Model of Teaching Speaking Practiced in Toraja Christian University of Indonesia

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Abstract:
The objectives of this research are to describe model teaching speaking on that applied by the lecturer at Toraja Christian university of Indonesia in teaching speaking, and to describe students' perception toward the model in teaching speaking. The researcher employed a qualitative method for the study. The data resource for the research is lecturer from Toraja Christian University of Indonesia. Data were collected through observation, and interviews. Results show phase in teaching speaking model : create goal, course interesting and contextual topics, students' monitoring, good management in classroom, create medias, and teaching reflection, teaching interacting model, and evaluation, interviews indicate that the student have positive perception toward the model in teaching speaking used by this lecturer in teaching speaking class.

Keyword: teaching speaking, model in teaching speaking, best practices, and students' perception

INTRODUCTION

Particularly, the description obtained is hopefully useful for model of teaching speaking for students. The descriptions explain how well the model of teaching speaking used in teaching process and Programmer Students especially English Education Programmer students in the feature research. Model of teaching speaking for University students can be used in classroom is useful for the students based on students' needs. In now days, the students can speak English to communicate their activities but in reality, the students cannot fluent speak in English, therefore the researcher influence the students to speak in English by using model in teaching speaking based on students' need.

Model of teaching in higher education in United States: a case Study researched by Fook (2012) the result of study focuses into six points, These six aspects were established in an intensive research and knowledge transfer culture, an internationally and culturally diverse learning environment, a clear expectations and standards, a learning cycle of experimentation, and assessment, intensive research culture, premium quality learning spaces, resources and technologies, and a scholastic inquiry learning platform. For furthermore Saliu (2016) Best

Practices in teaching English for Specific Purpose Classes at the Language Center stated that there is a positive attitude towards the best practices in ESP course. For that purpose we used both qualitative and quantitative research methods by which we gathered data to prove our assumptions. We created a questionnaire consisting of five questions that were examining students' perceptions about best practices in ESP. With that instrument we measured the level of manifestation of good teaching practices and the level of students' satisfaction with these practices. Their responses were then analyzed and shown on the tables. Next we present the conclusions based on the findings from all collected data. First of all, it is very important to note that according to our results, ESP students generally perceived the best practices as partly positive. There were positive findings on the Debates and Quizzes and but on Oral Presentation and Google Classroom were noticed some concerns. However, both groups expressed positive attitude to ESP learning in classroom. A study about best practices has been conducted by DiPietro, Ferdig, Black, and Preston (2010:28) "Best Practices in Teaching K-12 Online: Lessons Learned from Michigan Virtual School Teachers" the result of the research confirmed that the implication of best practices as follow: each of these strategies provides a basis for professional development as well as standards to be developed and tested. Sampling participants from different content area provides a basis for reconsidering the professional development opportunities offered to virtual school teachers. While all virtual school courses are delivered online, there are no criteria facilitating the selection of courseware tools and online resources to support student learning in various content areas The knowledge gained from the results of this study can be valuable for the content included in virtual school professional development programs, providing a basis for extending in-service teachers knowledge about the selection of pedagogy and technology that are appropriately matched to the content and medium of delivery. Classroom management is an area of future research concern. Anecdotally, teachers sometimes suggest that the beauty of online instruction is that you do not have to worry about classroom management. There are no chairs to arrange or blackboards to clean. There is no detention or worry about Johnny and Sarah passing notes. However, in this study, classroom management in online education was a key component to quality online instruction. It helped build a community of practice within the classroom. Although these issues have been explored 28 in depth in face-to-face environments, they are as of now unexplored domains in online K-12 classrooms.

Every model of teaching speaking give impact to the students therefore, the researcher research students' motivation in learning speaking subject, and students' speaking ability in the classroom to improve their speaking.

RESEARCH METHOD

The present research study is a qualitative method to explore teaching model in teaching speaking for English department students at Toraja Christian University of Indonesia.

