Model of Teaching English Speaking Practiced for English Department Students at IAIN Palopo

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ARTICLE INFO	ABSTRACT
	The objectives of the research are to discover models of teaching speaking practiced at IAKN Palopo, students' perceptions of teaching models, teaching speaking models to students' speaking achievement. The researcher used qualitative methods for the study. The data resources for the research chosen through random sampling lectures at IAIN Palopo. The instruments for the research consist of observations, interviews to analyze the data, the researcher employed a qualitative method. The results show that the models of teaching speaking practiced at IAKN Palopo is presentation, practice, production model (PPP) the model divided into three phases as follow: Presentation, refers to new topic and contextualizing, teaching Demonstration (cookies activities), teaching English based on classroom situation. Learners practice the structure using accurate reproduction techniques such as choral and individual repetition, as well as cue-response drills. students did demonstration based on lecturer's instruction and Students' perception toward the model is good, there is positive indicator perception because almost students said, happy, lecturer as a good figure in teaching speaking, simple material. However model of teaching English speaking influenced model of every teacher in teaching in the class room.
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1.   INTRODUCTION

Every teacher hopes can influence his or her students to speak English in teaching therefore the gabs of the research is students have to know how to speak English and should learn how to speak English well because English is a tool of communication in the world, but in reality, some students cannot speak English well. Therefore, the researcher seeks to find a model for teaching spoken English to improve students' speaking ability. Lecturers' performance can have an effect on students by using cognitive skills and personal models in the teaching and learning process. In order to increase students'

motivation to learn, speaking subjects, the lecturers have to design appropriate materials and appropriate models for teaching speaking. In a model of teaching speaking, there will be a fluctuation effect that can be felt by the learners; the lecturer not only pays attention to their cognitive skill, but they have to show their capability in affective ability in teaching speaking.

Lecturers should be creative in teaching speaking to influence students' speaking ability. In this era, there are two paradigms in teaching: an older teacher-centered practice, and a more recent student-centered learning practice. Whatever activities used by the English lecturer in teaching should be prepared with an eye to affective factors in teaching such as taking care, friendliness toward students, and interest in students' the learning processes.

According to (Leo, 2013), lecturers who are not creative tend to become slaves to books. They follow rigidly what is in the books. Their goal is to finish the contents of the book. They do not care whether the lesson is exciting or how far the learners can follow or understand them. The students then are less motivated, not enthusiastic, and slow learners will feel frustrated and give up. The lecturer should be an excellent performance in approach and should also be motivated, allowing bright students to explore what they need in the learning process. The Integrated Services Approach is a training model in which specialists provide push-in assistance. A model like this allows students who have been identified as English Language Learners to remain in the mainstream classroom and learn alongside their native English-speaking peers. Furthermore, students can interact with one another in groups to benefit their academic learning. To influence students' willingness to learn English, the lecturer should be a model in teaching speaking.

There have been many studies concerning models of teaching speaking. However, studies on models of teaching speaking are still limited in numbers. Therefore, conducting this study contributes effectively to a better understanding of observable areas of models of teaching speaking as practiced in Indonesian universities. In this section, the researcher presents some studies on models of teaching speaking.

According to (Akbarani, 2019) in "Treffinger's Learners Model in Teaching Speaking," the phases of Treffinger learning model in learning speaking are as follows:

1.1. Setting goals

This stage is where the lecturer informs learners what competency is to be achieved in learning. In this research, the lecturer wants to improve students' speaking skill in asking and giving opinions. Exploring data

In this step, the lecturer demonstrates or presents a natural phenomenon that can attract the curiosity of students. The lecturer shows a picture or video to the students about social problems and also gives an explanation and example about asking and giving opinion in English based on the picture or video. In this research, the problems were: flooding, children's use of mobile phones, juvenile delinquency, and the effects of social media. This step can improve students' grammar, vocabulary, and pronunciation.

1.2. Formulating problems

In this step, the lecturer gives students the opportunity to identify problems. The lecturer creates student groups and invites learners to discuss the problems with their group.

1.3. Generating ideas

Here the lecturer gives students an opportunity to identify the problem, raise their ideas, and decide any alternative solutions. In addition, the lecturer also gives students time to express their ideas.

