IMPLEMENTATION OF EXCLUSIVE LEARNING MODEL IN TEACHING ENGLISH

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Abstract

The purpose of this research is to find out how the Exclusive learning model is implemented in the English teaching and learning process and find out how students respond to the Exclusive learning model. This research is a qualitative descriptive research that focuses on the process of implementing the Exclusive learning model in English Language Teaching. This is related to instructions from the Exclusive learning model to create interesting activities in the classroom during the English learning process. This research method was applied to undergraduate students of Public Health at Nurul Hasanah University, Kutacane. Researchers found that the exclusive learning model can make students improve their skills in English; Speaking, Reading, Writing and Listening. Researchers suggest to English teachers to use the Exclusive learning model as a learning method used in teaching English because the Exclusive learning model can make students develop their creative ideas.

Kata kunci: Exclusive, Learning Model, English Teaching

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan model pembelajaran Exclusive dalam proses belajar mengajar Bahasa Inggris and mengetahui bagaimana respon siswa terhadap model pembelajaran Exclusive.Penelitian ini merupakan penelitian deskriptif kualitatif yang berfokus pada proses penerapan model pembelajaran Eksklusif dalam Pengajaran Bahasa Inggris. Hal ini terkait dengan instruksi dari model pembelajaran Eksklusif untuk menciptakan kegiatan yang menarik di dalam kelas selama proses belajar bahasa Inggris. Penelitian metode ini di terapkan pada mahasiswa S1 Kesehatan Masyarakat Universitas Nurul Hasanah Kutacane. Peneliti menemukan bahwa model pembelajaran Eksklusif dapat membuat siswa meningkatkan kemampuan dalam bahasa Inggris; Berbicara, Membaca, Menulis dan Mendengarkan. Peneliti menyarankan kepada guru bahasa Inggris untuk menggunakan model pembelajaran Eksklusif sebagai metode pembelajaran yang digunakan dalam mengajar bahasa Inggris karena model pembelajaran Exclusive dapat membuat siswa mengembangkan ide kreatif mereka.
Keywords: Eksklusif, Model Pembelajaran, Pengajaran Bahasa Inggris

INTRODUCTION

Language was a tool of communication which was used by the people to communicate with one another. When someone learns a language, he or she also learns how to communicate with other people and to understand them. In Indonesia, English was one of foreign language taught at formal education setting, from Elementary School until University level because English was the foreign language which was used as an international language in the world (Bui, 2021).

One of the goals of teaching English is to enable the students to use language as tools of communication. There are four skills that should be mastered in learning English, they are listening, reading, writing, and speaking. Students are expected to mastering that four skills to make them can communicate with other people well (Adel et al., 2021).

English teachers should find out any technique that is relevant to the students' interest and then it will motivate them to pay more attention in teaching learning process. Teachers should choose the best learning model when would like to teach. Based on that situation, the researcher decided to use a proposed learning model developed by Abdurrahman, Tarmini W, and Kadaryanto (Ifadloh et al., 2021). From that research, they proposed a new learning model which consisted of five steps; Exploring, Clustering, Simulating, Valuing and Evaluating named EXCLUSIVE learning model.

This new learning model was applied in teaching English at the first year of mahasiswa S1 Kesehatan Masyarakat Universitas Nurul Hasanah Kutacane. Therefore, this research was entitled "Implementation of EXCLUSIVE learning model in teaching English at the first year of mahasiswa S1 Kesehatan Masyarakat Universitas Nurul Hasanah Kutacane (Suharsiwi & Nugroho, 2018).

". The researcher hoped this proposed learning model would be more suitable to the students' interest and able to make the students more active during teaching learning English.

Exclusive learning model was a learning model proposed by Abdurrahman, Tarmini W, and Kadaryanto (Zean, 2020) which was developed by using metacognitive learning strategy and theory to develop students' understanding. This learning model was developed based on the framework of Sudiarta (Nofrika, 2019a). This thematic learning model was also developed based on constructivism which was oriented in three pillars awareness and literacy character of students; they are Understanding, Conscious, and Awareness (Paham, Sadar, Siaga or PS2). This learning model had never been applied before in mahasiswa S1 Kesehatan Masyarakat Universitas Nurul Hasanah Kutacane. The researcher applied this model in teaching English and developed the steps of this

learning model which consisted of five steps; Exploring, Clustering, Simulating, Valuing, and Evaluating (Gamboa Galarza, 2022).

