXCLUSIVE* learning model is not at the level of implementation yet, so that it is needed to conduct an action research in order to find the technique that can be used to make the model applicable in teaching learning process, especially in teaching speaking.

Observing the problems discussed above, the researcher was interested in investigating the problems to be figured out. Hence, the researcher had conducted an action research entitled "The Implementation of *EXCLUSIVE* Learning Model in Improving Students' Speaking Skill at the second grade of SMA Fransiskus Bandar Lampung". The learning model of *EXCLUSIVE* had applied deliberately to overcome the problems formulated. It hoped to produce an effective model that can be used by teachers in order to help students improve their speaking skill, student participation and the quality of teacher's teaching performance in the classroom based on the principles of *EXCLUSIVE* learning model.

## **1.2 Formulation of the Problems**

Based on the above explanation, there were several constraints that have been faced by students and English teacher as well. As the result, the problems of this research were formulated as follows:

1. Can the implementation of *EXCLUSIVE* Learning Model improve students' speaking skill?



2. How can the steps of *EXCLUSIVE* Learning Model improve students' participation during the teaching learning process?
3. How can the implementation of *EXCLUSIVE* Learning Model improve the quality of teacher's teaching performance?

### **1.3 Objectives of the Research**

In the research questions above, there were three main considerations. They were students speaking ability, their participation and also teacher's teaching performance. Hence, based on problems formulated, the objectives of this research are to find out whether or not:

1. The implementation of *EXCLUSIVE* Learning Model can improve students' speaking skill.
2. How the steps of *EXCLUSIVE* Learning Model can improve students' participation during the teaching learning.
3. How the implementation of *EXCLUSIVE* Learning Model can improve the quality of teacher's teaching performance.

### **1.4 Uses of the research**

The main purposes of this research are having such uses as follows:

Theoretical uses:

- To verify the previous theory dealing with the theories of *EXCLUSIVE* Learning Model especially in speaking skill.

- To be used as a reference for the next researcher who will concentrate on students' speaking skill, and students' participation in teaching learning using *EXCLUSIVE* learning model.

Practical uses:

- As an information concerning the improvement of students' speaking skill, and students' participation in teaching learning process in the implementation of *EXCLUSIVE* Learning Model.
- As an assist to English Teachers in finding an appropriate way to increase students' speaking skill, and students' participation in teaching learning process.

### **1.5 Scope of the Research**

This research concerns with the implementation of *EXCLUSIVE* learning model that aims at improving students' speaking skill, students' participation, and also the quality of teacher's teaching performance based on the syntax of *EXCLUSIVE*. Those syntaxes of *EXCLUSIVE* furthermore called as steps of *EXCLUSIVE* learning model: exploring, clustering, simulating, valuing, and evaluating in improving the students' speaking skill based on five aspects of speaking that are: pronunciation, fluency, vocabulary, grammar, and comprehension in doing transactional dialogue. Besides, the researcher also focusses on students' participation during teaching learning process in according with the steps of *EXCLUSIVE*, and the quality of teacher's teaching performance.

### 1.6 Definition of Terms

1. 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, Lado (1961:240).
2. 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 efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to clear away 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).
3. Learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learning and the crier proclaimed and teachers in implementing the learning activities, Winataputra in Sugiyanto (2008).
4. *EXCLUSIVE* learning model is developed based on the theory of metacognition and learning strategy. 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: declarations, procedural, and conditional and the four components of metacognitive skill are predict, plan, monitor, and evaluate.

The results of discussion above are the parts of chapter one that concerns with the introduction which involves background of the problem, formulations of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms. In the background it had explained that there are some constraints in speaking for the students as well as the teachers. Furthermore, those constraints had formulated and there are three main problems involving: students' speaking skill, students' participation, and the quality of teacher's teaching performance. Those three problems are the objectives of the research. Next, the uses of the research, there are two crucial uses among others: practical uses, and theoretical uses. A part from that, this research has its scope. The scope of this research covers: the implementation of *EXCLUSIVE* learning model in which there are steps of *EXCLUSIVE*, exploring, clustering, simulating, valuing, and evaluating. Those steps of *EXCLUSIVE* had applied in improving students' speaking ability according to aspects of speaking which involves: pronunciation, vocabulary, grammar, fluency, and comprehension. Accordingly, this research had applied action research as the research method which has planning, implementing, observing, and reflecting.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, there are nine topics that are going to be discussed, among others: (1) review of previous researches, (2) concept of speaking, (3) aspect of speaking, (4) types of speaking, (5) concept of teaching speaking, (6) concept of learning model, (7) types of learning model, (8) concept of *EXCLUSIVE* learning model, (9) *EXCLUSIVE* learning model in teaching speaking, (10) procedure of teaching speaking through *EXCLUSIVE* learning model, (11) advantage and disadvantage of *EXCLUSIVE* learning model, (12) and theoretical assumption.

#### **2.1 Review of Previous Researches**

There have been several studies conducted regarding the implementation of *EXCLUSIVE* learning model in teaching English at all education levels from elementary school, secondary school until senior high school. It was indeed, those who had involved in research using *EXCLUSIVE* learning model found that *EXCLUSIVE* learning model had a great play in improving students' speaking skills. The only difference is that each research uses different variable, method, and the material in improving students' speaking skills.



Shanti (2013) conducted an action research using *EXCLUSIVE* learning model in improving students' speaking skill at the first grade of SMA Negeri 9 Bandar lampung. The author used qualitative approach in measuring the success of implementing *EXCLUSIVE* learning in teaching speaking. As stated in her script, the result was successful, she eventually made it out of nothing and found *EXCLUSIVE* learning was able to improve students's speaking performance, students' participation in the class, and also the quality of teacher's teaching performance. Based on the resultt, the gain of students' speaking performance as the learning products sifnificantly increased. It was proved by the data from students' speaking mean score in cycle 1 that was 65.87, in cycle 2 improved to 71, and in cycle 3 improved to 77.2. The improvement also occurs in each aspect of speaking, whether in pronunciation with the total gain was 1.07, grammar with the total gain was 0.93, vocabulary with the total gain was 1.2, fluency with the total gain was 1.14, and in comprehension with the total gain was 1.34. By implementing *EXCLUSIVE* learning model, the students' participation was also improved from cycle one to cycle three. Not only that, this learning model had improved the quality of teacher's teaching performance that significantly improved from cycle one to cycle three.