1.4. Developing solutions

After generating their ideas, students are asked to develop solutions. The lecturer encourages students to collect appropriate information and carry out experiments to get an explanation and problem solve. In this step, the students were given opportunity of conveying an alternative solution, and they write their opinions and solutions on paper. This step can improve the students' creativity and increase the students' interaction skills.

1.5. Building acceptance

After they discuss and write their discussion results, every group presents their discussion in front of the class and other groups comment and question and give feedback and suggestions. The lecturer checks the solution obtained by the students group. Finally, the lecturer helps students to summarize the discussion results and the problem solutions. The lecturer can improve the students' fluency, vocabulary, and comprehension in this step.

Teaching models can be influenced by lecturers' performance, attitude, approach, and behaviour to transfer knowledge and employ specific methods in the classroom. Teachers can use all facilities or tools in the classroom that can add to their personal model in teaching. A professional model of knowledge is not only to be able to display self-confidence over the subject material but also to strive for expertise in transforming science, technology, and art. Positive attitude is a great asset to cope with all life problems in the best way and a good model in teaching speaking as relates to the lecturer is quite difficult because every individual has different criteria. (Jafar Basri Muhammad, 2018)Differences in learning The types of support and encouragement students receive at school, at home, and in the community appear to be related to the extent to which their lecturers' attitudes and practices in making sense of the interaction of different contexts of language learning and use.

The lecturer should try to use appropriate personal models, approaches, teaching methods, and specific behaviours, paying special attention to take care of their performance in teaching and recognizing that students need social behaviour. The lecturers should understand well the students' needs in the teaching and learning process. Teaching performance relates to the personal model that of the lecturers. Some English lecturers teach English only, with little regard for what the students' need in teaching process. A suitable personal model can be known through teaching activity; the English lecturer uses strategies and qualities of effective lecturers, making it clear what students are expected to do and achieve, considers how planning interacts with class and lesson management, and manages question and answer session, and understands students' leaning. The English lecturer also create a relaxed and enjoyable atmosphere in the classroom.

According to (Firaz.A, 2014) there are three areas that should be addressed by the lecturer in teaching: professional, pedagogical, and personal. (J. Cogil, 2010)notes that "professional" refers to content knowledge, general pedagogical knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends purposes and values.

(Grasha, 2020) explains the personal aspects of model: What the lecturers say and do models appropriate ways for students to think about issues in the content. Cognitive and affective skills should be improved in a model of teaching speaking to create a relaxed and enjoyable atmosphere in the classroom and present interesting topics.

The researcher is interested in teaching speaking as practiced in Indonesian universities. A good model can improve the teaching of speaking because the students can humanize the atmosphere in the classroom, meaning that the students are happy and enjoy the subject. The components of a model used by the English lecturer or lecturers are interesting, including Assessment of general characteristics, classroom management strategies, and pedagogical strategies: engaging students with content, making the course meaningful for students, providing support, and focusing on communication, community, and technology. The researcher decided to use a model that is appropriate used by the lecturers in

teaching speaking at English departments at a number of universities to encourage students' motivation in learning speaking and encourage students' ability in Speaking English.

Every model in teaching speaking English influences the students. Therefore, the students can give their perception of the model of teaching spoken English, and the students can provide their knowledge about the performance of the lecturer, such as how to teach speaking English material, general attitude, and behavior in the teaching process.

The perception influences the performance of the lecturer in how to teach and how to behave; that is, the lecturers' attitude toward the students in the teaching and learning process. The students have a positive perception if the lecturer gives a good performance in teaching speaking English and is well-behaved toward the students. At the same time, they can give a negative perception if the lecturer has low performance in teaching speaking English and bad behavior in the teaching process. Most students perceive the lecturer's performance in teaching speaking English, as including interesting topics, and recognizing students' motivation in learning speaking English and students' expectation. In teaching speaking English process is needed classroom interaction the interaction can happen if the lecturer manages classroom activities well. For example, the lecturer prepares interesting materials and provides a relaxing situation for teaching and learning; therefore, students' interaction with their friends can occur. The students discuss with their friends about the subject of the speaking, and the students discuss with their lecturer in the classroom.

Students' interaction can be influenced by the lecturer's performance and material presented by the lecturer and by their classroom peers. Interaction can make a good relationship between the students, lecturer, and the material that make students can speak in English.

