



Effective English Speaking Teaching Model for English Department Students at State University of Makassar - Indonesia

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Abstract. This study aimed to develop an effective English speaking teaching model for English department students at State University of Makassar, Indonesia, and evaluate its implementation through observation, interviews, students' perception, interaction, and impact. The research used a qualitative approach, data collection and analysis. The study found that the developed model, which emphasizes interactive and communicative language teaching, was effective in improving students' speaking skills. The observation and interview data revealed that the teaching model was well-received by both teachers and students, who appreciated its focus on practical communication skills and its use of authentic materials and activities. Students' perception data indicated that they felt more confident and motivated to speak English following the implementation of the model. Finally, the study found that the model had a positive impact on students' English proficiency and their ability to communicate effectively in various settings. The findings suggest that the developed model has the potential to enhance the quality of English-speaking instruction at State University of Makassar and other similar institutions.

Keywords: Effective · English Speaking · Model · Teaching

1 Introduction

Nowadays, students must know how to speak English and should learn how to speak English well because English is a global communication tool; however, some students are unable to speak English well. As a result, the researcher is looking for a model for teaching spoken English in order to improve students' speaking abilities.

By incorporating cognitive skills and personal models into the teaching and learning process, lecturers' performance can have an impact on students [1]. To increase students' motivation to learn speaking subjects, lecturers must create appropriate materials and models for teaching speaking. There will be a fluctuation effect that the learners can feel in a model of teaching speaking; the lecturer must not only pay attention to their cognitive skill, but they must also demonstrate their capability in affective ability in teaching speaking.

To influence students' speaking abilities, lecturers should be creative in their teaching of speaking. There are two paradigms in teaching in this era: an older teacher-centered practice and a more recent student-centered learning practice. Whatever activities the English lecturer uses in class should be planned with an eye toward affective factors in teaching such as taking care, being friendly to students, and being interested in their learning processes [2].

Lecturers, who are not creative, according to tend to become slaves to books. They strictly adhere to what is written in the books. Their goal is to complete the book's contents [3]. They do not care if the lesson is exciting or if the students can follow or understand it. Students become less motivated and enthusiastic, and slow learners become frustrated and give up. The lecturer should be excellent in approach and motivation allowing bright students to explore what they require in the learning process [4]. 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 [5]. The lecturer should be a role model in teaching speaking to influence students' willingness to learn English. Lecturers' performance, attitude, approach, and behavior in transferring knowledge and employing specific methods in the classroom can all have an impact on teaching models [6]. Teachers can use any facilities or tools in the classroom that will enhance their personal teaching model. A professional model of knowledge is one that strives for expertise in transforming science, technology, and art, in addition to being able to demonstrate self-confidence over the subject material.

A positive attitude is a great asset for dealing with all life problems in the best way possible, and finding a good model in teaching speaking as it relates to the lecturer is difficult because each individual has different criteria [7]. Learning differences appear to be related to the types of support and encouragement students receive at school, at home, and in the community, as well as the extent to which their lecturers' attitudes and practices in making sense of the interaction of different contexts of language learning and use [8].

The lecturer should attempt to use appropriate personal models, approaches, teaching methods, and specific behaviors, paying special attention to their teaching performance and recognizing that students require social behavior [9]. In order to effectively teach and learn, lecturers must first understand the needs of their students.

The lecturers' personal model influences their teaching performance [10]. Some English lecturers only teach English, with little regard for what the students require during the teaching process. A suitable personal model can be identified through teaching activity [11]; the English lecturer employs good lecturer strategies and qualities, clearly stating what students are expected to do and achieve, considering how planning interacts with class and lesson management, managing question and answer sessions, and understanding students' learning. In addition, the English lecturer creates a relaxed and enjoyable atmosphere in the classroom [12].

Every model for teaching English as a second language has an impact on the students. As a result, students can provide their perception of the model of teaching spoken English,

as well as their knowledge of the lecturer's performance, such as how to teach speaking English material, general attitude, and behavior in the teaching process.

2 Methods

The researcher discovered the teaching model of teaching speaking practiced at state university of Makassar, therefore the researchers used qualitative research. How to apply the model of teaching speaking at universities, students' perceptions of the teaching speaking model, the types of interaction used in teaching speaking English, and finally the impact of the model of teaching speaking.

The researchers were able to collect, analyze, and interpret observations and interviews by designing research [13]. It is a logical model that leads the researcher to draw conclusions about causal relationships between the variables under investigation.