Another researcher was Wulandari (2014). She implemented the *EXCLUSIVE* learning model in teaching reading at Senior High School Negeri 2 Metro. The research used quantitative approach within experimental research in which she applied control group pre-test post-test design. The result of the research was significant as she had found that the *EXCLUSIVE* learning model already applied

was successful. It means that in the pre test, the students were not able to answers on test provided by the researcher, it was however, after being treated using *EXCLUSIVE* learning model, the students showed significant success. The significant success can be seen from the students' success in percentage. It was stated that in the pre test, students did not understand about reading at all, which was cumulated at about 20%, but after teaching students' reading skill improved since the result showed at about 90%. To conclude, the *EXCLUSIVE* learning model which was applied by Wulandari (2014) found able to improve students' reading comprehension.

Besides, *EXCLUSIVE* learning model is developed based on the theory of metacognition and learning strategy. Flavell (1979) was the expert who had first introduced the term and concept of metacognition in learning. It was defined as the science of consciousness and control over the processes of cognition. Simon (2001 in Desoete) had 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: declarations, procedural, and conditional and the four components of metacognitive skill are predict, plan, monitor, and evaluate.

## **2.2 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 effects 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, for living successfully in society, especially for English language teaching. 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.

## **2.3 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:

### **2.3.1 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.

### **2.3.2 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.

### **2.3.3 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).

### **2.3.4 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.

### **2.3.5 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.

## **2.4 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:

### **2.4.1 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.

### **2.4.2 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 involving:

***a) Imitative Dialogue***

A very limited portion of classroom speaking time may be legitimately 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.

***b) Intensive Dialogue***

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.

***c) Responsive Dialogue***

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.

#### *d) 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.

#### *e) 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.

#### *f) 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 focussed on how the students do the conversation through transactional dialogue because it had 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.

## **2.5 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 arisen 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 are 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.

## **2.6 Concept of Learning Model**

Learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learning and the criterion proclaimed and teachers in implementing the learning activities, Winataputra in Sugiyanto (2008).

## **2.7. Types of Learning Model**

Sugiyanto (2008) suggests that there are many learning model developed by experts in an effort to optimize student learning outcomes. The learning model is comprised of:

### **2.7.1 Contextual Learning Model**

Contextual learning model is the concept of learning that encourages teachers to link between the material being taught to the students real-world situations. This study also encourages students make connections between knowledge and its application in their daily lives. Knowledge and skills gained from the efforts of students to construct their own knowledge and skills as students learn.

### **2.7.2 Cooperative Learning Model**

Model of cooperative learning is a learning approach that focuses on the use of small groups of students to work together in maximizing the learning conditions for achieving learning objectives.

### **2.7.3 Quantum Learning Model**

Quantum Learning model is an assembly of various theories or views of cognitive psychology and neurology that much programming already exist.

#### **2.7.4 Integrated Learning Model**

An integrated learning model of learning that allows students both individually and in groups of actively searching, digging, and found the concepts and principles of holistic. Learning is a model that tried to integrate several subjects.

#### **2.7.5 Model Problem Based Learning (PBL)**

Model of problem-based learning (PBL) is a cognitive psychology of learning that takes as its theoretical support. The focus is not much on what is being worked on students but on what students think as long as they do. Enabling teachers themselves as mentors and facilitators so that students can learn to think and solve their own problems.

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 organize the learning experience of learners include 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 the teachers positioning 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.

## **2.8 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, Conscious, and Awareness (PS2). It produces a learning model that includes the main syntax of exploring, clustering, simulating, valuing, and evaluating named *EXCLUSIVE* learning model with the complete designs are:

### **2.8.1 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, Conscious, 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 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 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.

### **2.8.2 *EXCLUSIVE* as a Learning Model**

*EXCLUSIVE* learning model is developed based on the theory of metacognition and learning strategy. 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: declarations, 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 themselves whether or not 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 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).

### **2.8.3 Syntax of *EXCLUSIVE* Learning Model**

The learning model has some steps (exploring, clustering, simulating, valuing, and evaluating) which is called as syntaxes of *EXCLUSIVE*. This learning model was also developed based on rational learning needs of students and the theory of metacognition, thus the syntax of the learning model is described as follows:

#### **Step 1: Exploring**

First of all, the teacher greets the students and opens students' schemata prior to the main activity in the class. Next, teacher makes apperception and motivation regarding the topic that already given. Students are divided into groups where each group has a duty to seek as much information related to the detailed information on the theme already given. In this case, if it is possible the teacher divides the group based on the information they had got. Each group works together to ensure that every member has comprehended the information thoroughly and properly.

#### **Step 2: Clustering**

As soon as 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 would 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.

### Step 3: **Simulating**

In simulating step, students are invited to perform simulations. All students that worked in group with their mates, they are required to perform the simulation in front of the class. The teacher, in this case has no any due in determining which group should be first, on the one hand all group is chosen randomly. The next step is the choosen group is welcomed to perform in front of the class, as soon as they finish their performance, they can point out other group to perform in front of te class, and so on till all group finish performing each of their group discussion.