2. METHODS

This research is designed as qualitative approach, the researcher found out teaching model of teaching speaking practiced at IAKN Palopo, how to apply model of teaching speaking at universities, explore students' perception toward teaching speaking model, explore the types of interaction used in teaching speaking English, and the last the impact of model of teaching speaking. Through design a research, the researcher was able to collect, analyze, and interpret the observations and interviews. It is kind of a logical model that leads the researcher to draw conclusion toward causal relations among the variable under investigation.

Model in teaching, perception, actions and feelings can be better understood if studied in natural setting, example Model in teaching speaking. This study focused on model in teaching speaking English, Students' perception to teaching speaking models, types of classroom interaction, and the impact of teaching speaking English model to students' achievement.

Interviews are used to complete records and field and field notes which topics are suited to determine learner's skill in speaking. Finally, in order to evaluate the data on teaching practice, the researcher displayed sheets of checklist about model of teaching speaking practiced in Indonesian universities. The results obtained from the participants are descriptive analyzed based on documentation, observation and the interviewing indicator. In documentation data, the researcher identified and observe the lecturers who teach speaking at English department at university to identify and find out teaching model in teaching speaking, model then how to apply teaching speaking model , explain students' perception toward teach speaking model in the classroom, types of classroom interaction, and the impact of teaching speaking.

In this type of interviewing, the researcher started of model of teaching speaking. This type of interviewing entails, the researcher began with an agenda, or a list of general topics to cover, as well as an opening statement and open-ended questions designed to elicit the participants' perspectives on the researcher's hypothesis. The content, feeling, and word choice of the participants' initial response then become the structuring mechanism for the next phase in the interview. As the interview progress through mutual negotiation, the researcher's agenda is covered naturally, if not, in the later stage of interview, more direct questioning can broach the remaining topics.

Each of the lecturers of speaking is subjected to observations of the teaching model. During observations, the researcher acted as an observer and did not participate in any classroom activities. The presence of the observer initially made the atmosphere in teaching speaking classes unnatural, but after the classes became accustomed to it, the researcher discovered that the atmosphere became more natural during each observation. During the observation, the researcher took notes and shared her interpretations with the lecturers to see if the researcher's interpretations of the classroom activities were accepted.

The population of the research is one of the lecturer who taught English speaking at IAKN Palopo. (Mile & Huberman, 2015) stated that in collecting data, there four aspects that are concerned, the setting (where the study take place), the actors (who will that are be observed), the event (what the actors will be observed), and the process (the evolving nature of events taken by the actors within the setting).

Based on the definition above, the researcher used some procedures to get the first; she made appointments with the lecturers when they are ready to answer the preconception questions. After they have finished answering the preconception questions, the researcher made another appointment again when they are ready to be observed. And the observation is conducted in the classroom until the data saturated. The researcher noted the teaching and learning process behind the class while organize into themes. After first observation is done, the researcher made another appointment to continue the text observation is done. The researcher made another appointment to continue the text observation that has the same procedure with the first observation. Then, the researcher jotted down everything and tried to structure it into patterns or themes related to the model of teaching speaking practiced.

Third, he interviewed the participant by using interview protocol. Before starting recording, the researcher explains, teaching experiences, learning experiences, lecturer processional development issues and conversation to teaching practices applied during classroom observation. The interview is taped approximately conducted in 10 – 15 minutes, finally the researcher made interview transcripts from recorder.

Fourth, documentation is the last instrument in collecting of data. In this case, the researcher collected the source of data, students' score of speaking test from the lecturer. Then the research analyze documents to know how about the model of teaching speaking practiced as it reflected into the documents.

The last procedure is making conclusion and suggestion of the study that is known about the model of teaching speaking, the implementation of model of teaching speaking and challenges in manifesting model of teaching speaking.

Analyzing the data in this study involved analyzing, synthesizing, and reduction the information obtained from various sources such as observation, in –depth interview and documents. After that, the researcher made a coherence description of what she had observed or discovered. Data analysis in qualitative research relies on very rich description; even when certain statistic is calculated. They tend to be used in description rather than an inferential sense. In order to understand how data are analyzed in this study, the researcher presented the method of data analysis and its trustworthiness.

The data is taken from documentation, observation, interview, in data documentation, the researcher observed the model in teaching speaking by using checklist data that provided by the researcher to describe model in teaching speaking that used by the lecturers then interview lecturers how to apply teaching speaking model, get the effectiveness of teaching speaking model by using documentation data and interview students to get students' perception toward teaching speaking model.