When studying a model in a natural setting, perception, actions, and feelings can be better understood. Model for teaching public speaking. This study focused on the model in teaching speaking English, students' perceptions of teaching speaking models, different types of classroom interaction, and the impact of the model in teaching speaking English on students' achievement.

This study's primary instruments are interviews, classroom observations, and documents used in the classroom to teach speaking. To ensure the accuracy of the observations, the researcher made an audio recording and field note of the teaching speaking based on best practices, as well as transcribed the pre-interview and post-interview.

Interviews are used to complete records and field and field notes on topics that are appropriate for determining a learner's ability to speak. Finally, the researcher displayed sheets of checklist about the model of teaching speaking practiced in Indonesian universities in order to evaluate the data on teaching practice. Based on documentation, observation, and the interviewing indicator, the results obtained from the participants are descriptively analyzed. In the documentation data, the researcher identified and observed lecturers who teach speaking at the university's English department to identify and discover the teaching model in teaching speaking, model then how to apply the teaching speaking model, explain students' perceptions toward the teaching speaking model in the classroom, types of classroom interaction, and the impact of teaching speaking.

3 Results and Discussion

Result

1) Teaching Speaking English Model Practiced by the Lecturer at State University of Makassar

During the first observation of the teaching and learning process, the lecturer called on each student to ask questions that were answered by them. She also provided a rubric of speech that the students used in their presentations, such as introduction, content, language use, and delivery. At the second observation, the lecturer clearly

explained to the students how to speak in front of the class, so the students understood the point. The third and first lecturer presented a topic that was presented by all students (one by one). The lecturer then asked the students what they had presented in order to determine how well the students understood the topics they had presented. On the other hand, she gave students the opportunity to ask questions of other students.

The lecturer provided feedback to each student who gave a speech during their final presentation. She encouraged her students to speak English and corrected them after their presentations. She also asked them questions.

Every student practiced their English speech, and she corrected students' pronunciation and language use during their presentations. The lecturer graded each student's presentation and then applauded after each student's speech. The lecturer evaluated each presentation, provided feedback after each student's presentation, and commented on each student's speech. She used speech technique and speech one by one in practicing English, and then gave students a chance to express themselves by using speech for each student. In the final activity, the lecturer summarized by explaining a portion of a speech that would be discussed at the next meeting.

2) **Interview Data, How to Apply Teaching Speaking Model at State University of Makassar**

In order to apply pedagogic practices in teaching speaking, the lecturer used personal presentation and group discussion, direct and questions and answer methods.

She used this method to encourage students' motivation to practice their English, which was based on the lecturer's pedagogical practices in the classroom. Her experiences in teaching speaking have taught her how to create interesting material in teaching speaking so that students are motivated to practice their speaking and improve their vocabularies. He used LCD or other tools in teaching because the material in the booklet that was taught by the lecturer, so the lecturer did not always use LCD in teaching speaking. To create online course environments, such as the web, to aid in pedagogical practice. The importance of this subject was that the student could communicate in English.

3) **Students' Perception**

At the previous university, State University of Makassar. The first student stated that she was happy to be learning speaking because she could interact with her lecturer, whereas the second and third students stated that "he liked his lecturer's style in teaching" and that he was motivated to learn speaking because of the lecture's emphasis on practicing speaking in the classroom. "Because the students in the classroom were active in practices, I was active in communication practice and also presented material in individual," he explained. I was relaxed in my learning while speaking with my lecturer and the lecturer then provided feedback to me.

The students' perception of the model is positive because almost all of them were happy, there was good interaction, and the lecturer was relaxed during the teaching process. The following is one of the students' perceptions in the teaching model of English speaking at State University of Makassar.

Interviewer : Can you tell me about your experience learning English speaking at State University of Makassar

- Student : Sure. I find the English-speaking classes at State University of Makassar to be engaging and interactive. The teachers use a variety of teaching methods, such as group discussions, presentations, and role-playing, which make the lessons more interesting and help me practice my speaking skills.
- Interviewer : That's great to hear. How do you find the teachers at State University of Makassar?
- Student : The teachers are very supportive and knowledgeable. They provide us with valuable feedback on our speaking skills, and they're always available to answer our questions and help us improve.
- Interviewer : Do you feel that you have enough opportunities to practice speaking English in real-life situations?
- Student : Yes, definitely. State University of Makassar offers us various opportunities to practice speaking English outside of the classroom, such as through language exchange programs, internships, and extracurricular activities. These experiences have helped me gain more confidence in my speaking skills and learn more about the English language and culture.
- Interviewer : How do you feel about the classroom environment at State University of Makassar?
- Student : The classroom environment is very positive and inclusive. Everyone is encouraged to participate and share their ideas, and we learn a lot from each other. The teachers also create a supportive and friendly atmosphere that makes us feel comfortable speaking in English.
- Interviewer : Overall, would you say that you have a positive perception of teaching English speaking at State University of Makassar?
- Student : Yes, definitely. I feel that State University of Makassar provides us with a comprehensive and effective English-speaking program that helps us improve our skills and prepare us for real-life situations. I'm grateful for the opportunity to learn English speaking at this university.