### Step 4: **Valuing**

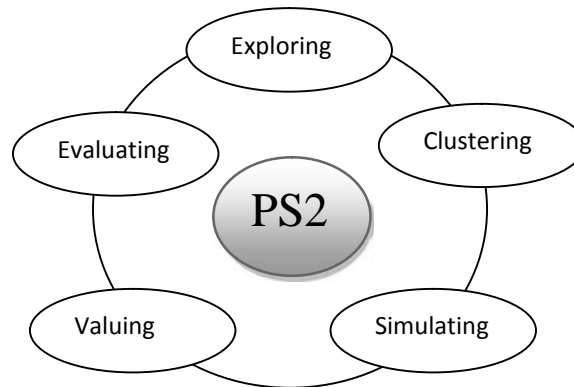
At this stage, students are encouraged by the teacher to internalize the values obtained through the discussion and simulation, so there is a strong willingness and ability to internalize and get used to in daily life. It means that, the teacher has tough duty to make students aware of what they are learning are applicable in real life so that they can realize in their daily life.

### Step 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.

Graphic 2.1 PS2 *EXCLUSIVE* learning model



*EXCLUSIVE* learning model could be developed to encourage students' role to be more 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.

#### **2.8.4 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 developed to the low structure approach, meaning that the learning process is student's centred, in this case 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 styles in the system of mutual interaction.

### **2.8.5 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.

### **2.8.6 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.



### **2.8.7 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.

### **2.9 *EXCLUSIVE* Learning Model in Teaching Speaking**

This model which is proposed by Kadaryanto, et al (2012) had once been implemented by Santi in language teaching, especially speaking. As the result, based on the research she had held before at the first grade of SMA 9 Bandar Lampung, she found that *EXCLUSIVE* learning model can improve students' speaking skill. The result can be seen from the pre-test and post-test, in the pre-test students had not shown significant progress in speaking yet, but once after applying the *EXCLUSIVE* learning model, the result was significant. Therefore, the researcher interested in developing 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. In line with the exploring implementation in the class, this step is begun by asking a couple of question to the students which is also aimed at exposing students' schemata prior to the teaching learning process is taken place.

**Step II: Clustering**

After being explained about the material, the students are formed into groups. The main purpose of grouping students is in order that all students can speak out, share ideas, opinions, and also team work function. 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. Simulating is a process of performing something as if it is real. Hence, in the simulation step, each group has to perform their result of discussion in front of the class. The teacher has no right to determine which group sould come first to perform or which group is the last one, on the other hand the teacher asks one group that is ready to come voluntarily. Shortly after the first group has performed, that group then can choose or point out another group to perform.

#### Step IV: **Valuing**

In this step, all of the students are asked to take values from the topic that has been discussed. Furthermore, the intention of this taking value step is to make the students able to internalize in real life the meaning contained in the topic discussions. Therefore, there is strong willingness and ability to make realized and get used to do 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. The students are given the chance to criticize or give recommendation from one group to other group. The suggestions can be the correction of grammatical error, pronunciation, vocabulary, fluency or comprehension. They are supposed to be able to think critically and those suggestions are based on the five aspects of speaking. This activity is also a fundamental groundwork to judge how far the students have understood the lesson given.

### **2.10 Procedure of Teaching Speaking through *EXCLUSIVE***

#### **Learning Model**

In increasing students' speaking skills, the researcher would like to present *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. The teacher asks one of the students to conduct the pray
3. Teacher checks students attendance list
4. Teacher explains the aims and the learning objectives.
5. Students are given the explanation about learning procedure.

✓ **While-activity**

(Exploring)

1. Teacher tells about the topic that they are going to learn.
2. Students are given 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.
6. All students can choose their group's mates and work together.

(Simulating)

7. Each group is invited to come in front and simulate what they have discussed by using media that had already prepared before.
8. The teacher picks out the group randomly to perform what they have discussed

(Valuing)

9. 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.
10. The students are guided by the teacher to internalize the meaning contained in the topic ever discussed beforehand.
11. The students are encouraged to take value and make it happened in real life context.

### ✓ **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. The teacher gives the appreciation to students on what they do
4. The teacher corrects students mistakes of what they have performed
5. The teacher tells the meaning in line with the real-life context
6. Teacher closes the meeting.

## 2.11 Advantages and Disadvantages of Using *EXCLUSIVE* Learning Model in Teaching Speaking

Table:2.1 (Advantage and Disadvantage of *EXCLUSIVE* Learning Model)

<i>EXCLUSIVE</i> Learning Model	Advantages	Disadvantages
Exploring	Students are able to develop their understanding and their existing knowledge (Students' Schemata)	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 consist 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 group 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	It needs a critical thinking to evaluate the whole process of learning

## **2.12 Theoretical Assumption**

*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, thus they will understand what they have learned, thought, and done. 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.

The *EXCLUSIVE* learning model once had already applied by another researcher (Amalina Shanti 2013). She used the learning model to deal with students constraints in mastering speaking also students activity in the classroom. It was however, to give more conviction on the result stated, the researcher deliberately had conducted this research to approve the existing research.

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. Based on the literature review explained before, the researcher assumes that *EXCLUSIVE* Learning Model is a good approach in improving students' speaking skills.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses about the research method used in this study. It covers: (1) setting of the research, (2) subject of the research, (3) general description of the research, (4) research procedures, (5) indicators of the research, (6) instruments of the research, and (7) data analysis.

#### **3.1 Setting of The Research**

This research was an Action Research. In this research, the researcher acted as a real teacher, and the English teacher as the observer, who observed what the researcher did when conducting the research. This study was directed to develop the teaching strategy in order to find out the solution to the classroom problem in the teaching speaking.

There are four steps of this action research:

1. Planning stage
2. Implementing stage
3. Observing stage
4. Reflectionstage



Burns in Setiyadi (2013) pointed out that action research for a University student is an approach which was done by the student to answer his/her research problems. It was used as a methodology to collect and analyze the data.

The subject of this action research was the first year students of SMA Fransiskus Bandar Lampung (2 IPS 2) consisted of 30 students. There were 22 female students and 8 male students. The students of this school were not so active when they were learning English especially speaking. The students were good at learning about language like mentioning the pattern of the tense, for that reasons the researcher wanted to know whether different learning model could give any improvement in the teaching learning process at this school.

