

IMPLEMENTING THE EXCLUSIVE LEARNING MODEL IN TEACHING READING COMPREHENSION

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ABSTRACT

Tujuan penelitian ini adalah untuk menemukan apakah ada perbedaan yang signifikan pada aspek prestasi membaca siswa setelah diajarkan dengan menggunakan model pembelajaran *EXCLUSIVE*. Penelitian ini adalah kuantitatif berdasarkan desain *control group pretest-posttest*. Sampel dipilih secara acak dengan menggunakan lotere, yaitu kelas X PMS1 sebagai kelas eksperimen dan X PMS3 sebagai kelas kontrol. Data diperoleh dengan mengadakan *tryout*, *pretest*, *treatment*, dan *posttest*. Hasil penelitian menunjukkan bahwa level signifikan adalah 0,05 dan hipotesa dibuktikan jika $\alpha < p$. Hal itu dapat dilihat dari hasil t-test yang menunjukkan sig. (2-tailed) adalah ,001. Ini dapat diperkirakan bahwa H_1 diterima dan H_0 ditolak karena $0,001 < 0,05$. Jadi kita dapat menyimpulkan bahwa ada peningkatan signifikan dari prestasi siswa setelah mereka diajarkan dengan menggunakan model pembelajaran *EXCLUSIVE*.

The aims of this study are to find out whether there is a significant difference in students' reading comprehension aspects after being taught by *EXCLUSIVE* learning model. This research was quantitative based on the control group pretest-posttest design. The samples which were chosen randomly by using the lottery, that were X PMS1 as experimental class and X PMS3 as control class. The data were gained by administering tryout, pretest, treatments, and posttest. The result of the research showed that the significance level is in 0.05 and the hypothesis is approved if $\alpha < p$. It can be seen that t-test result showed sig. (2-tailed) is .001. It can be inferred that H_1 is accepted and H_0 is rejected since $0.001 < 0.05$. So we can conclude that there is a significant increase of students' achievement after they are taught by using the *EXCLUSIVE* learning model.

Keywords: comprehension, exclusive learning model, reading aspect

INTRODUCTION

Reading is one of the four main skills in language learning and it also serve as one of the hardest skills for a foreign language learner. The students are expected to comprehend the meaning of materials from various texts. Most of the materials are given to the students in written form, for example in handbook and handout. It means that to understand the materials, the students are required to have the ability to look at and get the meaning from written text, called reading comprehension. Because of that, reading is very challenging to be taught to the students.

As defined by Howart (2006: 1) reading is just as communicative as any other forms of language. It means that in reading there is an interaction between the writer and the readers through the texts. Reading also requires a rich background, and also some ability to comprehend the texts. The students need to deal with many texts during the English lesson, so they need to have reading comprehension to make them easier in getting the main information from the text. There are five reading aspects that must be mastered by the students i.e. main idea, specific information, reference, inference and vocabulary.

Based on Cline (2006: 2) reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system into the spoken words which they represent. This view provides a concept in reading; actually the readers bring his background, experiences, and emotion when they are reading the text. Carter (2001) also figures out reading is a process that requires students or reader to master concept in a personal way. The concept of personal way is the

readers' or students' background knowledge and life experience if the student or the reader familiar with subject, they will have a personal interpretation of words or phrases. Comprehension is a progressive skill in catching the meaning beginning at the word level and proceeding to attaching meaning to an entire reading selection (Doyle, 2004). All comprehension revolves around the readers' ability in finding and determining the information or main idea from the text. But, the fact is many participants still find difficulties in understanding the information or main idea from the text.

The aim of teaching reading is to develop students' comprehension that they can read English text effectively and efficiently. To be able to do so the readers should have a particular purpose in their mind before they interact with the text. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity and the purpose of reading. Based on Alyousef (2005: 143) teaching reading, contemporary reading task, unlike the traditional materials, involves three phase procedures; pre-, while- and post-reading stages. Pre-reading stage helps in activating relevant background knowledge.