RESEARCH RESULT AND DISCUSSION

In attempting to answer the first research question about the teaching speaking model by the lecturer of English department at Toraja University of Indonesia, there were eight themes emerged, model teaching in speaking at university.
Observation Class
General characteristics in teaching speaking
There were thirteen aspects revealed related to the teaching speaking model utilized the lecturers in teaching speaking they are The lecturer supports student learning, The lecturer is skillful with the basic use of thecnology is skillful with the basic uses of technology, The lecturer is flexible with his/her time, the lecturers have a deep understanding of the varying learning styles of their students, the lecturers establish a presence in the course to motivate students, The lecturers

have good organizational skills, The lecturers use student and, use data, as well as other sources of information available to them to self-evaluate the pedagogical strategies they use, The lecturers have extensive knowledge of and appreciation for the content area.

In teaching speaking, the researcher observed the general characteristics in teaching speaking, the lecturer gave support to all students in teaching speaking process such as asked students' condition, students preparation or exercises in presentation " how about your material presentation?. " It means, the lecturers reminded students' preparation in presentation section for students. The have been created to fulfill or relate to social purpose between lecturers and students. They really close to each other's; therefore communication process between lecturers and students is good. In addition, students' support gave by the lecturer by using greeting communication to support the students to attend speaking subject in the classroom, therefore the students were happy to learn speaking.

In teaching speaking the lecturer is skillful with the basic uses of technology. The lecturer used mobile phone in teaching process to encourage students' motivation in learning speaking subject. It means that the lecturer used technology in speaking presenting material in classroom, every student asked by the lecturer to look for materials on internet by using mobile phones then students prepare to present. The other lecturer used mix technique in teaching speaking in the classroom, teaching speaking not only used tool of technology but it also used by using the other tools such as pepper in class presentation while the lecturer used LCD in teaching process, he also used manual tools for example white bored and large peppers. While explained by using LCD, the lecturer write something that explained toward the students to make easy understand for the students.

 The lecturer used technology potential value for virtual school environment such as learn in outdoor and explained something that relate to environment. She presented her material not only in the classroom but it also explained in outside classroom, for example the lecturer explained about cooking time , therefore the lecturer decided to learned speaking in outdoor. It aimed to expose students to use of language in real context. The sources can be from life of students for example how to make cakes while cooking or making cakes, the students used English in learning and cooking process. The other lecturer used android mobile phone as a media in teaching therefore the students had motivation to learn speaking.

The lecturer is flexible with her time, she was really relax in teaching speaking,she gave time estimation every section in present materials therefore every material can be presented well by the lecturer. On the other hands she used flexsible time, such as giving limitation in using time, like presentation time.

The lecturer gave deep undertanding toward style of students learning, explained students style in presentation good performance by using good body language. She established strong relationship students, such as called every students, to present their opinion as an orally, in teaching process, the lecturer gave chance toward students to look for topics on internet that used by students in speech, therefore the students got easily the trend toping for speech.

In teaching process, the lecturer establish present in the course to motivate students through giving applause after students speech, then she motivated her students by using phases morality such as" good, very good, command students" therefore the students have motivation in presenting their ideas. To get good goal in teaching, the lecturer used technology such as LCD, laptop, and mobile phone to support her teaching process and easy to transfer topics material that used in speech process. On the other hand, the students enjoyed the learning process because they can access interesting and flexible material by using mobile phone and laptop. By using text book and some references on internet the lecturer has extensive knowledge of appreciation for the content area.

Classroom Management strategies

In using varied strategies to address inappropriate or abusive in public behavior of students in public forums of course, the lecturer admonished students, who disturb the other students, she was politely said to the students "*don't be noisy please*, command do it well, if you have questions asked me", then the lecturer gave feedback after students' speech such as gave correction toward students' pronunciation to identify students in personal crisis.

Pedagogic Strategies: Assessment.

To use multiple strategies to access students learning, the lecturer used students' speech, students, students' explanation, and gave correction toward the other students' speech. The lecturer used oral activities to give test for students such as personal oral test such as alternative assessment strategies that allow students the opportunity to represent their knowledge in ways that are personally meaningful. The students prepared their topics that presented in the class such as students speech, to accommodate the varying to accommodate the varying learning styles of her students.