In this action research, the researcher acted as the teacher by implementing *EXCLUSIVE* Learning Model and was helped by his partner, English teacher at that school, which furthermore acted as an observer, observing the students' participation and teacher's teaching performance. The researcher made the lesson plan and taught the students based on the lesson plan. Hence, during the research, the researcher and the observer observed everything that occurred in the classroom.

### **3.1.1Time**

The researcher already made a schedule to conduct this research. Refer to research schedule, this research consists of three main cycles, which every cycle was done in two meetings within different time. The researcher began the research from Thursday, 10 to Friday 25<sup>th</sup> of November 2016. Cycle one was done in two

meetings. First meeting was done on November, Thursday 10<sup>th</sup> 2016. Meanwhile, second meeting was done on November, Monday 14<sup>th</sup> 2016. After first cycle was done, furthermore the researcher analyzed the result obtained from first cycle and still there were some constraints in speaking measured from five aspects of speaking including; pronunciation, grammar, vocabulary, fluency, and comprehension, thus the researcher continued to hold second cycle. The first meeting of the second cycle was held on November Thursday 17, 2016, and the second meeting was done on November Monday 21<sup>st</sup> 2016. Shortly after finishing the second cycle, the researcher found a bit matter in speaking improvement of students' speaking skill, students' participation and the quality of teacher's teaching performance, therefore the researcher and observer committed to conduct third cycle which was held on November Thursday, 24 2016 and followed by the second meeting on November Friday 25 2016. Arriving at the result got from third cycle, the researcher found that *EXCLUSIVE* learning model was able to improve students' English speaking skills, students' participation, and quality of teacher's teaching performance. Therefore, the research conducted this action research in three cycles.

### **3.1.2 Place**

This research was conducted in SMA Fransiskus Bandar Lampung, notably for the second year students. In this research also, the researcher was spending most of his time in teaching speaking especially for the second year students of SMA Fransiskus Bandar Lampung. In connection to the explanation above, there were no students from first and third year students in case that teaching speaking skill

comprehension because this learning model is more suitable and compatible for the second year students only; as they had been taught four basic skills including listening, speaking, reading, and writing skills since their first year of school.

As the result, they can be assumed that the only students of second grade have higher and deeper insight than the first year students.

### **3.2 Subject of the Research**

The subject of this action research was the second year students of SMA Fransiskus Bandar Lampung (2 IPS 2) consisted of 30 students. There were 22 female students and 8 male students. The students of this school were not so active when they were learning English especially speaking. The students were good at learning about language like mentioning the pattern of the tense, for that reasons the researcher wanted to know whether or not different learning model could give any improvement in the teaching learning process at this school.

There were several criteria for being the subject in this research. The researcher has already decided the criteria as follows: 1) Should be students of the second year. The main purpose of this criteria is that on this stage the students still blind in developing English speaking skill also the other skills hence, the researcher would like to chose them so that they can improve their speaking skill purely through EXCLUSIVE learning model. 2) Students of class IPS. The primary reason of choosing the students from class IPS is that they have a qualitative competence rather than quantitative as the result, the subject of the research was the students of IPS class. 3) There were 30 students which consist of 22 female

and 8 male. The main reason researcher only picked up 30 students is located at the easiness in managing and analyzing the class as well as the research.

In this action research, the researcher acted as the teacher by implementing *EXCLUSIVE* Learning Model and was worthwhile with his partner, who acted as an observer, observing students' participation along with the quality of teacher' teaching performance. The researcher provided the lesson plan and taught the students based on the lesson plan prepared along with English teacher. Therefore, during the research, the researcher and the observer can observe everything that possibly occurs in the classroom.

### **3.3. Major Description of the Research**

The research was an action research which conducted to apply a model that had been developed by Kadaryanto, et al (2012). In doing the research, the researcher collaborated with the English teacher of that school to improve the students' speaking skill through *EXCLUSIVE* Learning Model.

While the researcher applied *EXCLUSIVE* Learning Model in the classroom, the observer observed the teaching learning process and made some necessary points from that process. In that process, the researcher also held speaking test that aimed at measuring students' ability in speaking skill.

After that, the researcher and the observer analyzed the result of the observation, and also the speaking test. The researcher and the observer also did the reflection after knowing the result of the analysis. Based on the analysis and reflection, it

was decided whether the next cycle would be held or not, and the next cycle focused on eradicating the weaknesses in the previous cycle.

### **3.4 Research Procedures**

In this action research, the researcher implemented three cycles. The cycles were used to identify the problems occurred in the learning process carried out by the model which was going to apply. The main steps of each cycle were as follows:

#### **3.4.1 Planning Stage**

The researcher prepared the lesson plan and selected the material. The material was analytical exposition text, which was taken from the students' text book or other sources. Additionally, the researcher prepared observation sheet, and also the speaking test for the students.

#### **3.4.2 Implementing Stage**

In this step, the researcher implemented the material by using *EXCLUSIVE* Learning Model while he was teaching speaking. In teaching, the researcher involved the students' participation, in order that the students became more active in teaching learning process. It was done in order to make the students familiar with what they would do. Next, the researcher let the students to practice it in group. The observer observed the situation in the class and made some necessary notes and also observed the teacher's teaching performance.

### 3.4.3 Observing Stage

The researcher, helped by the observer observed the activities happened in the classroom in every cycle and wrote the result of the observation in the observation sheets. The researcher also interpreted the result of the observation. This step was started when teaching learning process occurred.