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

This learning model is developed from a thematic study which begins by specifying a particular topic as a central theme or topic, after the theme is determined then it is defined as the basis for determining the basis subtheme from other related study. In determining the theme it can be done by teachers or students or based on agreement that can be drawn from the concept around the students. The EXCLUSIVE learning model could be developed to encourage students' participant to be active in every phase of learning. Students are expected to give their opinions. This learning model requires students to be active with each other and exchange their ideas, collaborate, communicative and simulate together to achieve the learning goal and the students are expected to be able to develop their ability.

Since reading is very important to be mastered by students, this research interested in finding out whether the implementation of the EXCLUSIVE learning model is an effective model in teaching reading comprehension or not by analyzing the result of the observation and analyze how significant the increase of the reading comprehension is. In this case, learning model used in this research is based on the previous research by Abdurahman, Tarmini, and Kadaryanto (2012) and Santi (2013) because it showed the increase of learning result. In teaching learning English this learning model had been used by Santi (2013) in speaking skill.

The conclusion of the previous research showed that the EXCLUSIVE learning model can be used to improve the students' speaking skill as the learning product, the improvement also occurs in students' participation while doing speaking

activity during the teaching learning process and the teacher's performance in speaking class had improved after the EXCLUSIVE learning model is implemented. In line with the background of the problem mentioned above previously, the problem can be formulated as follow "Can the EXCLUSIVE learning model significantly increase the five aspects of reading comprehension (main idea, specific information, reference, inference and vocabulary)?"

METHODS

This research was intended to find out there was a significant increase of students' reading comprehension aspect after they were taught by using the EXCLUSIVE learning model. This research was a quantitative study which used *control group pretest-posttest design*. The researcher selected two classes, one class was the control class and the other one was the experimental class. The research design was as follow referring to Setiyadi (2006 :143). This research was conducted at the first grade of SMA Negeri 2 Metro and the sample of this research was the class X PMS 1 as the experimental class and the class X PMS 3 as the control class. There were 30 students in the experimental class and 28 in the control class.

There were two variables that had been used by the researcher. They were the EXCLUSIVE learning model and reading comprehension in text. In constructing the research, the research procedures used these following steps: 1) Determining the research problems; 2) Determining the research design; 3) Determining the population and sample of the research; 4) Administering the tryout; 5) Preparing the material; 6) Administering the pretest; 7) Giving treatment; 8) Administering the posttest; 9) Analyzing the data.

The instrument of this research was objective reading test of text that was used for the tryout, the pretest and the posttest. Those tests were in multiple choices forms that consist of four options. There were 25 items in multiple choice items for the tryout and 20 items for the pretest and the posttest consisting of text that had been tested to the students. Validity indicates how deep the instrument can measure the target of research. An instrument is valid when it capable to provide the output accord with the researcher's need of data. This research instruments had been analyzed based on content and construct validity. To determine the reliability of the test, the researcher used split-half and to measure the coefficient of the reliability between odd and even group (reliability of half test), the researcher used *Pearson Product Moment*.

In order to know whether there was an increase of students' reading comprehension aspect in the text after being taught through the EXCLUSIVE learning model, the researcher compared the result of the pretest to the result of the posttest. If the result of the posttest was higher than the pretest, it means that the EXCLUSIVE learning model could be used to increase students' reading comprehension.

RESULTS AND DISCUSSION

The improvement of students' reading comprehension aspects after being taught through the EXCLUSIVE learning model can be found from the significant difference result of pretest and posttest. By using Spearman Brown's Prophecy formula, it was found that the reliability of the whole items (r_k) was 0.73. According to the criteria of the test reliability, the reliability was belong to

moderate level, so it indicated that the data collecting instrument in this research was reliable and good. Based on the research the researcher found that the test items on the tryout test, there were 5 from 25 items that were poor on difficulty level and had to be revised. They were classified into two categories: 1 item (number 2) of 5 items had scored less than 0.30 ($0.23 < 0.30$). It showed that the items were too difficult for the students. Then there were 4 items from 5 items (number 14, 16, 19 and 20) that had scored higher than 0.70 (> 0.70). Based on the analysis above it could be concluded that 5 from 25 items should be omitted (3, 14, 16, 19, and 20). The items were omitted because they do not fulfill the criterion of level of difficulty and discrimination power.

