

## **THE IMPLEMENTATION OF *EXCLUSIVE* LEARNING MODEL IN IMPROVING STUDENTS' SPEAKING SKILL.**

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Penelitian ini adalah penelitian tindakan kelas. Subjek dari penelitian ini adalah siswa kelas dua dari SMA Fransiskus Bandar Lampung, berjumlah 30 siswa. Model pembelajaran ini bertujuan untuk memperbaiki kemampuan berbicara, partisipasi siswa dalam kelas, dan kemampuan guru dalam mengajar. Menggunakan pola penelitian tindakan kelas, hasil penelitian menunjukkan bahwa pendapatan nilai rata-rata siswa dalam kemampuan berbicara meningkat di setiap siklus. Siklus satu 69.89, siklus dua 75.87, dan meningkat lagi menjadi 82.75 di siklus tiga. Begitu juga dengan partisipasi siswa dalam kelas. Siklus satu 67%, meningkat menjadi 75%, dan siklus tiga 85%. Disamping itu, kualitas guru dalam mengajar juga meningkat di setiap siklus. Maka, disarankan agar model pembelajaran ini dapat digunakan dalam memperbaiki kemampuan berbicara siswa, partisipasi dan juga kemampuan guru dalam mengajar.

This current research is an action research. The subject of the research was 30 students at the second grade of SMA Fransiskus Bandar Lampung. The research was intended to improve students' speaking skill, participation, and teacher's teaching performance through exploring, clustering, simulating, valuing, and evaluating (*EXCLUSIVE*) learning model. Within a classroom action research design, the results showed that there was a significant improvement due to the gain of mean score of students speaking performance. Cycle one was 69.89, in cycle two 75.87, and in cycle three 82.75. In students' participation in every cycle was increased. In cycle 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. Therefore, this suggests that, this learning model can help and improve students' speaking skill and the quality of teacher's teaching performance.

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

## INTRODUCTION

In simple word, language is a means of communication. Language is the ability to acquire and use complex systems of communication, particularly the human's ability to do so, and a language is also any specific example of such a system (English Encyclopedia 2007). 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). Language is also can be defined as verbal, physical, biologically innate, and a basic form of communication.

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.

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) who 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.

Since English issued as one of the International language, it becomes more demanding language to be mastered by the people around the world. Likewise Indonesians, in order to be able to communicate in English, it is crucial to be learnt. For this reason, there is a statement made based on the 2006 English curriculum of SMA states that 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 that should taught by English teacher.

As a matter of fact, some schools do not really pay attention to the importance of English. The teacher, in this case, is still not successful in guiding students' paradigm toward English language learning that they are not going to learn about the language but they learn how to use the language. As the result, for years they learned English, but they still could not produce the language well as hoped. 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 for they do not consider English as important, conversely they 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 use 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 language. In mastering speaking skill of course, 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.

In order to master a language, there should be specific method, technique, or learning model which furthermore in teaching learning process can support teacher in teaching and notably for the students to comprehend well through the method or learning model applied. There is no doubt that every teaching learning process needs vehicles to be used for the further interest. If the teacher doesn't use an 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 then it can bring nothing and the no result ultimately.

As the result, the researcher had found the problem based on the pre-observation ever conducted. The first

problem was, the students has no sufficient ability in speaking. It can be seen when the teacher asks their opinion the learning topic given. Almost, students did not give respond toward teacher questions. The second problem found was the lack of students in participating while teaching learning process going on in the classroom. While the teacher explaining the lesson in front, some students having chat with each others. The third problem that had found was teacher's outage in handling the class. Even though several students talking and playing in the class while teacher was teaching, the teacher just let it happened.

Based on the three constraints found above, applying a pecific learning model considered as a critical step in order to deal with those problems already found. When a teacher teaches the students, the teacher should know the problems confront 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 student does, 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.