Pedagogical Strategies: Engaging Students with Content.

The lecturer used students' speech, students' explanation and gave correction toward the other students' speech as strategies to access students learning, on the other hands, the lecturer used oral activities to give test for students as alternative assessment that allow students opportunity to represent their knowledge in ways are personally meaning. The students prepared their topics that presented their topics that presented in the class. The students prepared their topics that presented in the class as alternative assessment strategies to accommodate the varying learning styles of their students.

Pedagogical Strategies: Engaging Students with Content

Students' speech and correction that used by the lecturer to assess students learning, then the students chose topics that explained by the students to build in course component to reflect the interest of students enrolled in the course. On the other hands, in teaching process the lecturer used direct and question and answer method that used by the lecturer to accommodate varying style and flexible in their use of pedagogical strategy. To establish strong relationship with the lecturer, she called every students to present their opinion as an orally.

Pedagogical Practices: Making Course Meaningful for Students

To connect with students, the lecturer gave change students' chair position such as make a round in teaching and learning process therefore the students and the lecturer have good harmony in learning process. To engage students in conversation about content that related to topics form a relationship with each student and also the lecturer called every student to present their ideas, then the lecturer prepared various topics in teaching process, they look for topics or material on internet that used by the students in speech.

Pedagogical Strategies: Providing Support

Group discussion used by, the lecturer, and monitor students to determine where gaps in knowledge may exits, the lecturer gave chance every students to present their ideas therefore, the students who have low self-confident have opportunity to present their ideas.

Pedagogical Strategies: Communication & Community

The lecturer gave instruction toward the students to prepare students' speech, the interacted with students by using conversation in group discussion. Then the lecturer provided feedback in group discussion.

Technology

The lecturer used mobile phone, and laptop in teaching speaking to purpose tie the use of tool built into course environment to state benchmarks and standards to support students learning of content.

Based on the first observation above, the research gives resume the aspects of lecturer behavior in teaching speaking as follow:

The aspects of Lecturer behavior	Observation data
General Characteristics	
The lecturer supports student learning	The lecturer gave support toward the students by using small group discussion in teaching speaking, gave applause, and gave praise expression after presentation and keep smile.
The lecturer is skillful with the basic uses of technology	The lecturer used mobile phone and laptop in teaching process to encourage students' motivation in learning speaking subject.
The lecturer is interested in and enjoy exploring new technologies that have potential value for virtual school Environments.	The lecturer, used android mobile phone as a media in teaching process
The lecturer is flexible with his/her time.	The lecturer teaching based on her time schedule and also distributed every section in teaching speaking.
The lecturers have a deep understanding of the varying learning styles of their students	The lecturer gave stimulation in teaching speaking by using simple speech
The lecturers establish a presence in the course to motivate students	The lecturer gave, applause, toward the students after speech,
The lecturers use student and course data, as well as other sources of information available to them to self-evaluate the pedagogical strategies they use	The lecturer, used, technology information to stimulate students in speaking learning
The lecturers have extensive knowledge of and appreciation for the content area	The lecturer used some references in teaching speaking, such as textbook, and topics that taken on internet
Classroom Management Strategies	
The lecturers use varied strategies to address inappropriate or abusive behavior of students in public forums of the course	The lecturer admonished students, who disturb the other students
The lecturers monitor venues of public communication in their course to identify students in personal crisis	The lecturer, gave feedback after students speech
The lecturers use multiple strategies to assess student learning	The lecturer used students' speech, students' explanation, and gave correction toward the other students' speech.

The lecturers use alternative assessment strategies that allow students the opportunity to represent their knowledge in ways that are personally meaningful.	The lecturer used oral activities to give test for students (personal oral test)
The lecturers use alternative assessment strategies to accommodate the varying learning styles of their students	The students prepared their topics that presented in the class

Pedagogical Strategies: Engaging Students with Content.