The pretest was conducted in both the experimental class and the control class in 45 minutes. There were 20 items of objective reading test with four options for each (A, B, C and D), one was the correct answer and the other options were distracters.

Table 1. The Summary from the Pretest in Both Classes.

No	Class	Total Score	Mean	Maximal Score	Minimal Score	Median
1.	Experimental	1960	65.33	75	55	65.00
2.	Control	1760	62.85	75	50	65.00

From the table 2 above it could be found that the total score of the pretest in the experimental class was 1960. The mean of the pretest was 65.33; the highest score was 75, the lowest score was 55; and the median was 65.00. Meanwhile, the total score of the pretest in the control class was 1760. The mean score was 62.85; the highest score was 75; the lowest score was 50; and the median was 65.00. In this

case, H_0 was accepted, $p > \alpha$ (p = the significant score of students, α = the significant level). Here, the researcher used the significant level 0.05. Based on the analysis, it can be seen that two tailed significance of the pretest was 0.144. It meant that the significance difference between the mean score of the pretest in the experimental class and the control class was higher than α or $\text{Sign} > \alpha$ ($p > 0.05$, $p = 0.144$). It could be determined that H_0 was accepted and H_1 was rejected. In short, both classes had the same ability in reading comprehension. Then, the posttest was administered to know the students' score whether it increased or not.

Table 2. The Summary from the Posttest in Both Classes.

No.	Class	Total Score	Mean	Maximal Score	Minimal Score	Median
1.	Experimental	2300	76.66	85	70	75.00
2.	Control	2035	72.67	80	60	75.00

The total scores of the posttest in the experimental class were 2300. The mean of the posttest was 76.66; the highest score was 85; the lowest score was 70 and the median was 75. Meanwhile the total score of the posttest in the control class was 2035. The mean of the posttest was 72.67; the highest score was 80; the lowest score 60 and the median was 75. Based on the analysis, it can be seen that the significant score of students was 0.001. It meant that p was lower than α or $p < \alpha$ ($p < 0.05$, $p = 0.001$). It can be stated that H_0 was rejected and H_1 was accepted. In other words, the experimental class and control class had a significant difference of reading comprehension ability after the treatments.

There was 340 point increase from the total point after being given the treatments through the EXCLUSIVE learning model in the experimental class. The highest

score in the pretest increased from 75 into 85 in the posttest, and the lowest score in the pretest increased from 55 into 70 in the posttest. Moreover, the mean of the pretest was 65.33 increased to 76.66 in the post test.

After conducting the pretest and the posttest the researcher searched the total of correct answer from each aspect of reading comprehension.

Table 3. The Correct Answer of the Pretest and the Posttest

No.	Skill of Reading	The Pretest	The Posttest
1.	Finding the main idea	84	112
2.	Specific Information	79	84
3.	Inference	88	98
4.	Reference	80	98
5.	Vocabulary	58	62

The table 3 above showed that there are some increases of each aspect. They are:

1. The main idea increases from 84 up to 112. The increase is 28 point.
2. The specific information increases from 79 up to 84. The increase is 5 point.
3. Reference increases from 80 up to 98. The increase is 18 point.
4. Inference increases from 88 up to 98. The increase is 10 point.
5. Vocabulary increases from 58 up to 62. The increase is 4 point.

From the table 3 and the explanation above, it can be seen that the main idea is the aspect that most increase than the other aspects (the specific information, reference, inference and vocabulary).