This *EXCLUSIVE* 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 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 models. *EXCLUSIVE* learning model is also developed based on the theory of metacognition and learning strategy. John Flavell (1979) is the expert who has first introduced the term and concept of metacognition in learning. It is defined as the science of consciousness and control over the processes of cognition. Simon (2001 in Desoete) has revealed that metacognition is divided into two components: knowledge and skills of metacognition. Metacognitive knowledge is defined as knowledge and understanding of the thought process. Meanwhile metacognitive skill is defined as controlling the thinking process. There are three components of metacognitive knowledge: declarative, procedural, and conditional and the four components of metacognitive skill are predict, plan, monitor, and evaluate.

*EXCLUSIVE* learning model is developed by determining certain topic, a theme or main topic, then the theme that has been chosen is used as a base to determine the sub-themes. It can be done by the teacher or students which is taken from the students' environment and close 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 on 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.

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 has 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.

Amalina Shanti (2013) conducted an action research using *EXCLUSIVE* learning model in improving students' speaking skill at SMA Negeri 9 Bandar Lampung. The Author used qualitative approach in measuring the success of implementing *EXCLUSIVE* learning in teaching speaking. Based on the result, she concluded that the *EXCLUSIVE*

learning model was able to improve students' speaking performance, students' participation, and the quality of teacher's teaching performance. She noted the gain of students mean score from cycle one to three was significantly improved. Data got 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 occurred 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 in teaching speaking was improved.

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 answer on test provided by the researcher, it is however, after being treated using *EXCLUSIVE* learning model, the students showed significant success. The significant success can be seen from the students success 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 the students reading skill improved since the result showed at about 90%. To conclude, the

*EXCLUSIVE* learning model applied by Wulandari (2014) was able to improve students' reading comprehension.

Those researchers used *EXCLUSIVE* learning in teaching English. They had the same problem and solution toward English skill especially in English skills had faced by many students as well as teachers. The *EXCLUSIVE* learning model applied in those researches showed all researches had found *EXCLUSIVE* learning model was able to tackle the problems they had already experienced beforehand. They tried improving students speaking skill through this learning model.

Therefore, based on the explanation on the background above, the researcher was interested to apply *EXCLUSIVE* learning at school which was aimed at figuring out the constraints face by the senior high school students especially in speaking skill.

## **METHOD**

This research was qualitative research within action research design. 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 research was the second grade students of SMA Fransiskus Bandar Lampung the year of 2016/2017. Thirty students in the second year of senior high schools in Lampung, SMA Fransiskus Bandar Lampung were involved in this study. There were 22 female and only 8 male students. With a reflective research design, action

research was applied in this research. Action research consisting of three cycles where each cycle consists of planning, implementing, observing, and reflecting (Arikunto, 2006: 16) were employed. A modification on the Arikunto Model of action research was made. Since the *EXCLUSIVE* Learning Model implemented was developed based on the integration of Student Centered Learning and Metacognitive Learning, the cycles in the action research were meant to examine as well as developed the model into a better one. 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.

There were some instruments used, involving: (1) speaking test. Speaking test was used at the end of every meeting, which was intended to analyze students' speaking skill as the learning product. The author used Harris' Scale (1974: 68-69) to maintain the reliability. (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. (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. (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.

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 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.

There was procedure of teaching speaking using *EXCLUSIVE* learning model covers: planning, implementing, observing, and reflecting. There were also indicators of the research included learning product and learning process. Learning product covered students' speaking performance, while learning process covered students' participation based on the steps of *EXCLUSIVE* and the quality of teacher's teaching performance.

## FINDINGS

### 1. Learning Product

Bellows are the explanation of improvement of students' speaking performance through the implementation of *EXCLUSIVE* learning model from the cycle one to cycle three.

Table 1.1. Students' speaking score from cycle 1 to 3.

	No.	Score	f	%
Cycle 1	1	86-100	2	47.35
	2	76-85	10	22.15
	3	66-75	8	35.22
	4	46-65	6	30.17
	5	20-45	4	12.10
	<b>Total</b>			<b>30</b>

	No.	Score	f	%
Cycle 2	1	86-100	5	50.17
	2	76-85	15	44.99
	3	66-75	6	39.68
	4	46-65	3	35.97
	5	20-45	1	15.22
	<b>Total</b>			<b>30</b>

	No.	Score	f	%
Cycle 3	1	86-100	9	13.94
	2	76-85	17	40.21
	3	66-75	4	10
	4	46-65	-	-
	5	20-45	-	-
	<b>Total</b>			<b>30</b>

Table 1.2. Improvement of Students' Speaking Aspects from Cycle 1 to 3.