The data is taken from documentation, observation, interview, in data documentation, the researcher found out students'; speaking ability, the researcher observed the model in teaching speaking by using checklist data that provided by the researcher to describe model in teaching speaking that used by the lecturers then the model in teaching speaking that belonged by the lecturers are analyzed through students' interview result.

The procedure of conducting research and development in this research applies the steps which are introduced by (Mile & Huberman, 2015) The data analyze into three steps as follow: (1) data condensing (2) data display (3) conclusion drawing/verification.

3.   FINDINGS AND DISCUSSION

According to (Mile & Huberman, 2015) stated that in collecting data, there four aspects that are concerned, the setting (where the study take place), the actors (who will that are be observed), the event (what the actors will be observed), and the process (the evolving nature of events taken by the actors within the setting), therefore the researcher try to collect the data as follow:

At the first observation, the lecturer discussed with his students to prepare students presentation. He said hello to his students and checked students' condition before begun teaching, then he asked to his students to present their presentation. To begin students' presentation, he called every student to present their speech; every student showed their students' card presentation toward the lecturer before presentation then the lecturer gave score on it. On the other hand at the second and the third observation while presentation, the lecturer kept communication with the students, such as asked content of the presentation, and used questioning to know students' understand toward their topic presentation, while speech, he gave correction about students' pronunciation such as childhood, blessing, and general. Guided students practice by using practice speech and asked the students to prepare their presentation. Then the students asked by the lecturer before presenting these topics, the students gave chance to the students to make concept for speech. When the students made mistake, the lecturer solved students' pronunciation about tone and stress. The students presented their topics based on their needs, therefore the students be independent practice it. To motivate students' motivation in learning process, the lecturer engaged students' learning; he motivated his students by using praise expression, it mean that the lecturer really appreciated toward students' speech in the front of class. The lecturer really flexible, responsive, and demonstrated how to speak English well, such as gave example how to presented speech well then he explain how to present the content of the speech the class room by using body langue. While teaching and learning well run in the classroom, the lecturer gave assessment by using individual presentation, and also communication with the students really close to each other. Questioning technique was really popular in his classroom, it means, the lecturer gave questions to measure students' understand toward the content of the topics of speech. At the end of teaching and learning process, the lecturer gave reflection on teaching. The reflection focus on topics presentation and how to prepare speech, as a generally the assessment given at the end of teaching and learning process but he gave the assessment while teaching in the classroom, before leave the classroom, the lecturer gave new topics for the next meeting. Based on the research observation (Myers, 2012) students have positive effect in teaching creatively .

Every lecture has model in teaching speaking English in the classroom such as (Tahir bin z saidna, Atmorwardoyo Haryanto, 2017) , they have three phases in teaching. Based on the explanation above, the researcher gives resumes classroom activities at IAIN Pa lapo as follow:

Lecturer's Activities	Students' Activities
Demonstration in teaching	The students, prepared their presentation
Teaching Demonstration (cookies activities)	Students did demonstration based on lecturer's instruction
teaching English based on classroom situation	Students' looked for materials on internet
The lecturer taught in classroom	The students wrote core point on white board.

Furthermore, the above-mentioned good and poor performance of indicator aspects at Institut Agama Islam Negeri Palopo can be classified as follow:

Good Performance	Less Performance
Teaching materials based on contextual	Lost control in teaching in outside
Flexible in teaching	The students lack of time to practice their speaking

Model in teaching English can be divided into seven, therefore the researcher explains the data according to (Grasha, 2020)

3.1. General Characteristics in Teaching Speaking

In the beginning of the class, at the first observation the lecturer gave support or asked students to present their exercises. She asked to students to prepare their speech that presented in the front of class. (Lee, 2011) teaching English based on students' need. In teaching the lecturer was really relax and humble, he used mix techniques in used of technology such as computer, and mobile phones. The lecturer used technology potential values for virtual school environment such as learn in outdoor and explain something that relate to environment. The lecturer used flexible time, such as giving limitation in using time like presentation time. She gave deep understanding toward styles of students learning, explained students' styles in presentation such as students' pronunciation, how to speech well, the content of the speech, good performance by using good body language, and lack of performance in speech. The lecturer called students one by one to present their topics in the classroom. Then he evaluated his pedagogic strategies in teaching such as teaching strategy, and looks for interesting material such legendary story. In teaching speaking, the lecturer gave feedback after students' presentation (Barasanji story)