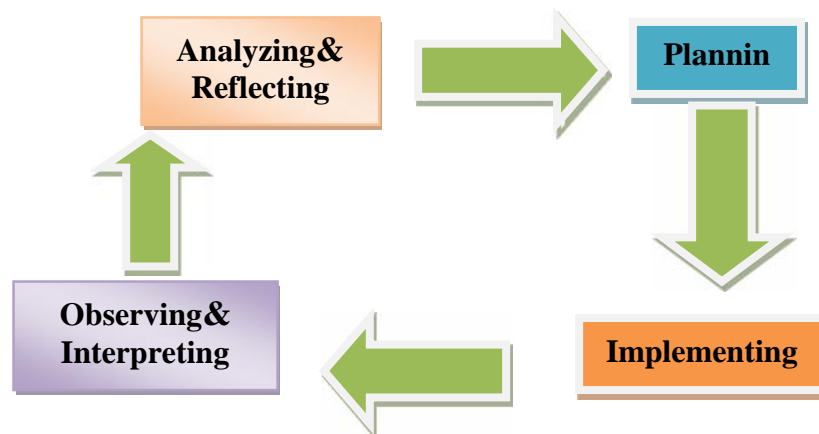
### 3.4.4 Reflecting Stage

In this step, the researcher and the observer analyzed the result of the speaking test of the students as the learning product, and the students' participation and teacher's performance as learning process. The researcher also analyzed everything occurred in the teaching learning process based on the observation sheets. It was done to find out the improvement after the researcher implemented *EXCLUSIVE* Learning Model in the classroom. In analyzing, the researcher together with the observer did the reflection to discover the weakness and strength of the implementation of *EXCLUSIVE* Learning Model, and also to know the problems faced by both teacher and students during teaching and learning process.

By implementing this, the researcher and the observer knew what should be improved for the next cycle. If the indicators of the research had not been fulfilled in the first cycle, the researcher together with his partner would plan the next step to make betterment in the next cycle. On the other hand, if the indicators were already achieved the researcher and his partner did not need to hold the next cycle. Thus, the point is that in reflection stage the researcher and observer have to deal with the analysis of learning product and learning process. In learning product,

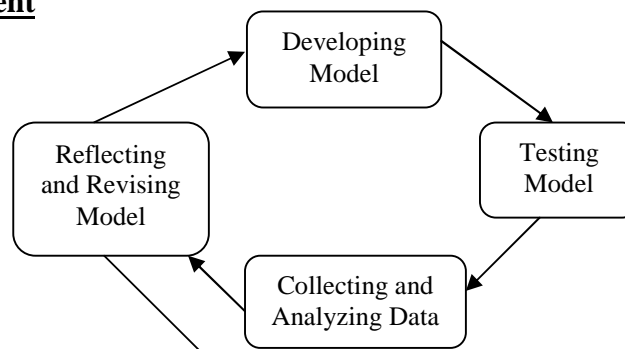
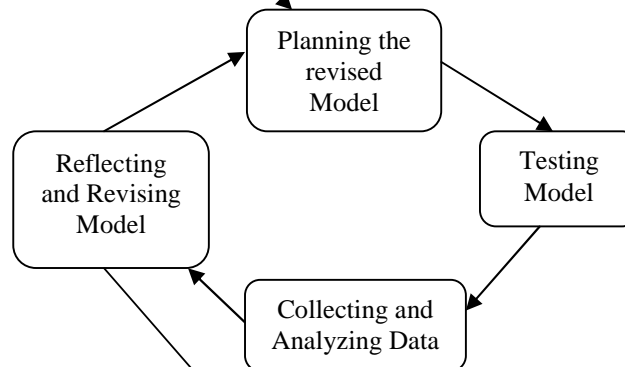
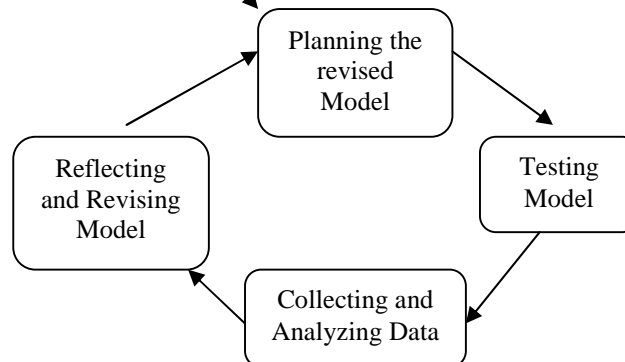
they have to deal with students' speaking ability in practicing performance. Meanwhile, in learning process, the researcher and observer have to cope with students' participation and the quality of teacher's teaching performance.

Graphic 3.1. The cycle of Classroom Action Research



The cycle of Classroom Action Research (Arikunto, 2006: 16)

Since it was focused on how the *EXCLUSIVE* Learning Model being applied, the cycles in the action research done by the researcher had a role to complete the model in the real context that was class, so that the model which was developed theoretically could be tested for its effectiveness in the classroom. Accordingly, the action research had done through cycles could be a scientific approach which consisted of: identification of the problems from the implementation of the model, improving the model through reflection, testing the model, collecting the data through observation, and back to the identification (Setiyadi, 2013:61).

**Pre-experiment****Cycle 1****Cycle 2****Cycle 3**

According to the figure above, the first cycle was pre-experiment. From the pre-experiment it had already found a model which was developed based on some aspects that were suitable for teaching. After having a revised model, the researcher made preparation to teach the students using the model (in CAR, it was included into Planning). Then the model that had been revised was being tested for its effectiveness in learning process. Testing model here also meant the action



in the class (Acting/Implementing). The next step was collecting and analyzing data (Observing). It was done by observing what was going on and what problems that occurred in the teaching learning process while the model was being applied. The last step was reflecting and revising model (Reflecting). The researcher did the reflection to fix the model based on the problems occurred and after being fixed, the model was applied in the next cycle. This process was repeated from one cycle to the next cycle until the researcher got a model which had been modified through some improvements.

### **3.5 Indicators of The Research**

To find out the success of this action research, the researcher determined the indicators, which dealt with the learning product and the learning process.