	No	Criteria	Mean Score
Cycle 1	1	Pronunciation	13.20
	2	Grammar	14.00
	3	Vocabulary	14.10
	4	Fluency	12.24
	5	Comprehension	16.35
	<b>Total</b>		

	No.	Aspect	Mean Score
Cycle 2	1	Pronunciation	14.79
	2	Grammar	15.66
	3	Vocabulary	15.00
	4	Fluency	14.24
	5	Comprehension	17.98
	<b>Total</b>		

	No.	Aspect	Mean Score
Cycle 3	1	Pronunciation	15.66
	2	Grammar	17.53
	3	Vocabulary	16.00
	4	Fluency	15.77
	5	Comprehension	18.34
	<b>Total</b>		

## 2. Learning Process

Learning process covered students' participation based on the step of *EXCLUSIVE* and also the quality of teacher's teaching performance.

Table 1.3. Students' participation based on the step of *EXCLUSIVE*.

Cycle 1 Pre-Experiment	No :	Steps of EXCLUSIVE	Average
	1	Exploring	65%
2	Clustering	70%	
3	Simulating	75%	
4	Valuing	60%	
5	Evaluating	58%	
	<b>Total</b>	<b>67%</b>	
Cycle 2	No :	Steps of EXCLUSIVE	Average
	1	Exploring	75%
2	Clustering	80%	
3	Simulating	80%	
4	Valuing	70%	
5	Evaluating	65%	
	<b>Total</b>	<b>75%</b>	
Cycle 3	No :	Steps of EXCLUSIVE	Average
	1	Exploring	85%
2	Clustering	95%	
3	Simulating	85%	
4	Valuing	90%	
5	Evaluating	80%	
	<b>Total</b>	<b>85%</b>	

Bellow is the explanation of teacher's teaching performance in line with the recommendation from every cycle to keep repaired.

Table 1.4. Teacher's teaching performance from cycle 1 to cycle 3

No.	CYCLES	PROBLEMS
1	1	The teacher is still not success in involving all the students to be active
		The teacher should motivate the student
		The teacher need to arrange the time
		The facilities did not

		support
		Teacher should use suitable Media
		Teacher should encourage students to be more active
		There was not follow-up activity and conclusion of the day's lesson.
2	2	The teacher should manage the time well. Spending more time in this step
		The follow-up activity and motivation is should be done more.
3	3	-
		-

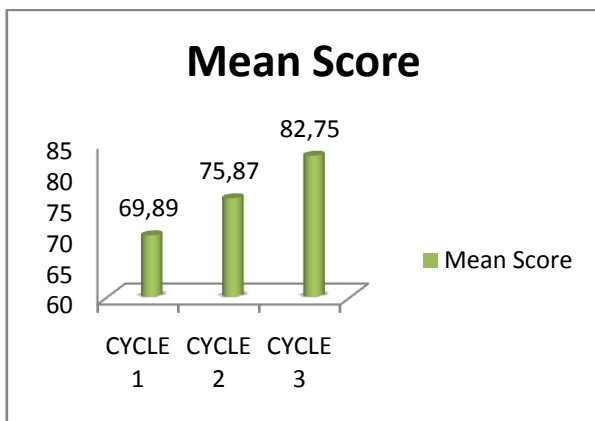
## DISCUSSION

In line with the research questions, there are three main points had discussed: students' speaking performance, students' participation based on the steps of *EXCLUSIVE*, and the quality of teacher's teaching performance. Each of these three research questions' results were discussed from the cycle one to cycle three. Furthermore, in the discussion of the finding, each of three research question has already explained.