On the other hands, the teacher should have alternative strategy in teaching speaking to influence students motivation, at the second observation in the beginning of his class, the lecturer called students one by one to know students' condition, therefore the lecturer and students was closed. In teaching, the lecturer was skillful with the basic of technology, he used mix techniques such as operate laptop to accessed materials then the students made simple speech in the front of class. The lecturer used technology potential value for virtual school environment such as learn in outdoor and explain something that related to environment. In teaching he really used flexible time, such as giving exercises to the students, it means the lecturer distributed time estimation in every section based on students' activities. Despite the fact that there were students in the classroom, the lecturer had a thorough understanding of their students' various learning styles. He presented in good performance by using good body language therefore the students can understand well his explanation. On the other hands the lecturer evaluated his pedagogical strategies in teaching strategy. And look for interesting materials. He gave feedback after presentation (cooking presentation). The result of research the same with (Kasim, 2002) students have kinds of classroom interaction in teaching speaking.

At the third observation In the beginning of the speaking subject, the lecturer, gave support to present their exercises such as asked about students' preparation in presentation or students' speech, he used mix techniques such as operate laptop and used mobile phone to accessed materials. In presenting of the subject, he used technology potential value for virtual school environment such as learn in outdoor and explain something that relate to environment, in time estimation, he used flexible time, such as giving limitation in using time like presentation time. The lecturer gave deep understanding toward style of students learning, explained students style in presentation (good performance by using good body language, good performance). Then he established a presence in the course to motivated students by using speaking practice or speaking presentation and evaluated his pedagogical strategies in teaching such as teaching strategy, and look for interesting materials. To get good qualities in teaching, he gave feedback after presentation.

3.2. Classroom Management Strategies

At the first observation, the lecturer gave rebuke by using joke toward the students, therefore the students aware to do well in teaching and learning process. Then he gave feedback after speech in the classroom, it means the lecturer evaluated every section that he did in the classroom. (Rui, W. Y., & Mi, 2013) teaching process can build personal strategies in teaching.

At the second observation, the lecturer gave punishment toward students who bother to others. It means, there was not excuse if the students made mistake that was not polite in the classroom. He gave feedback after speech in the classroom; therefore the lecturer can evaluate all the material that presented in the classroom.

At the third observation, in classroom management, the lecturer gave rebuke by using joke toward the students. After speech in the classroom, the lecturer gave feedback. It means, the lecturer spent times to use evaluate teaching and learning process by using reflection.

3.3. Pedagogical Strategies: Assessment.

At the first observation, the lecturer used students' presentation to assess students learning; therefore the students have chance to improve their speech in English. In assessment, the lecturer used a presentation section in individual alternative assessment, which gives students the opportunity to represent their knowledge in ways that are personally meaningful to them, and he also used alternative assessment strategies to accommodate his students' varying learning styles.

At the second observation, the lecturer used multiple strategies to assess students learning such as students' presentation and students' speech. He gave presentation activity toward students' speech, and group discussion. In assessment, he used alternative assessment strategies to accommodate the varying learning styles of their students such individual presentation, then asked the students to prepare speech topics.

The third observation is the lecturer used the students' presentations or speeches to assess students' learning. The students were invited to present their English speeches, and the lecturer assigned scores to them as alternative assessment strategies that allow students to represent their knowledge in ways that are personally meaningful; the lecturer also used individual presentations to assess students.

3.4. Pedagogical Strategies: Engaging Students With Content

At the first observation, to build course component to reflect the interest of students enrolled of students in the course, the lecturer gave simple topics in individual presentation, they students were given "baransamji"story that described by the students. In teaching, the lecturer really flexible therefor the students were happy and relax in learning speaking and the lecturer established strong relationship with the students. It mean that, the lecturer looked for students who did not come yet, and asked the students who did not come toward the students who came inn classroom. He asked students' condition as individual.