Exploring; in this phase, students were guided by the teacher to explore their existing knowledge/understanding on the topic discussed. Therefore, the teacher should stimulate students by asking a lot of questions to explore their existing knowledge to be clearer when students already know the topic they were discussed, they explored the theme when they already know about their topic. For example, when students were given the topic about canteen; the students explored what they already knew by making mind mapping or table about all what they know about canteen. Clustering; In clustering step, students were divided into several groups, in which every group should cluster the information related to their own topic already discussed. For example when the students already explored the topic, they mentioned a good or bad canteen (Nofrika, 2019b). Then, in this phase students should mention all characteristics related to a good canteen; clean, the food was delicious, and the seller was friendly. Simulating; In this step, students were invited to perform a simulation in front of the class and presented what they have been discussed before. Students should explain about their own topic and made a little simulation related to their own topic. For example, when their topic was about a good canteen, students should explain how good canteen was and made a little simulation like they were in the canteen. Valuing; In this step, students were invited to internalize the values obtained through the discussion and simulation. Students should take the value related to the topic discussed. For example, when the topic was about canteen, they simulated about canteen. When a group performed their simulation, another students were took the value about canteen; keep clean the canteen, discipline when they were in the canteen and bought a healthy food or drinks. Evaluating; This was the last step of Exclusive learning model. In this step, students should evaluate another group's performance by giving comment and suggestion. For example, when a group performed a simulation about canteen and it was not good, another student were gave a comment that their performance was not good and gave a suggestion for them (Cowie, 2018).

Exclusive learning model could be developed to make the students more active in every steps of learning process. Students were expected to be able and brave to give an opinion. This learning model also encouraged the students to be active in exchange an idea, collaborate, communicate, and simulate together to achieve learning objectives and students also could develop their ability.

METHOD

This research was a qualitative research, in which it focused on the process of teaching and learning not on the product. The data were collected in the form of words rather than numbers (Liu, 2021).

In this study, the researcher implemented Exclusive learning model by herself. There was also another teacher's friend who helped her in taking a record during the teaching learning process. Furthermore, the data were focused on the teaching learning process using Exclusive learning model by analyzing the process that occurred in every step of Exclusive learning model in the class during teaching learning process.

The subjects of this research were the first year students of Universitas Nurul Husanah Kutacane. The researcher used class mahasiswa S1 Kesehatan Masyarakat Universitas Nurul Hasanah Kutacane which consisted of 29 students. This research was focused on teaching learning process Using Exclusive learning model.

In collecting data, the researcher conducted teaching learning process using Exclusive learning model by giving three different themes in every teaching learning process. The themes were close to the students' life, there were Canteen, Library, and School. The researcher used two instruments in order to answer the research problem; students' observation sheet and questionnaire. The instruments of this research were:

Students' observation sheet; The researcher used observation sheet in order to find out students' activity during teaching learning process using Exclusive learning model and to answer the first research problem. The researcher focused the observation to gain information about the process of teaching learning based on five steps of Exclusive learning model in teaching English.

Questionnaire; In this research, the researcher used Close ended questionnaire which was provided two kinds of answer; agree and disagree. Close ended questionnaire consisted of questions that arranged based on the category which was developed in a research (Indahsari, 2020). The researcher used Questionnaire to find out the students' response towards the implementation of Exclusive learning model.

The result was analyzed after teaching learning activities was conducted. The observation and questionnaire were done to observe students' activities in every meeting.

RESULT AND DISCUSSION

Result

This research was conducted at the first year students of Universitas Nurul Hasanah Kutacane. The researcher used class mahasiswa S1 Kesehatan Masyarakat Universitas Nurul Hasanah Kutacane which consisted of 29 students. This research was carried out

for about two weeks, from February 27th 2022 to March 8th 2022. In this research, the researcher taught the students and implemented Exclusive learning model directly during teaching learning process.

The teaching learning process was started by the students greeting to the researcher led by the leader of the class and the researcher replied their greeting. The researcher gave the theme to the students and the theme was about canteen. Students seemed interested to the theme, because the theme was close to the students' life.

Exploring; The researcher asked the students about what they have known about canteen. After they mentioned what they already knew about canteen, then the researcher took five main point of canteen: food, drinks, money, seller and buyer. Then the researcher asked them to explore more about that main point (Darmawan & Prischilla, 2019).

Clustering; After explained and explored the theme, students were asked to work in a group. Because there were 29 students, 4 groups consisted of 6 students and 1 group consisted of 5 students. In this phase, students should seek more information related to their topic. They explored everything that was related to food, drinks, buyer, etc.

Simulating; After all of group finished their job, all of groups were invited to do simulation. Every group came in front of the class and explained what they have discussed. They described and mentioned everything related to food. They also simulated their result discussion. They act like they were in the canteen, eat and buy some food.

Valuing; In valuing step, the researcher could build active participation of the students in taking the values from the topic. The researcher asked them about the values. The researcher gave positive appreciation to the students to make them brave in giving their opinion (Sari & Gulö, 2019).