### 1. Improvement of Students' Speaking Performance from Cycle 1 to cycle 3.

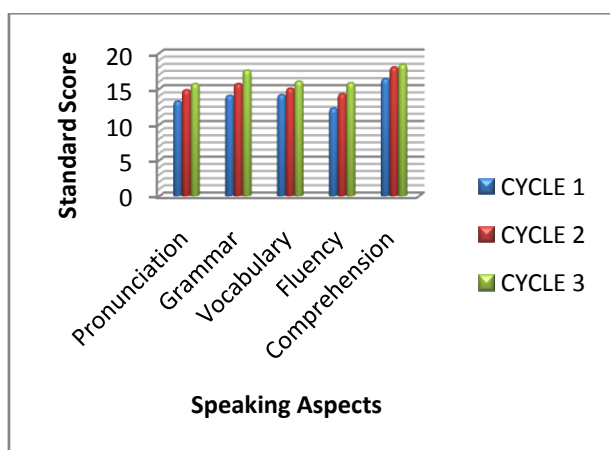
This section discusses the result of the first research question that is "how the implementation of research question can improve students' speaking skill". Bellows are the result from cycle one to three. They are improvement of students' speaking score and also the improvement of students speaking aspects.





Based on the table above, it can be seen that the total mean score of cycle one was 69.89. It consisted of pronunciation gain 13.20, grammar gain 14.00, vocabulary gain 14.10, fluency 12.24, comprehension gain was 16.30. On the next cycle, the gain of mean score was increasingly improved. As the result of mean score gain in second cycle was 75.87. On the other hand, the result of students mean score in cycle three was 82.75. It can, therefore can be assumed that the *EXCLUSIVE* learning model had been able to improve students' speaking skill.

It is, indeed that the *EXCLUSIVE* learning model had been able to improve students' speaking skill, but this learning model was found worthy-while in improving students speaking ability based on the five aspects of speaking.



Based on the graph above, each aspect of speaking has improvement from cycle one to cycle three had increasingly improved. It means that the researcher has been successful in finding an effective way in teaching speaking through *EXCLUSIVE* learning model. From all the aspects, grammar has the lowest score though there is improvement in each cycle.

In pronunciation, the mean score in cycle one was 13.20 but it increased in cycle two became 14.79 and in cycle three in was increased became 15.66. Beside that also, the researcher also had found that some students still pronounced words inappropriately. The students were affected by the written form of the words given in the text. Here, the researcher had given modelling in how to pronounce those words so they can use acceptable pronunciation without being affected to the written form of the words. In this case, *EXCLUSIVE* learning model, especially in the phase of exploring, the students could develop their speaking skill in grammar and also pronunciation.

Second aspect was the grammar. The gain of students' grammar in cycle one was 14.00. In the second cycle, the mean score was increased became 15.66. It was continuously increased till the third cycle was 17.53. The researcher assumed that it might be caused of the students' ignorance in grammar while doing speaking since based on their mind, they just speak what they want to speak without considering whether they used correct grammar or not. By implementing this model, the students had chances to learn how to use correct grammar in speaking during the teaching learning process. Besides, the

researcher had tried to give modelling to the students how to produce language grammatically correct. But, at the end of the cycle, the researcher had arrived to the conclusion that it was also not good if the teacher keep the focus only on correcting the grammar used by the students while doing speaking because it did not make them confident to speak in front of the class.

The next aspect of speaking was vocabulary. In the cycle one, the gain of vocabulary was 14.10, it then increased in the second cycle became 15.00, and it was increased again after implementing third cycle and the mean score became 16.00. As stated before in chapter 2, this model was 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. When implementing this model, the topic that was going to be learnt should be close to the students' environment because it was the appropriate one in the development of learning model with the Student Centred Learning (SCL) approach, so the students could get information from the topic which was close to them and related it to their real experiences. Meanwhile, in developing the topic, there must be some vocabularies which was never been met by the students. As the result, the students had to solve it by consulting their dictionary so they got improvement in vocabularies from the topic being learned in every meeting which also made them easier in comprehending the topic to be used in their dialogue later.