The second observation, the lecturer gave assessment toward students by using presentation, speech, and group discussion and also he gave simple topics in individual presentation such as how to make cake. By using creative topics, the students easily speak in English because the topics were familiar toward the students. He was really flexible in teaching; therefore the students were happy and relax in learning speaking. Set up time in learning process. In learning process, he looked for students who did not come yet, and asked toward the students who attended the class.

At the third observation, the lecturer gave simple topics in individual presentation, like Barasanji story. In teaching, he is flexible in teaching therefore the students were happy and relax in learning speaking then Set up time in learning process. On the other hands he established strong relationship with mentors by using looking for the students who did not come yet and asked the students who did not come last meeting.

3.5. *Pedagogical Practices: Making Course Meaningful for Students*

At the first observation, the lecturer used strategies to connect with his students, he supported toward the students therefore, and they have self-confident in presentation, the students were close with the lecturer in learning process, the lecturer encourages and support communication between students such as asked to the students before presentation like "command, were you ready". On the other hands at the second observation, the lecturer used strategies to connect with his students, he supported toward the students therefore, and they have self-confident in presentation, the students were close with the lecturer in learning process, the lecturer encourages and support communication between students such as asked to the students before presentation like "command, were you ready".

At the third observation, the lecturer gave support toward the students therefore; they have self – confident in presentation therefore the students were close with the lecturer in learning process, he asked before presentation such as "were you ready, command students." In his presentation he prepared some Medias in teaching speaking such as cakes, clip chards, papers.

3.6. *Pedagogical Strategies: Communication & Community*

The first observation, the lecturer communicated with the students in the classroom while teaching and discussed materials with the students. He interacted also with his students by using mobile phone if he gave some exercises to the students through what Sapp group. In individual presentation, he gave students' feedback when the students made mistake in their presentation. According to (Harmer, 2018) The ESA model, which stands for Engage, Study, and Activate, presents a different trilogy of teaching sequences. During the Engage stage, the lecturer tries to arouse the students' interests. In this regard, "unless students are emotionally engaged, their learning will be less effective."

The second observation, the lecturer closely monitors students' progress and interacts with them to determine where gaps in knowledge exist, such as giving students the opportunity to prepare concept of speech before individual presentation. In addition, the third observation the lecturer gave chance gave chance to students to prepare concept of speech before individual before individual presentation. Every student's speech in the classroom, the lecturer gave feedback toward students' speech therefore the students can evaluate their performance.

3.7. *Technology*

At the first observation, the students looked for speech material that taken on internet then the students presented in individual presentation. Before presenting the materials the lecturer asked to the students to prepare the concept of material of presentation, therefore the student can present it well.

At the second observation, communication toward the students in the classroom was active therefore; the students had high motivation in learning speaking. He interacted with his students by using mobile phone if he gave some exercises to the students and gave feedback after presentation, and then the students look for speech material that taken on internet then the students presented in individual presentation.

At the third observation, the lecturer communicated toward the students in the classroom discussion to facilitate the formation of community by encouraging content and non-content related conversation among students. He interacted with his students via mobile phone when he gave them exercises, and the lecturer provided feedback on each student's presentation.

3.8. *Interview Data, How to Apply Model of Teaching Speaking Practiced*

Professionalism and and communication skills as a affect of performance in teaching In this research the beginning of teaching process, the lecturer discussed with his students to prepare students' presentation, he said greeting to his students then students collected their homework and presented their presentation. While presentation, the lecturer checked students sheets by using students cards presentation to evaluate the students' speaking. Then the lecturer invited students to come toward to

present their speech. In learning process the students presented their topics that have been prepared. After speech, the lecturer gave correction about students' pronunciation such as "childhood, blessing and general" he invited students to come forward and practice their speech and asked the students to prepare their speech, and also he checked his students' understanding in teaching process. To build students' self-confident, he gave opportunity toward students to make concept for speech. He Solved students pronunciation about tones and stress when the students gave speech and presentation in the class room then the students presented their topics based on their need, he motivated his students by using praise expression such as "very good, good, you can do it, don't be afraid" he gave assessments by using individual speech, then the lecturer demonstrated how to speak well, after students' speech he gave feedback toward the students. In the last activities, he gave conclusion about the topics that discuss such as barasanji topics, how to prepare a speech, every student should prepare their speech and the last he gave information about the next topic for discussion. (Lewis, 2015) OHE, which stands for Observe, Hypothesize, and Experiment, describes one of the language awareness-based models of language teaching. The model is particularly associated with the Lexical Approach to language teaching. And also (Vladimirova, 2016) personal knowledge abaout teaching model refer to science education

