**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. Dengan menggunakan polah penelitian tindakan kelas, hasil penelitian menunjukan bahwa pendapatan nilai rata-rata siswa dalam kemampuan berbicara meningkat di setiap siklus. Begitu juga dengan partisipasi siswa dalam kelas. Disamping itu, kualitas guru dalam mengajar juga meningkat disetiap siklus. Maka itu, disarankan agar model pembelajaran ini dapat digunakan dalam memperbaiki kemampuan berbicara siswa, partisipasi dalam kelas dan juga kemampuan guru dalam mengajar.

This current research is an action research. The subjects of the research were 30 students at the second grade of SMA Fransiskus Bandar Lampung.The research was intended to improve students’ speaking skill, students’ 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 and students’ participation in every cycle. 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**

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 theoutput 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 doeverything. The need is more for students or learners since they have to speak with their teacherduring the learning process to express their idea.

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 byteachers when they are going to teach. In this case, learning model which is has been used in this research was based on the result of previous research and development by Abdurrahman, Tarmini W, 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 and were widely known as: 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 before, so the researcher also tried to develop the procedure in using this model in teaching learning process.

This learning modelwas designedbased onthe modelframework of Sudiarta(2005). Thematic learningmodel which had been developedis based onconstructivism oriented by the threepillars ofawarenessandliteracy character of studentsthat is Understanding, Conscious, and Awareness (PS2). It produces alearning model thatincludes themainsyntax of Exploring, Clustering, Simulating, Valuing, andEvaluatingnamedEXCLUSIVElearning 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 metacognitve 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.

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. First, Shanti (2013) conducted an action research using EXCLUSIVE learning model in improving students’ speaking skill at SMA Negeri 9 Bandar lampung. She 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. Second 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 is however, after being treated using EXCLUSIVE learning model, the students showed significant success.

These researchers used *EXCLUSIVE* learning in teaching English. They had the same problem and solution toward English skill especially in speaking 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 teckle the problems they had already experienced beforehand. They tried improving students speaking skill through this learning model. As the result, in this research the writer had successfully improved students’ difficulty in speaking skill, students’ participation in classroom, and also the quality of teaching teaching performance.

**METHOD**

This research was qualitative researh within action research design. The subject of this research was second grade students of SMA Fransiskus Bandar Lampung the year of 2016/2017. Thirty students in the second year of among the top level 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 cycleswhere 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 25th 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 anlyze 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. Afterrecording,theresearcherhad also transcribed all records into the paper. It is indeed,the transcription was done indetail.Everything studentshad uttered or expressed whether or not on purpose have been transcribed.Itwasaimedat getting the datamorevalidabouttheactivitydoneby the students in the class.Itwasalso urgently neededtohelptheresearcherinanalyzingthedatafrom 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.

This research was initiated by analyzing the learner needs. As the result of the preliminary study indicated that the students’ biggest weakness was on speaking performance, EXCLUSIVE was considered as one of the appropriate models, among many, that might be helpful for the students speaking performance improvement. The topic selected was related to students’ real experience and the learning process was centered on the students. This model was validated by experts in educational fields.[[1]](#footnote-2)Moreover, EXCLUSIVE hasalso been tested and implemented in severel studies, even in different areas (for example Mahardika, Abdurrahman, & Sesunan, 2013; Wulandari, Nurweni, & Kadaryanto, 2014; Wiliyanti, Suyanto, & Abdurrahman, 2014). Then, researcher can identify problems in real context, namely classroom, and finding the reflection is used to evaluate and to revise the model.

The indicators that were investigated were based on learning product, which was the improvement of students’ speaking skill and learning process, which was the improvement of the students’ activities and the teacher’s performance. The Speaking test was carried out through transactional dialogues and observation sheet of students’ activity and teacher’s performance were also used in this research. There were some aspects that were observed in scoring system for speaking test: Pronunciation, Grammar, Fluency, Vocabulary, and Comprehension (Harris, 1974: 68-69) and for the observation sheet.

**FINDINGS**

In the planning stage, the researcher prepared the lesson plan based on the model that has been developed. The material was analytical exposition text with the topics in every cycles. The topic of cycle 1 was “*Is Smoking Good for Us?”*. Next in the second meeting the topic was *“Unhealthy Food”.* The topics in cycle three were *“Home Work,* and *National Examination”.* The media were also prepared in order to make the speaking activity in class became more interesting and magnificent. The researcher also prepared the speaking test in order to find out students’ speaking score as learning product. The researcher used video recorder to record students while doing speaking. Observation sheets were also prepared to observe students’ activities and students’ participation based on steps of EXCLUSIVE during the learning process.