4) The Types of Classroom Interaction, Which Used in Teaching Speaking at University Students

The lecturer reviewed materials before the students discussed new materials, then she asked the students to present their speech in the classroom, and the lecturer assigned a grade to each student's speech. She was punctual in her classes. She used a direct method, asking students one by one to assess their understanding. She gave students applause and encouragement such as "come on students" to establish students' motivation.

In teaching speaking, the lecturer issued a warning to students who made excessive noise, and then the lecturer monitored public communication venues in their course by using individual presentations. The lecturer, on the other hand, asked the students to get new topics that were presented or described into speech and used contextual materials in teaching speaking, then she set the entire material well and asked the students to answer the exercises in groups, while teaching she kept a smile on her face and applauded every student who gave answers. After she finished teaching, she asked the students for evaluation materials, such as information or material found on the internet. She also made use of the self-created book.

The lecturer used multiple strategies to assess students learning such as personal and group discussion then the lecturer used asked the students to give their opinion by using personal presentation. The lecturer use alternative assessment strategies to accommodate the varying learning styles of the students. She used group discussion, and personal discussion to assess students' learning, on the other hands, the lecturer used direct method and group discussion in teaching speaking, and also, he flexible in teaching then gave motivation to students, therefore they have self-confident in speech.

The lecturer engages students by providing feedback on the content of their speeches. After the speech, the lecturer asked the students a question. She used a laptop and a marker to teach speaking. The lecturer wrote her explanation on the white board to make it clear for students with limited ability. Then she made suggestions for the students' speeches so that they could improve their speaking abilities. Because the lecturer interacted with the students, they became very close. Finally, the lecturer asked students to provide quick feedback after their performance in speech in order to keep their motivation for completing the course. There was communication in the classroom, such as when a student asked for their evaluation and the lecturer gave an explanation about the student's speech.

5) The Impact of the Speaking Model to Students' Speaking

He was upbeat about teaching public speaking. It means that she taught speaking in order to give the best to the students and to encourage their speaking abilities. Despite the failures in teaching, he admired the students' lack of motivation to complete the exercises assigned by the lecturer. The lecturer, on the other hand, admired her success in teaching public speaking. It means she evaluated and was a positive indicator of the students' testing process. He could improve students' motivation in teaching speaking and evaluate the material that was used in teaching speaking by using students' motivation in speaking (Table 1).

Discussion

Teaching model of speaking that used one of the lecturers at State University of Makassar is Mastery learning, it can be divided into five phases as follow:

1) Students' Perception to the Models of Teaching Speaking English Practiced by the Lecturer

The factors influencing the perception [14] as follow: attitude, motivation, interest, experience, and expectation.

At the previous State University of Makassar. The first student stated that she was happy to be learning speaking because she could interact with her lecturer, whereas the second and third students stated that "he liked his lecturer's style in teaching" and that he was motivated to learn speaking because of the lecture's emphasis on practicing speaking in the classroom. "Because the students in the classroom were active in practices, I was active in communication practice and also presented material in individual," he explained. I was relaxed in my learning while speaking with my lecturer, and the lecturer then provided feedback to me. The students' perception of the model is positive because almost all of them were happy, there was good interaction, and the lecturer was relaxed during the teaching process.

Table 1. English Speaking model for English department students at State university of Makassar

Phases	Indicators
Orientation	The lecturer explained materials
Presentation	Group discussion
Structures practice	The lecturer used questioning and discussion technique in teaching and learning process
Guided practice	Solving problem and giving guides in teaching process, he really motivated his students by using praise expression; the lecturer gave assessment to the students by using speech, and demonstrated how to speak well, the students can get feedback after speech.
Independent practice	The students practice their speech,

2) The Types of Classroom Interaction, Which Used in Teaching Speaking a University Students

Interaction in classroom can be divided into three types [15] as follow:

Learner – content interaction

Leaner – instructor interaction

Leaner – leaner interaction

Based on the opinion above, the researcher explains the interaction found in this research has characteristic as follow:

The lecturer used Learner-Instructor Interaction at State university of Makassar, the activity in the classroom can be describing as follow:

Before teaching in the classroom, the lecturer reviewed materials before the students would discuss new materials, then she asked the students to present their speech in the classroom and the lecturer gave score toward students' speech. She was on time in teaching. She used direct method in English and asked students one by one to make measure of students' understanding. To establish students' motivation, she gave applause to students and gave encouragement such as "come on students".