Evaluating; This was the last step of Exclusive learning model. In this step, students were asked to give a comment to another group. They gave opinion and also suggestion to another group. Every group was listened to their friends' comment and suggestion.

The researcher observed students' interaction and involvement by using observation sheet. In the first meeting the theme was about "Canteen", students could explore the theme easily because canteen was really close with their daily life.

Generally, the researcher and rater had same assumption about the situation of the class during teaching learning using Exclusive learning model. The average of students involvement observed by the researcher was 64.3% and the involvement observed by the rater was 67% (Azhari & Adnan, 2018).

Teaching learning activity in second meeting was almost similar as the first meeting.

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In this meeting, the theme that was used by the researcher was about library. This second meeting was almost similar with the first meeting. The percentage of students' involvement between the researcher and the rater were almost same. But in this second meeting, the percentage of students' involvement observed by the rater was decreased. Students involvement observed by the researcher was 75.3% and observed by the rater was 72.2%.

In this third meeting the researcher used theme about school. The number of students' involvement in every step of Exclusive learning model in this third meeting, were increased (Suharsiwi & Nugroho, 2018). The students' involvement in every meeting in this observation sheet, were most increased. The percentage of the researcher and rate were also almost same. The average of students involvement observed by the researcher was 84.1 and observed by the rater was 81.8%.

Discussion

This learning model had been applied by the researcher in teaching learning English in class Universitas Nurul Hasanah Kutacane. Based on the researcher opinion, this learning model was good to be applied by the teacher (Kaufmann & Haans, 2021). All of the steps in Exclusive learning model could make the students active during teaching learning activities. Students also feel not bored, because this learning model has five steps in which every step have different activity (Goosen, 2019).

In reference to this research, the results showed that Exclusive learning model was good to be implemented in teaching learning English. Exclusive learning model could make the students more active during teaching learning activity, made them enjoyed the class and braved to give an opinion (Rahmawati & Sujono, 2021).

Exploring was the first step that applied by the researcher during teaching learning activity. In this step students were guided by the researcher to explore the theme by giving some question related to the theme and asked what they have known about the theme. Here the writer found that guided questions would help students to construct an idea about the topic being discussed. This was in line with the aim of questioning proposed by Depdiknas (Izzadeen & Majeed, 2020) that questioning encouraged students to have more time to tell their ideas towards the topic discussed.

In Clustering step students were asked to work in a group. Therefore this step was used group discussion technique. The researcher thought group discussion was one of the ways to handle a big class (Mariana et al., 2018). Harmer (Machmut et al., 2023) stated that grouping is one of the ways to deals with a big class.

After having clustering step, students were led to do simulation where each group

should perform their result discussion (Jayanti, 2019). Simulation could build students confidence while speak in front of the class to present their result discussion. Harmer (1984) suggested, simulating increased the self-confidence of hesitant students, because in simulation activities, they still have different role and did not have to take the same responsibility to speak (Mandasari & Aminatun, 2022).

Exclusive learning model also provided the students to take values from what they have learned during teaching learning process. This step was useful in order to have character building in the process of learning using exclusive learning model (Fitriana & Nurazni, 2022).

This steps of Exclusive learning model provided evaluation in the end of teaching learning process (Yamagata et al., 2022). In this stage students were invited to evaluate another group performance by giving comment and suggestion. This activity supports to the suggestion proposed by Depdiknas (Lemon & Hayes, 2020) that inquiry serves as fundamental process as it allows students to have chance to investigate, and conclude what is being learned (Lowenthal & Trespalacios, 2022).

CONCLUSION

After analyzing and interpreting the data, the researcher comes to the following conclusions Exclusive learning model was applied in teaching English at the first year students of Mahasisswa S1 Kesehatan Masyarakat Universitas Nurul Hasanah Kutacane by the researcher. Students were involved actively during teaching learning using this proposed learning model which consisted of five steps; Exploring, Clustering, Simulating, Valuing and Evaluating. They were seemed interested to this learning model because this learning model had never been applied before. Students' response to this learning model was good. They were interested to this learning model. Students could enjoy the class and improve their ability in learning English which was consisted of four skills, they were speaking, reading, listening, and writing because Exclusive learning model has five steps in its application (Exploring, clustering, simulating, valuing, and evaluating) that could make students active during the class.

Suggestions

Apart of those conclusions, the writer would like to propose some considerable suggestions as follows;

1. English teachers were recommended to use Exclusive learning model in teaching their students. Because, Exclusive learning model could make thestudents involved in teaching learning process and enable the students to be active in the classroom activities. English teachers should also manage the time of teaching learning using

this learning model, because this learning model need to be manage as good as possible.

2. English teachers should be more creative in developing this learning model to find an effective way of teaching learning process using this learning model. Thus, the students could enjoy the teaching learning process and also could improve their skill in learning English without any difficulties.

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