Based on the result, from learning product and also learning process, it can be said that there was an improvement in students’ speaking skill, students’ participation in teaching learning process, and also teacher’s teaching performance. Though there were no such indicators in the form of number or percentage, the improvement could be seen through the process of learning which also gave impact to the result of students’ speaking test. The topics were *“ Is smoking good for our healt?* and *The Unhealthy Fast Food”* made the students interested in the lesson because most of them got accustomed to eat fast food but they did not know the bad effect of eating fast food, so they were very curious in learning this topic.

Table 1.1. The result of students improvement in speaking skill.

|  |  |  |  |
| --- | --- | --- | --- |
| **Cycle 1** | **No** | **Criteria** | **Mean Score** |
| 1 | Pronunciation | 12.73 |
| 2 | Grammar | 12.33 |
| 3 | Vocabulary | 13.47 |
| 4 | Fluency | 13.33 |
| 5 | Comprehension | 14 |
|  | **Total** | | **65.87** |
|  |  | |  |
| **Cycle 2** | **No.** | **Aspect** | **Mean Score** |
| 1 | Pronunciation | 13.67 |
| 2 | Grammar | 13.2 |
| 3 | Vocabulary | 14.53 |
| 4 | Fluency | 14.33 |
| 5 | Comprehension | 15.27 |
|  | **Total** | | **71.90** |
|  | | | |
| **Cycle 3** | **No.** | **Aspect** | **Mean Score** |
| 1 | Pronunciation | 14.87 |
| 2 | Grammar | 14.20 |
| 3 | Vocabulary | 15.87 |
| 4 | Fluency | 15.60 |
| 5 | Comprehension | 16.67 |
| **Total** | | **77.80** |

Furthermore, there is improvement of students participation based on steps of *EXCLUSIVE* learning model explained above.

Table: 1.2. The Result of Students Participation Based on The Steps 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% |
|  | **Total** | | | **67%** |
|  | | | | | |
| **Cycle 2** | **No:** | **Steps of EXCLUSIVE** | | **Average** | |
| 1 | Exploring | | 75% | |
| 2 | Clustering | | 80% | |
| 3 | Simulating | | 80% | |
| 4 | Valuing | | 70% | |
| 5 | Evaluating | | 65% | |
|  | | **Total** | **75%** | |
|  | | | | | |
| **Cycle 3** | **No:** | **Steps of EXCLUSIVE** | | **Average** | |
| 1 | Exploring | | 85% | |
| 2 | Clustering | | 95% | |
| 3 | Simulating | | 85% | |
| 4 | Valuing | | 90% | |
| 5 | Evaluating | | 80% | |
|  | **Total** | | **85%** | |

**DISCUSSION**

First of all, improvement of students speaking skill. 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.

As shown in the result from cycle 1-cycle 3, the students’ speaking score is improved in each cycle. The mean score of cycle 2 (71.90) was higher than cycle 1 (65.86) and the mean score of cycle 3 (77.80) was higher than cycle 2 (65.86). The improvement of students’ speaking score from cycle 1-cycle 3 can be shown in the graph below:

Picture 1.1. Students’ improvement in speaking achievement

Not only students’ speaking mean score, EXCLUSIVE learning model also improved the five aspects of speaking, whether in pronunciation, grammar, vocabulary, fluency, and also comprehension. In pronunciation there was improvement from 12.73 (cycle 1) to 14.87 (cycle 3), in grammar from 12.33 (cycle 1) to 14.2 (cycle 3), in vocabulary from 13.47 (cycle 1) to 15.87 (cycle 3), in fluency from 13.33 (cycle 1) to 15.6 (cycle 3), and in comprehension from 14 (cycle 1) to 16.67 (cycle 3) as shown in the graph below:

Picture 1.2. Students’ improvement in students aspects

According to the graph, each aspect of speaking has improvement from cycle 1 to cycle 3. 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. 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.

It was in line with pronunciation, 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.

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.