The fourth aspect of speaking was fluency. In the fluency, the mean score was improved from cycle one to cycle

three. In the cycle one, the mean score was only 12.24, it then increased after holding second cycle and the mean score becomes 14.24, and also it was more increased from 14.24 became 15.77 in the cycle three. To see the improvement of the learning product that is students' speaking skill, the speaking test was given in the form of transactional dialogue. Transactional dialogue was chosen because it could be conducted for the purpose of information exchange like conversation or debate. It was suitable with the material given which was about analytical exposition with language expression "*asking for and giving opinion*" that required students to transfer information related to the topic based on their opinion to their friends and vice versa.

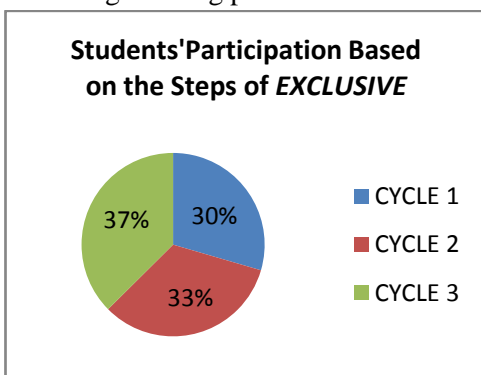
As the result, by conducting speaking test through transactional dialogue, the researcher could measure whether the students use grammatically correct sentence, have good pronunciation and fluency, use appropriate vocabulary, and have good comprehension, or not. It confirmed the statement given by Higgs and Clifford in Richards (1990) which is said that transactional speaking develops accuracy and fluency. We can see that if the students are able to deliver their mind with accurately and fluently, the comprehension was also increase.

The last aspect of speaking based on the graph above was the 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. Based on the definition above given, it therefore should be consider crucial to teach the students in order to develop their ability in comprehending the text. In the cycle one, the students comprehension mean score was 16.35, but in was increased becomes more than that in cycle two and the result was 17.98. As there were some students did not get enough ability in comprehending the text, therefore the researcher conducted the third cycle and thye result was 18.34. As the result, comprehension as the one of speaking aspect was increased from cycle one to three and it was indeed that the *EXCLUSIVE* learning model had been able to improve students speaking ability.

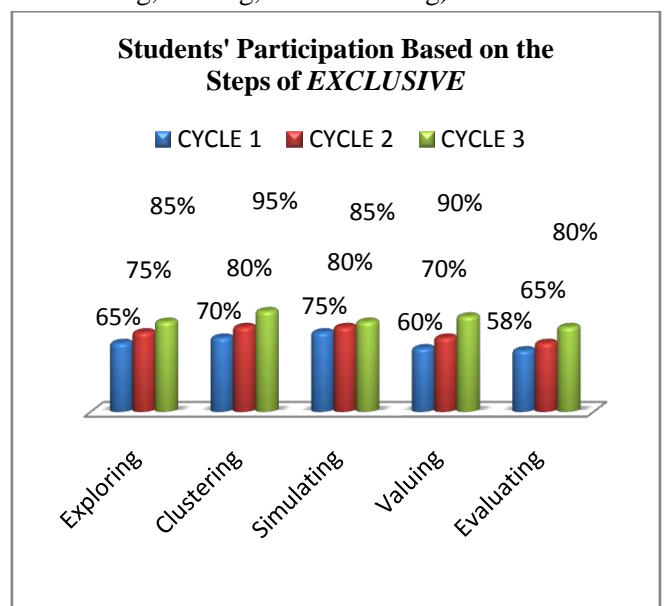
## 2.improve students' participation Based on the Steps of *EXCLUSIVE*.

Here the researcher already held two kind of observation including students' activity and participation during teaching learning process.



Based on the layout above, it can be seen that there is an increase from the cycle one to cycle three. In the cycle one, score average was 67% or in layout (30%). Because there were some recommendations made based on the

observation did, therefore in the second cycle the score average was increased from (30%) became (33%) or 75% based on the calculation. Furthermore, in the cycle three the score average was significantly increased from (75%) or 33% in the layout became (85%) or 37%. It can be infered that the *EXCLUSIVE* learning model was able to improve students participation that was scored based on the steps of *EXCLUSIVE* (exploring, clustering, simulating, valuing, and evaluating).