The lecturers use multiple strategies to assess student learning	The lecturer used students' speech, students' correction
The lecturers build in course components to reflect the interests of students enrolled in the course	The students chose topics that will be explained by the students
The lecturers are flexible in their use of pedagogical strategies to accommodate varying learning styles.	The lecturer used direct method, then question and answer method
The lecturers establish strong relationships with Mentors	The lecturer called every students, to present their opinion as an orally

Pedagogical Practices: Making Course Meaningful for Students

The lecturers use strategies to connect with students	The lecturer changed students' chairs position such as make a round in teaching and learning process,
The lecturers engage students in conversations about content and noncontact related topics to form a relationship with each student	The lecturer explained feedback of students' topics that discussed
The lecturers encourage and support Communication between students	The lecturer called every name in learning process to present their ideas
The lecturers seek out and make available a variety of supplemental support tools to meet the diverse needs of students	The lecturer prepared various topics in teaching process

Pedagogical Strategies: Providing Support

The lecturers monitor student progress closely and interact with students to determine where gaps in knowledge may Exist.	The lecturer monitor students' by using students groups discussion

Pedagogical Strategies: Communication & Community

The lecturers facilitate the formation of community by encouraging content and	The lecturer gave instruction toward the students to prepare students' speech

non-content related conversations among students	
The lecturers interact with students using multiple channels of communication(telephone, IM, etc) provide support	The lecturer interacted with students by using conversation in group discussion.
The lecturers provide students with quick feedback to maintain their motivation for completing the course	The lecturer provided feedback by using correction in group discussion
Technology	
The lecturers purposefully tie the use of tools built into the course environment to state benchmarks and standards to support student learning of content	The lecturer used mobile phone, and laptop in teaching speaking
The lectures consider issues of student access to technology when integrating web based components into their course	The lecturer consider issues of students access by using web based (students used trending topics on internet)
The lecturers use their content knowledge and knowledge of students to drive the integration of technology.	The lecture used content knowledge that integrated toward technology. For example used mobile topics in learning process

Observation of Teaching Speaking Applied by the lecturer

In beginning of the lesson, the lecturer called the students or check students attendance list and asked students' condition then prepared new topic that discussed in learning process such as "how are you?" it means the lecturer gave their opinion about their condition and the lecturer follow up the students' opinion by giving new topic "love yourself" the conversation happened between lecturer and students when the lecturer gave question to them. After giving explanation, the lecturer invited one of students to give his opinion in speech. The lecturer presented new topic, before the lecturer presented, she gave questions to students" "do you love yourself?, how do you love yourself?" the lecturer presented new material in small steps then the students practiced after each step. In teaching, the lecturer asked a large number of questions and check responses of all students by using speech every student, in presentation the lecturer the lecturer arranged students' position in classroom, to make new situation in learning process, therefore the students moved position in classroom.

To improve communication with students, the lecturer gave "core point of the topic that discussed by the students, the topic was "how to speech well, how to communicated topics that told. The lecturer using questioning and discussion then invited the students to stand up and gave their opinion by using opinion by using speech. To provide models for problem solving and worked example, the lecturer explanation such as how to pronounce well words, how to use body language in speech, then the lecturer invited the students and gave news topics that presented by students. After presentation of speech, the lecturer gave questions and she invited the other students to ask toward students presented topics to check for students understanding. Every students spoke in English, they presented their exercises in English. To solve students' difficulty task, the lecturer gave exercises into small discussion before speech done, therefore the students have chance to prepare topics that presented. Speech monitoring was done by the lecturer such as after presentation, each student given correction to require monitor independent practice speech in classroom. After students' speech, the lecturer gave applause while keep smile toward students to engage students in speech, then the lecturer gave clearly instruction toward students therefore every activity in learning process can be done by the students and the lecturer used body language

to explain topic materials that discussed by the students, before she invited the students to speak, she gave example how to give speech well. Communication between lecturer and students was active, the lecturer gave question after speech and the students gave explanation.

In the end of teaching process, the lecturer gave reflection such as students' impression in teaching and learning process. The lecturer gave chance to students to write their impression in learning process. To know students' understand toward teaching process, the lecturer gave chance to students to present their speech. Then, she gave Summarization such as the core point of the topics.