Next, the improvement of students’ participation based on the steps *EXCLUSIVE* learning model. EXCLUSIVE itself has syntax, and the syntax consists of exploring, clustering, simulating, valuing, and evaluating. Each of syntax of EXCLUSIVE has its own parameter to be measured in order to see whether or not steps of EXCLUSIVE could improve students participation during teaching learning process. 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%.

Table 1.3. Students’ Participation score average from cycle 1 to 3

|  |  |  |
| --- | --- | --- |
| **No:** | **Cycle** | **Score Average %** |
| 1 | Cycle 1  (Pre-experiment) | 67% |
| 2 | Cycle 2 | 75% |
| 3 | Cycle 3 | 85% |

The success of the learning process was determined by students’ activity and teacher’s performance and it influenced the students’ speaking achievement. When EXCLUSIVE learning model was being implemented, the students’ participation improved in each cycle. The application of the whole steps of EXCLUSIVE learning model (Exploring, Clustering, Simulating, Valuing, and Evaluating) could facilitate the students to be active in every phase of learning, especially to do speaking. Started from the phase of 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 to do speaking. Though when doing speaking, they still had difficulties and made some mistakes in grammar and pronunciation. In this case, the researcher had used modelling as a technique in giving examples how to speak grammatically correct and use appropriate pronunciation.

**CONCLUSIONS**

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

1. EXCLUSIVE learning model can be used to improve the students’ speaking skill as the learning product. It is proved by the data from students’ speaking mean score in cycle 1 that is 65.87, in cycle 2 improves to 71, and in cycle 3 improves to 77.2. The improvement also occurs in each aspect of speaking, whether in pronunciation with the total gain is 1.07, grammar with the total gain is 0.93, vocabulary with the total gain is 1.2, fluency with the total gain is 1.14, and in comprehension with the total gain is 1.34. By implementing this model in teaching speaking, the students have more chances to practice how to produce language, especially speaking, so they can improve their speaking skill during the teaching learning process.
2. In learning process, the improvement also occurs in students’ participation while doing speaking activity during the teaching and learning process. It can be seen from the result of observation sheet which shows that from cycle 1 to cycle 2, some students who are not active during the teaching learning process has improved to be more active and from cycle 2 to cycle 3, the students who are passive in doing speaking become more active. They are looked eager to follow the class, interested to the topic, actively asked questions, answered teacher’squestions and opinions enthusiastically, and actively involved in every phase of learning. EXCLUSIVE learning model also provided a chance for the students to work in group (clustering) and share their ideas to their friends so it enables students to enjoy the speaking class.
3. The teacher’s performance in speaking class has improved after EXCLUSIVE learning model is implemented. It is proved by the data from teacher’s performance observation sheet which shows that from cycle 1 to cycle 2, the teacher has overcome the problems especially in exploring and clustering step by applying modeling and group discussion as the technique and from cycle 2 to cycle 3, the teacher has no problem in implementing the model. Since the teacher has opportunities to develop this model in teaching learning process, so the teacher can formulate the effective way of teaching speaking to make the students learn.

**SUGGESTIONS**

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

1. English teacher of senior high school should consider implementing EXCLUSIVE learning model in teaching speaking to improve students’ speaking skill, students’ participation during the teaching learning process, and also their performance in teaching speaking. As discussed in the previous section, because this model can be used to make students actively involved in the learning process and improved teacher’s performance thus it automatically improved the learning product.
2. English teacher should be creative in developing the implementation of this model to find an effective way of teaching, especially speaking. Because this model consists of some steps which requires more times in implementing the whole steps, the teacher has to be flexible in applying this model so the students will not get bored and the learning process will be more effective without wasting so many times.
3. In implementing this model, the teacher has to select certain topic which can interest the students to be used in teaching speaking. It is important because if the students have known about the topic and they seem interesting with the topic, it enables them to construct their prior knowledge and at least they already have some vocabularies related to the topic that can be used to do speaking. It also helps the students to understand and to comprehend the topic well.
4. Since the students’ grammar and pronunciation were low, the teacher should provide modeling in the exploring step in order to make it better but do not correct students' grammar and pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
5. For the next researcher who will apply this model in language learning, it is hoped that this research can contribute as a reference in developing EXCLUSIVE learning model to be used in other skills, for example in teaching reading or writing.

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1. *This model was validated as a partial requirement for STRANAS Grant by The Directorate of Higher Education, Ministry of National Education, 2011 – 2013.* [↑](#footnote-ref-2)