Cycle 1 shows that, in exploring step the score average was only 65%. It caused by the lack of teacher in creating a warm opening and also has shortage in opening students' schemata. Next, in clustering step, in this step the students got higher score in comparison to the exploring step. In simulating step, the score was 75%, the main cause is that, in this step student showed their curiosity in performing the discussion. In valuing step, the score was 60%, and it can be assumed that as it was first time, hence the students still were not brave enough to criticizing other groups. Lastly, evaluating step, in this step the students the score was lower than the other

preceding steps of *EXCLUSIVE* since the score was only 60%. As the result, total average of students' participation in the cycle 1 was 67%.

Cycle 2 came up in different way because the score and the total average can be found higher than the previous one. In exploring step the score was 75%. In the clustering step, the score was 80%, so here is the improvement of students' participation. Next, in simulating step, the score was 80% too, just like the score got in clustering step. In addition, valuing step show higher score in comparison to the clustering step in first cycle, the score was 70%. Lastly, evaluating step, the general activity in evaluating step is that, the teacher asks the students about their feeling, ideas, opinions concerning the day's lesson, and because in this phase students did not speak too much hence, the score was only 65%, but it was higher than the result of the first.

The improvement from cycle one to three was moving swiftly on. It can be seen from the improvement of students' participation. In exploring step, the score was 85% which is higher than the result of cycle one and two. Next in clustering step, the score was 95% out of 100%. In addition to this, simulating step too improved from 75% in cycle two to 85% in cycle three. Apart from that, in valuing step the score was 90%. And lastly, in evaluating, the score was 85%.

### **3.Improvement of Teacher's Teaching Performance.**

Teacher's performance in every cycle was observed by another observer which was English teacher. In the cycle one

main problems formulated were; the lack of the teacher in managing the class, secondly, the lack of the teacher in arranging the time, and the last point was the media was used not appropriate.

Therefore, in cycle two the teacher managed the time in order to save time, and the second problem overcame was managing the class. It was different from the first cycle, in the second cycle the teacher was able to get along with the students. Even though the media was changed but, there was still one problem had to be tackled, that was about the topics. In the previous cycle, the teacher just gave one topic, but in the next third cycle the teacher prepared more than one topic.

In the cycle three, notably in pre activity, when doing apperception, the teacher related the lesson to the students' experiences and asked them questions related to the topic which was so close to the students. Because this time they had three topics to be discussed and the topics were all about School and Education like: "*Homework*", "*National Examination*", and "*School Uniform*", the teacher knew that there were some students who were pro and some are contra. It was worked to build students' interest in the opening of the lesson and to build their enthusiasm in responding to the topic. He also reviewed the lesson in the last meeting and told them that they had something different that day because they had three topics to be discussed. The teacher motivated the students to do the best than the previous meeting in order to increase their speaking ability. Fortunately, this time the situation was also under control and the students seemed ready to have the lesson.

Relating to the worthy of *EXCLUSIVE* learning model for the teacher, in applying this model, the teacher was 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. From the teacher's performance observation sheet, it was found that the teacher had done the whole steps in good way and since *EXCLUSIVE* learning model had some steps which required more times, the researcher had tried to be flexible in implementing this model.

Besides that, by using this model, the teacher should have more knowledge about the topic from other sources than the students do because in guiding them to learn and explore more related to the topic, sometimes the students ask unpredictable questions which needed more explanation. However, most of all, the teacher could handle it well and it also improve the teacher's ability in handling questions given by the students.

By implementing *EXCLUSIVE* learning model through action research, the researcher had found that this model was able to improve the students' speaking skill, and students' participation based on steps of *EXCLUSIVE* (exploring, clustering, simulating, valuing, and evaluating) during the teaching learning process. Besides that, through action research, the researcher had also found an effective way of teaching speaking by using this model and also discovered some advantages and disadvantages of using this model in teaching speaking.

## CONCLUSIONS

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 coveres 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 overcame. In the third cycle, there was no problems found in the quality of

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

## SUGGESTIONS

Here are some suggestions or forward recommendations made based o 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 ine 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.
3. For the next researcher who will apply this model in language teaching, it is improtant 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 deifferent research design or approach in order to make the result of the research more elegant.

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