Based on the first observation above, the researcher 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	Asked about students preparation in presentation
The lecturer is skillful with the basic uses of technology	The lecturer used mix techniques such as operated laptop and used mobile phone to accessed materials
The lecturer is interested in and enjoys exploring new technologies that may be useful in virtual school environments.	The lecturer used technology potensial value for virtual school enverontment such as learn in out door and explain something that relate to enverontment
The lecturer is flexible with his/her time.	The lecerer used flexsible time, such as giving limitation in using time,like presentation time,
The lecturers have a thorough understanding of their students' various learning styles.	The lecturer gave deep undertanding toward style of students learning, explained students style in presentation (good performance by using good body language, lack of performance)
The lecturers establish a presence in the course to motivate students	By using speaking practice (speaking presentation
The lecturers use student and course data, as well as other available sources of information, to self-evaluate the pedagogical strategies they employ.	The lecturer, evaluated his pedagogical strategies in teaching such as teaching startegy , and look for interesting material.
The lecturers have extensive knowledge of and appreciation for the content area	The lecturer gave fedback after students presentation
Classroom Management Strategies	
The lecturers employ a variety of strategies	To avoid inappropriate or abusive behavior

to address inappropriate or abusive behavior by students in the course's public forums.	by students in the classroom, the lecturer cracks jokes.
The lecturers monitor venues of public communication in their course to identify students in personal crisis	The lecturer gave feedback after speech in the classroom.
Assessment pedagogical strategy	
The lecturers use multiple strategies to assess student learning	Students' presentation
The lecturers use alternative assessment strategies that allow students the opportunity to represent their knowledge in ways that are personally meaningful.	Presentation section
The lecturers use alternative assessment strategies to accommodate the varying learning styles of their students	Individual presentation
Pedagogical Strategies: Engaging Students with Content.	
The lecturers use multiple strategies to assess student learning	-
The lecturers build in course components to reflect the interests of students enrolled in the course	The lecturer gave simple topics in individual presentation
The lecturers are flexible in their use of pedagogical strategies to accommodate varying learning styles.	Set up time in learning process
The lecturers establish strong relationships with Mentors	The lecturer established communication with the students in teaching and learning process.
Making Course Meaningful for Students: Pedagogical Practices	
The lecturers use strategies to connect with students	The lecturer gave support toward the students therefore, they have selfconfident in presentation
To form a relationship with each student, lecturers engage students in conversations about content and noncontact related topics.	The lecturer were close between the students
The lecturers encourage and support Communication between students	The lecturer asked to the students before presentation, (students' stimulation in presentation)
To meet the diverse needs of students, lecturers seek out and make available a variety of supplemental support tools.	-
Pedagogical Strategies: Providing Support	
The lecturers monitor student progress closely and interact with students to determine where gaps in knowledge may Exist.	The lecturer gave chance to students to prepare concept of speech before individual presentation
Pedagogical Strategies:	

Communication & Community	
The lecturers facilitate the formation of community by encouraging students to engage in both content and non-content related conversations.	The lecturer communicated toward the students in the classroom discussion.
Lecturers interact with students via multiple channels of communication (telephone, instant messaging, etc.) to provide assistance.	The lecturer interacted with his students by using mobile phone if he gave some exercises to the students
The lecturers provide students with quick feedback to maintain their motivation for completing the course	The lecturer gave feedback, when the students made mistake in their presentation
Technology	
The lecturers purposefully link the use of tools built into the course environment to state benchmarks and standards to support student content learning.	-
The lectures consider issues of student access to technology when integrating web based components into their course	The students look for speech material that taken on internet then the students presented in individual.
The lecturers use their content knowledge and student knowledge to drive technology integration.	The lecturer asked the students to make concept that presented by the students

The view components of the first observation as follow:

Interesting topics, flexible in teaching, close communication, feedback, evaluation. At the second observations as follow: Group discussion, students' presentation, contextual materials, teaching based on classroom situation, material accessed on internet. At the third observation, as follow: Group discussion, students' presentation, contextual materials, teaching based on classroom situation, material accessed on internet.