#### **3.5.1 Learning product**

The target of the learning product was based on the improvement of students' speaking skill. It means that after applying the *EXCLUSIVE* Learning Model in teaching learning process, it is hoped that the students' speaking is better than their previous insight. Therefore, if students' speaking is better than previous after being implemented by the model, it means that *EXCLUSIVE* Learning Model is able to improve students' speaking skills. But if the students' score are low, it would be found out why and it would be used as a reflection to revise the model for the next cycle. There were some aspects that observed in scoring system, Pronunciation, Grammar, Fluency, Vocabulary, and Comprehension (Harris,

1974: 68-69). It was used to identify which aspect that should be improved for the next cycle.

### **3.5.2 Learning process**

In learning process, there were two aspects serving as the focus of this research including students' participation and the quality of teacher's teaching performance. The observation of the teaching process was based on the lesson plan made by the researcher and it was based on the model that was being developed and the real process in the classroom. It covered pre-activity, while activity, and post activity. Student's activity was measured through written report of the researcher in observation sheet, while the teacher's performance was measured through structured observation sheet. The result of the observation sheet became as a consideration whether the model was revised or not. If the students' activity involved in the learning process were not improved and the teaching performance was not good, the researcher found out the problems and tried to find the solution by revising the model so the learning process could be effective.

The researcher did not specify the target into certain number of percentage but only by looking into the improvement of students who were actively involved in teaching and learning activities when *EXCLUSIVE* Learning Model was being implemented. From the result of observation sheet later, it was reflected to fix the model for the next cycle. If there is an improvement of the students' participation and teacher teaching performance after the model is being fixed, it means that *EXCLUSIVE* Learning Model can make the students active in teaching and

learning activities and make the teacher's teaching performance improved. To identify problem was one aspect and to prepare solution in the following cycle.

### **3.6 Instruments of the Research**

To gain the data, the researcher applied four kinds of instruments. The instruments were the speaking test, observation, recording, and transcribing. All these instruments used during teaching and process in the class. Therefore, the instruments of this research were explained as follow:

#### **3.6.1 Speaking Test**

Speaking test was conducted by asking students to practice asking and giving opinion. The speaking test was done in front of the class and it was recorded by the observer. The result of these tests were analyzed based on Harris' rating scale. It was administrated at the end of every cycle in the learning process.

To decide whether the test was good instrument, finding the validity and reliability should be done (Setiyadi, 2006: 16-26). The test was valid and reliable since it had been tried out and it was a good reflection of what had been taught and of the knowledge which the teacher wanted the students to know. Because the test was represented the material that had been taught and it was used Harris' scale in scoring the test, it was then considered to be valid test. For reliability of the test, the researcher used two raters or called inter-rater reliability.

Table 3.1 Table of Harris' Scale (1974: 68-69)

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Have few traces of foreign language, the speech is effortless as that of native speaker.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is as halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty comprehend, social conversation spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversation.

### **3.6.2 Recording**

Students' performances in the classroom and tests given in every cycle at the end of every lesson plan using *EXCLUSIVE* learning model had been recorded by means of digital camera. The researcher was helped out by the his partner in recording all students' activities, particularly when students were performing dialogues and monologues in front of the class and get started to speak. The primary aim of recording student's work was to make the researcher easy in collecting and analyzing data at the end of the research. To sum up, the recording itself was in charge of researcher's partner as both of the two raters will genuinely be focused only on observing students activity and participation in the classroom.

### **3.6.3 Transcribing**

After recording, the researcher had also transcribed all records into the paper. It is indeed, the transcription was done in detail. Everything students had uttered or expressed whether or not on purpose have been transcribed. It was aimed at getting the data more valid about the activity done by the students in the class. It was also urgently needed to help the researcher in analyzing the data from the activities done in the classroom.

### **3.6.4 Observation Sheet**

Observation was conducted in every cycle during the teaching learning process. When teaching and learning process was occurring, rater one observes the process happen in the classroom while the researcher teaches. The researcher used

structured observation to know the students' participation, whereas the observer observed the quality of teacher's teaching performance. Therefore, while researcher teaches the students using *EXCLUSIVE* learning model, the rater helped the researcher by observing students' participation in the class along with the quality of teacher's teaching performance. As the result, there were two kinds of observation sheets that had to fill out by the observer, that were the observation sheet for the students' participation and the observation sheet for the teacher's performance.

#### 3.6.4.1 Students' Participation

Table 3.2 Students' participation based on the steps of *EXCLUSIVE*

No	Steps of <i>EXCLUSIVE</i>	<i>EXCLUSIVE</i> Design	Scale				
			1 = 20 (E)	2 = 40 (D)	3 = 60 (C)	4 = 80 (B)	5 = 100 (A)
			1	2	3	4	5
1	Pre-Activities <ul style="list-style-type: none"> <li>Greeting to the students</li> <li>Open the day's lesson</li> <li>Open students' schemata</li> <li>Telling the purpose and benefit of the course</li> </ul>						
2	While-Activities Teaching through <i>EXCLUSIVE</i> learning model						
	<b>A. Exploring</b>	1. Responding to the teacher's questions about the topic enthusiastically					
		2.Students work together to find out the information on the theme given.					
		3.Every member in group share ideas together					
		4.Actively involve in Exploring Steps.					
	<b>B. Clustering</b>	1.teachers and students find the similarities of information obtained in the first step to be made clusters of information					
		2.forming another group that will specifically explore the cluster					

		information concerned.					
		3.Once clustered information is formed, teachers and students discuss to confirm the clustered data before simulation.					
		4. Students actively involve in Clustering steps.					
	<b>C. Simulating</b>	1.Students are ready to perform in front of the class					
		2.Every group perform the result of the discussion in front of the class.					
		3.Students ask and give their opinion during the performance.					
		4.Students actively participate in Simulating steps					
	<b>D. Valuing</b>	1.Students are encouraged to internalized the materials given.					
		2. Students have strong willingness and ability to implement and get used to in daily life					
		3.Students give the answer toward teacher's question regarding the benefit of the materials.					
		4. Students actively involve to the Valuing steps.					
	3 <b>E. Evaluating</b>	1.The students from one group give the comment to another group concerning their performances.					
		2. Teacher ask students' suggestion or recommendation about the day's lesson					
		3.Students mistakes during performance are corrected by the teacher.					
		4. Actively participate during the Evaluating steps.					