The researcher conducted the treatments for three times. The pretest was conducted to find out the students' basic ability in reading comprehension before being given the treatments. From the first treatment until the third treatment, the researcher applied the used of the EXCLUSIVE learning model in teaching

reading comprehension aspects. The application of the whole steps of the EXCLUSIVE learning model (Exploring, Clustering, Simulating, Valuing and Evaluating) could facilitate the students to be active in every phase of learning. The previous research had been done by Santi (2013) who found that beside the improvement in the learning product it also occurs in the students' participation while doing the activity during the teaching learning process after the EXCLUSIVE learning model was implemented.

The phase started from the exploring where the students were guided by the teacher to express what they have known about the topic given, it helped them to activate their existing knowledge and made them easier do reading comprehension. As Wainwright (2007: 37) states that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. The knowledge is the basic element for comprehension so this is important to relate what we do not know or new information to what we already know. In doing reading comprehension the students still had difficulties in understanding five aspects of reading comprehension in the text. In this case, the researcher had used modeling technique in giving the explanation about the example of how to find the five aspects of reading comprehension (main idea, specific information, reference, inference and vocabulary) in the text. This modeling would be used by the students in the simulating step.

For the next step is the clustering, the researcher had used group discussion as a technique to be applied in this phase. The researcher assumed that it was helpful to this step because leading the students to work in group helped the teacher in

managing the big class. It also enabled the students to share and exchange the information to their friends and made them free to express their ideas. As Harmer (1984:97) defines that grouping is one of the ways to deal with bigger class besides to make students free to express their idea with their own friends before presenting in the front of the class.

The application of working in group also encouraged students to improve their achievement. Having students work together in a group work often results in a higher level of learning and achievement than could be obtained individually. This happened because the students feel more positive about being able to complete a task with others than by working individually. It meant that this phase gave big contribution to the teaching learning process. However, the teacher should control it well since the researcher found that there were still some students who seemed to discussion but in fact they talked about something else out of the topic.

After doing the clustering step, the students were led to do simulation. From the data, the five aspects of reading comprehension increased from the pretest to the posttest but the most increase is on the main idea aspect. In the simulation step each group should discuss the material with their group's member and perform their discussion result. In this activity the students exchanged their idea with the other friends. This activity can facilitate the students to develop their ability in finding the main idea and making inference or conclusion. Simulations are very similar to role play but what makes simulations different from role play is that they are more elaborate.

In simulations, students can bring items to the class to create a realistic environment. The simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. In this step the students can be active in exchanging their idea to other students and it can increase their self confidence. Then the valuing step provided the students to take values from what they have learned during the teacher learning process and from the material. This step is useful for the students in order to have the character because after they were getting the values they can implement and use it to their daily life. In the evaluating step it required critical thinking of the students in order to evaluate the whole process of learning and to give recommendation for improvement in the future.

CONCLUSIONS

Referring to the discussion of the research findings, the researcher draws the conclusion that the EXCLUSIVE learning model can be used to improve the students' reading comprehension aspects (main idea, specific information, reference, inference, vocabulary) as learning product and there was a significant difference of students' reading comprehension aspects after being taught through the EXCLUSIVE learning model. Teaching reading through the EXCLUSIVE learning model can be used to increase the result of reading comprehension in teaching learning activity in the class and increase the students' participation in contributing the group work or discussion. This research was focused on five

reading comprehension aspects. Then, from the calculation, it can be seen that the most increase was on the finding main idea aspect.

Based on the data in the previous chapter and the conclusion, the researcher puts forward the following suggestions:

1. The English teacher can implement the EXCLUSIVE learning model in teaching reading comprehension as an alternative way in teaching reading because this learning model can increase students' reading comprehension achievement.
2. English teacher should be creative in developing the implementation of this learning model to find an effective way of teaching. It is because this learning model consists of some steps which require more times in implementing the whole steps, the teacher has to be flexible in applying this model so the students will not get bored and the learning process will be more effective without wasting times.
3. The other researchers who are intended to write a similar research can focus on each phase of the EXCLUSIVE learning model, especially in the exploring and the clustering step.

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