Based on the explanation above, the researcher gives resumes Classroom activities as follow:

Lecturer's activities	Students' activities
The lecturer explained the goal and concept of course topics	The students cared the lecturer' s explanation
The lecturer check students' attendance list and asked students' condition and kept smile to them	The students gave positive responses toward the lecturer (yes mam while smiled to her)
The lecturer gave contextual material (love yourself)	The students responded to the lecturer
The lecturer invited one of students to stimulate the other students	The student presented a speech
The lecturer gave explanation by using questions (do you love yourself?)	The students answered and responded
The lecturer invited or asked the students to speak about the topic	The students gave explanation based on the questions that given by the lecturer
The lecturer set students' position in classroom	The students took a chair in round position
The lecturer explained her course topics through brain storming	The students improved their imagination toward the topics that presented by lecturer
The lecturer helped the students through clearly explanation	The students knew how to presented a speech
The lecturer explained such as how to pronounce well words, how to use body language in speech	The students pronounce well words
The lecturer gave reflection	The students feedback

The view components of the first observation as follow:

Interview Data, how to apply teaching speaking model

The lecturer used asking questions to stimulate students to speak in English, the pedagogical practices that used by the lecturer was significant to stimulate students speak. She said that "I used questions such as what, how, and why to guide the students to improve their speaking ability." She has experiences in teaching speaking based on classroom situation by using group discussion and individual then guided them to speak English by using questions. She said that "the students could not say something if they did not give questions. "To improve students' motivation in learning speaking, the lecturer used technology Medias that can influence students' motivation in speaking for example she said that, "the students looked some interesting materials in YouTube by using students' mobile phone." If the material was not suitable to used online course environment such as web Based tools and resources, she used "contextual materials then asked them in English after that, it can be evaluated toward students' speaking and gave second chance

to practice their English again." The value in implementation of teaching speaking was the students can recognize well topics material that used in speech.

The Weaknesses and strength -based reflection of model of teaching speaking

In teaching practices speaking, there are probably the weakness and the strength according to her that she was ever fail in teaching when the students could not fluent speak English. The students could not fluent speak English because the materials that presented by the lecturer was not suitable for the students, they could not give their opinion or interpretation toward the topics. To solve this problem, the lecturer evaluated the materials that had been presented by the lecturer. Therefore the lecturer should use simple and interesting materials that can be understood by the students. It means, the materials can be accessed by all students.

Teaching suitable materials, simple, interesting materials and set the goal of the materials is suitable for the students, then she made good atmosphere in teaching speaking process.

Students' Perception toward teaching model that used by the lecturer at Toraja Christian University of Indonesia.

He was happy taught by his lecturer at Toraja Christian University of Indonesia (UKI Toraja) because she was really creative in teaching speaking in the classroom. He said that " *saya sangat senang karena saya diberikan kesempatan untuk mempraktekkan bahasa Inggris saya" (*I am happy because my lecturer gave me chance in the classroom to practiced my speaking in English). Her model in teaching was interesting because she asked the students to speak every meeting and the materials that presented by the lecturer was not boring. He really appreciated his lecturer because she motivated us when she asked to practice speak English and the students have chance to share to another students. Every meeting she gave new materials that taught and the material is simple to understand. She said also said that " *dia mengajarkan caranya untuk bisa menjadi pembicara yang baik dalam bahasa Inggris."* (she taught how to speak well in English) and also she gave some exercises to practice English and every meeting, she invited us to present simple speech, therefore I have self- confident to practice my English and try to show my ability in speaking toward my friends and the other people.

CONCLUSION

In this research explains that teaching model in speaking are: good management in classroom, creative Medias, goal and course interesting and contextual topics, students' monitoring, teaching reflection, teaching interacting model, and evaluation, Interviews indicate that the student have positive feelings toward the model in teaching speaking based on best practices used by this lecturer in teaching speaking class. Good model in teaching speaking at English department students of Toraja Christian University of Indonesia are required to have knowledge about how to speak English well for the students. Good speaking for students in the English Department of Toraja Christian University of Indonesia can enrich the students' personal and professional life. And also provide opportunities to influence the outside world.

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