Table: 3.3. The result of students participation based on the steps of *EXCLUSIVE*.

No:	Steps of <i>EXCLUSIVE</i>	Average Score
1	Exploring	
2	Clustering	
3	Simulating	
4	Valuing	
5	Evaluating	
	<b>Total Average</b>	

This observation sheet was aimed at observing students' participation in the class.

The observation sheet was observed by both of researcher and observer as well.

The observation was done in every meeting in order to get the valid data.

Table 3.4 Table of Students' Activities

No	Students' Activities	What Happen?	Why?
1	Pre-Activities <ul style="list-style-type: none"> <li>Interested in the opening of the class</li> </ul>		
	<ul style="list-style-type: none"> <li>Responding to the topic enthusiastically</li> </ul>		
2	While-Activities <ul style="list-style-type: none"> <li>Paying attention to the teacher's explanation</li> </ul>		
	F. Exploring <ul style="list-style-type: none"> <li>Responding to the teacher's questions about the topic enthusiastically</li> </ul>		
	<ul style="list-style-type: none"> <li>Actively involved in the exploring steps</li> </ul>		
	G. Clustering <ul style="list-style-type: none"> <li>Following the teacher's instruction (work in group)</li> </ul>		
	<ul style="list-style-type: none"> <li>Actively involved in the group discussion</li> </ul>		
	H. Simulating <ul style="list-style-type: none"> <li>Actively presenting the result of group discussion in front of the class</li> </ul>		
	I. Valuing <ul style="list-style-type: none"> <li>Actively involved in the valuing steps</li> </ul>		
3	Post-Activity <ul style="list-style-type: none"> <li>J. Evaluating <ul style="list-style-type: none"> <li>Able to evaluate what have been done in the learning process</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>Able to summarize the material by responding to the teacher's question</li> </ul>		



This students' activity table was aimed at analyzing more about students' participation in the class. Therefore, this table was worthy-while and was magnificent to support analyzing students' participation.

Table 3.5 Table of Teacher's Teaching Performance

No.	Aspects	What's the Problem
1	<b>Pre-activities</b> <ul style="list-style-type: none"> <li>• Doing an apperception.</li> <li>• Informing the competence that will be achieved to the students.</li> <li>• Growing the students' motivation to be active</li> </ul>	
2	<b>While-activities</b> <p>A. Exploring steps</p> <ul style="list-style-type: none"> <li>• Giving clear instructions and questions</li> <li>• Giving positive responds to the students' answer and opinion</li> <li>• Involving the students in doing the exploring steps</li> </ul>	
	<p>B. Clustering steps</p> <ul style="list-style-type: none"> <li>• Growing the students' enthusiasm in learning activity</li> <li>• Building active participation of the students in the group activity</li> <li>• Facilitating the interaction between teacher-students and student-student</li> <li>• Showing a conducive interpersonal relationship</li> <li>• Showing a conducive classroom management</li> </ul>	
	<p>C. Simulating steps</p> <ul style="list-style-type: none"> <li>• Facilitating the students to do the simulation</li> <li>• Involving the students in using the media</li> </ul>	
	<p>D. Valuing steps</p> <ul style="list-style-type: none"> <li>• Building active participation of the students in taking the values from the topic</li> <li>• Giving positive responds to the students' opinion</li> </ul>	
3	<b>Post-activities</b> <p>E. Evaluating steps</p> <ul style="list-style-type: none"> <li>• Monitoring the students' improvement after doing the learning process</li> <li>• Doing a final evaluation which is relevant to the competence</li> <li>• Doing a reflection/making summary of the lesson by involving the students' participation.</li> </ul>	

### **3.7 Data Analysis**

In analyzing the data, the researcher classified the data into two categories. The first category was data of the learning process and the second category was learning product. The data analysis was done during and after the data had collected from every cycle. If the data from the first cycle had been collected, and then the researcher together with her partner analyzed the data and did the reflection based on them. From the analysis and reflection, the researcher would know the weakness and strengths of the model from the first cycle. Besides, both researcher and his partner would know what should be improved for the next cycle.

#### **3.7.1 Learning product**

For speaking ability improvement was analyzed by comparing the mean score from each cycle. If students get improvement in their speaking whether in pronunciation, grammar, fluency, vocabulary, or comprehension, it can be assumed that *EXCLUSIVE* learning model can be used to improve speaking ability. Besides, from the result of speaking test, it would also be analyzed those who had low score in order to find out the problem to revise the model for the next cycle.

#### **3.7.2 Learning process**

To get the data from the learning process, the researcher used observation sheets. The results of the observation sheet were analyzed after every cycle had conducted. The observation had done for observing the students' activities and

also the teacher's performance and the researcher had analyzed the result of the observation separately.

### ***3.7.2.1 Students' Participation Based on Steps of EXCLUSIVE***

Meanwhile, in analyzing the data getting from observing students participation based on steps of *EXCLUSIVE*. Measuring students' participation *EXCLUSIVE* based students participation was aimed at analyzing how far and magnificent *EXCLUSIVE*' steps can improve students' participation in the classroom. The observer did the following step:

- a. Identified the problems occurred in every steps of *EXCLUSIVE* (exploring, clustering, simulating, valuing, and evaluating).

In this step, the researcher identified what problems occurred in the learning activities from all steps covers; exploring, clustering, simulating, valuing, and evaluating.

- b. Making a description from the data that have been analyzed.

It was similar to analyze the students' activities, to analyze the teacher's performance the researcher also made a description from the collected data which could aggrandize and support the result of the analysis.