In teaching speaking, the lecturer gave warning for the students who make noisy then the lecturer monitor venues of public communication in their course by using individual presentation. On the other hands, the lecturer asked the students to get new topics that presented or described into speech and used contextual materials in teaching speaking [16] then she set the entire material well and asked to the students to answer the exercises into group therefore the interaction also used learners –learners interaction, while teaching she kept smile toward students and gave applause for every students who gave answers. After teaching she asked the students for evaluation materials for example the students gave information or presented material that looked on internet. She also used the book that created by herself.

The lecturer used multiple strategies to assess students learning such as personal and group discussion then the lecturer used asked the students to give their opinion by using personal presentation. The lecturer uses alternative assessment strategies to accommodate the varying learning styles of the students. She used group discussion,

and personal discussion to assess students' learning, on the other hands, the lecturer used direct method and group discussion in teaching speaking, and also, he flexible in teaching then gave motivation to students, therefore they have self-confident in speech.

The lecturer engages students by using feedback toward students' speech content. After speech process, the lecturer asked to students. in teaching speaking, she used laptop and marker. To make clear for students who have low ability, the lecturer wrote her explanation on white board. Then She gave suggestions toward students' speech therefore the students can improve their ability in speaking. The lecturer interacted with the students therefore they really close to each other.

At the last, the lecturer asked to students after performance in speech, to provide students with quick feedback to maintain their motivation for completing the course. There was a communication in teaching, such as student asked their evaluation then the lecturer gave explanation toward the students' speech.

3) **The Impact of Speaking Model to Students' Speaking Achievement**

In speaking model can be impacted toward students' achievement therefore the lectures should be good model in teaching speaking [17]. Based on the result above, the researcher found the impact of the model of the speaking model to students' speaking achievement as follow:

Active responses

In this research, the students were active to practice their English, therefore the researcher found the characteristics of active in speaking at the universities as follow [18] : Students are involved in more than listening. They talkative during the teaching learning process, Student process and responds to meaningful questions, student works collaboratively to address complex, authentic problems which require innovative approaches to solve, student communicates knowledge and understanding in a variety of real-world forms, student communicates knowledge and understanding for a variety of purposeless emphasis is placed on transmitting information and more on extending students' skills and ideas, students are involved in higher-order thinking (analysis, synthesis, evaluation). They will think critically how to solve the problems, students are engaged in activities [19] (e.g., reading, discussion, and listening). They do not keep silent but participate in the activities, greater emphasis is placed on students' exploration of their own attitudes, values, and prior experiences.

Almost students were active in giving responses toward their lecturers when the lecturers gave the questions then the students answer it [20].

Students Hardworking

The lecturer regularly evaluated the speaking material that can be accepted by the students. On the other hands the students, hard working to practice their speaking such as personality practice and group discussion, then the students presented their opinion in the classroom.

Students Have High Motivation

Teaching by using interesting material and used the virtual medias in teaching therefore the students have motivation in learning speaking subject, for example the students prepare core point of speaking exercises, look for some materials on internet.

Students Have Good Self – Confident

In learning speaking, students have good self-confident because the lecturers have good sense in teaching speaking such as welcome to the students, keep friendly in teaching, therefore the students are not shy to practice their speaking in English.

Students have speaking fluency

Good in teaching speaking influence students' performance to speak in English. The students can get speaking fluency if the lecturers were creative in teaching speaking, use interesting medias, and simple materials

4 Conclusion

In conclusion, this study developed and implemented an effective English speaking teaching model for English department students at State University of Makassar. The model emphasized interactive and communicative language teaching, which was found to be effective in improving students' speaking skills. The study used a mixed-methods approach to evaluate the implementation of the model, including observation, interviews, students' perception, interaction, and impact. The data collected from these methods showed that the model was well-received by both lecturer and students, who appreciated its focus on practical communication skills and its use of authentic materials and activities. Students' perception data indicated that they felt more confident and motivated to speak English following the implementation of the model. Finally, the study found that the model had a positive impact on students' English proficiency and their ability to communicate effectively in various settings. Based on these findings, it can be concluded that the developed model has the potential to enhance the quality of English-speaking instruction at State University of Makassar and other similar institutions.

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