3.9. *Students' Perception to the Models of Teaching Speaking Practiced by the Lecturer*

Institute Agama Islam Negeri Palopo (IAIN) Palopo

According to (Akbarani, 2019) learning have positive and negative perception. And also (Maslyn, J., & Farmer, 2015) abaout positive and negative perception. In this research At Institute Agama Islam Negeri Palopo (IAIN) Palopo Almost students were happy join in learning speaking subject, because the lecturer was relax in teaching speaking in the classroom. the second students said that "She said that "I really like my lecturer's style in teaching because he taught creatively therefore I am not bored to follow the speaking materials that presented by the lecturer" in teaching I really obeyed my lecturer because he was my lecturer" she had motivation in practicing speaking in English because the material was really simple, and the lecturer taught friendly and presented new materials. the third students said that Every meeting "we were given the tasks to be presented therefore we more be active" then material displayed. On the other hands the lecturer gave chance to prepare materials that presented by the students. According to her that she had self-confident to speak English such as explain something in English or communicated in English.

Students' perception toward the model is good, there is positive indicator perception because almost students said, happy, lecturer as a good figure in teaching speaking, simple material, and good self-confident.

The Types of Classroom Interaction, Which Used in Teaching Speaking at IAKN Palopo

classroom interaction in English department speaking class influenced by teachers' interaction the class room. Students interacting with subject matter to construct meaning, relate it to personal knowledge, and apply it to problem solving. Student-content interaction has been defined as the process of intellectually interacting with content that results in changes in the learner's understanding, perspective, or cognitive structures of the learner's mind. Speaking, using study guides, watching instructional videos, interacting with multimedia, participating in simulations, as well as searching for information, completing assignments, and working on projects, are all examples of student-content interaction. Specifically at IAIN Palopo, students learned speaking subjects through projects such as cooking time, which means students speak in English while demonstrating how to cook. The students' use of leaners to leaners interaction, on the other hand, refers to interaction between individual students or between students working in small groups.

Inter-learner interaction occurs when one learner interacts with other learners, either alone or in groups, with or without the presence of an instructor in real time.

Throughout the history of education, the class or educational group has frequently been organized for reasons unrelated to the needs of the learners.

At the moment, many classes are organized because the class is the only organizational form known to most lecturers and because it is the cheapest way of delivering the teaching acts of stimulation, presentation, application, evaluation, and student support in the short term-though not always in the long term.

The Impact of the Speaking Model to Students' Speaking

At IAIN Palopo. The lecturer was motivated to influence students to speak in English through teaching speaking toward the students in outdoor pursuit using and teaching demonstration by using doing some interesting activities that can be described in English by the students, therefore the students were active speak in English. The lecturer used the procedural of choosing materials that presented in teaching, therefore the students had motivation to speak in English. The lecturer also tried to look for contextual materials and simple materials in speaking" it means that the lecturer should be intent to discuss with the other lecturers to look for the update materials that can be used in teaching speaking. The lecturer used various in using methodology and strategy in teaching English, the students were happy and had motivation to learn speaking subject various in using methodology and strategy in teaching English. On the other hands teaching speaking in out door pursuit, used peer teaching to improve lecturers' skills in teaching presentation based on students needs. According to him, to be successful, he used some methodologies in teaching and looked for simple materials and also he did evaluation, innovation, made lesson plan, meeting and training toward the lecturer.

In his experiences in teaching at State University of Makassar, the lecturer had challenge such as students were not fluent speak English when they presented their speech in the classroom. The capacity of the class was too large therefore the lecturer could not manage well the classroom. It means that the students could not understand well, All of the material that presented by the lecturer. He solved this problem by using small group discussion, the students presented material by using questions and answer technique. In presenting students' answer, the lecturer gave chance to prepare their answer. On the other hands in his teaching felt success such as the students could speak English in presentation. The lecturer prepared the simple material that presented in the classroom therefore the students enjoyed the material in learning process and all the students really active to practice their English.

4. CONCLUSION

The name of model of teaching speaking that used by one of the lecturers at IAIN Palopo namely :presentation, practice, production model (PPP) the model divided into three phases as follow:

Presentation, refers to new topic and contextualizing, teaching Demonstration (cookies activities), Based on the classroom situation, I teach English. Learners practiced the structure using accurate reproduction techniques such as choral and individual repetition and cue-response drills, and students demonstrated based on the lecturer's instructions.

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