In line with the data analysis, the researcher used score for both students activity which covers students' performance in form of dialogue, group discussion, and students participation based on steps of *EXCLUSIVE*.

In analyzing the data getting from observing the students' learning activities, the following steps would be done:

- a. Identified the problems occurred in learning activities done by the students.

In this step, the researcher identified what happen in the learning activities from all aspects and find out why. The aspect that was analyzed covered the students' activities in pre-activity, while-activity, and post-activity.

- b. Making a description from the data that had been analyzed.

In analyzing the students' activities, the researcher made a description from the collected data which could enrich and support the result of the analysis.

### ***3.7.2.2 Teacher's Teaching Performance***

Meanwhile, in analyzing the data getting from observing the teacher's performance (researcher's performance), the observer did the following step:

- c. Identified the problems occurred in learning activities done by the teacher.

In this step, the researcher identified what problems occurred in the learning activities from all aspects. The aspect that was analyzed covers the teacher's activities in pre-activity, while-activity, and post-activity.

- d. Making a description from the data that have been analyzed.

It was similar to analyze the students' activities, to analyze the teacher's performance the researcher also made a description from the collected data which could enrich and support the result of the analysis.

In line with the data analysis, the researcher used score for both students' activity which covers students performance and dialogue and students participation based on steps of *EXCLUSIVE*.

1. Putting the data of speaking tests, and dialogues' score on the table as bellows:

Table 3.6 Aspects of speaking score

Aspects of Speaking	Score		Total	
	R1	R2	R1	R2
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension			<b>X1=</b>	<b>X2=</b>

2. Steps of *EXCLUSIVE*

Table 3.7 Steps of *EXCLUSIVE* score

Steps of <i>EXCLUSIVE</i>	Score		Total	
	<b>R1</b>	<b>R2</b>	<b>R1</b>	<b>R2</b>
Exploring				
clustering				
Simulating				
valuing				

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter explains about the final result of the research. Therefore, there are conclusions and suggestion made based on the result and discussion in the previous chapters.

#### **5.1 Conclusion**

To sum up, there are learning product and learning process. Learning product was measured based on the students' gain in speaking performance score. Meanwhile, learning process covered students' participation based on the steps of *EXCLUSIVE*, and quality of teacher's teaching performance. Therefore, bellow are the result of the learning product and learning process:

1. *EXCLUSIVE* learning model was found worthywhile in improving students' speaking skill as the learning product. Based on the research, it was proved by the data gained by the students' speaking mean score in cycle 1 that was 69.89, in cycle 2 it was improved to be 75.87, and in cycle 3 increased became 82.75. The *EXCLUSIVE* learning model was able also in improving aspects of speaking. In pronunciation, the total gain was 15.66, in grammar the total gain was 17.53, in vocabulary the total gain was 16.00 , while in fluency the total gain was 15.77, and in comprehension the total gain was

18.34. As the result, thorough the implementation of *EXCLUSIVE* learning model, the students' speaking skill covering pronunciation, grammar, vocabulary, fluency, and comprehension were improved from cycle one to cycle three. In short, learning product which covers students speaking skill had proved magnificent and worthy.

2. In learning process, there are students' participation based on the steps of *EXCLUSIVE* and the quality of teacher's teaching performance. Firstly, in the students' participation, the score average was significantly increased from the cycle one to cycle three. The total gain of students participation at the cycle one was 67%, it improved in the second cycle became 75%, and in cycle three the score average became 85%. It means that, the *EXCLUSIVE* learning model was able in improving students' participation in the classroom which in scoring held based on the steps of *EXCLUSIVE* (exploring, clustering, simulating, and valuing).
3. The second part of learning process was the quality of teacher's teaching performance in speaking class. The reasons teacher had tackled the problems faced was the recommendation made in every cycle. Hence the teacher improved the quality of teaching performance in the class. In the first cycle, the teacher overcame time constraints, teaching media, and motivation building. Based on the recommendation made in the teacher's teaching performance observation sheet, it then in the next cycle was improved. From the cycle two, the teacher had to deal with time constraints and also conducting follow-up activities, and finally those constraints had overcome. In the third cycle, there was no problems found in the quality of teacher's

teaching performance as all the constraints had overcome. Hence, the *EXCLUSIVE* learning model improved the quality of teacher's teaching performance in the class.

4. To sum up, *EXCLUSIVE* learning model had found advantageous. This learning model was able to improve students' speaking skill, students' participation in the class, and also quality of teacher's teaching performance.

## 5.2 Suggestions

Here are some suggestions or forward recommendations made based on the conclusion above, those are:

1. It is therefore, very crucial to be noticed that in teaching English there should be a specific model of teaching. Thus, for the English teacher of junior and senior high schools to consider *EXCLUSIVE* learning model as an optional learning model in teaching English, especially in teaching speaking. This learning model had proven beneficial in overcoming students constraints especially in speaking.
2. In line with the implementation of *EXCLUSIVE* learning model, the teacher should be vigilant in dealing with the time. This learning model can take more time, thus it is important for the teacher who want to apply this learning model to manage time well within a magnificent timeable. In the steps of *EXCLUSIVE*, the exploring phase can take more time, for having time consumed, it is suggested to shorten the exploring part as this part is just the beginning part of whole activities in the class.



3. Because the students have problems with the grammar, vocabulary, and pronunciation, it is crucial to make vocabulary development grammar focus and also pronunciation practise in the lesson planning that is going to be used.
4. For the next researcher who will apply this model in language teaching, it is important to be considered to use this learning model in other language skill such as listening, reading, or writing. In addition, the next researcher is also suggested to use *EXCLUSIVE* learning model with different research design or approach in order to make the result of the research more elegant.
5. In order to make next researches better, it is important for the researcher, teacher, or whoever will apply *EXCLUSIVE* as a learning model in teaching one of English skills whether in listening, reading, speaking or writing to pay attention more on students' need. It means that, in teaching one of English skills to take a meticulous look at students' needs.

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