

Models of Teaching English Speaking Practiced in Indonesian Universities

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Abstract

The objectives of the research are to discover models of teaching speaking practiced in Indonesian universities, the researchers employed qualitative methods for the study. The data resources for the research chosen through purposive sampling were five lecturers taught at different universities in Indonesia: Toraja Christian University of Indonesia, State University of Makassar, University of Muhammadiyah Makassar, Bosowa University, and State Institute of Islam Palopo. The research sample is chosen based on the university's nature, which includes an English language education study program. The instruments for the research consist of observations, interviews. In analyzing the data, the researcher employed a qualitative method. The results show that the models of teaching speaking practiced at Indonesian universities are Illustration, Interaction, Induction (III), Presentation, Practice, Production (PPP), and Mastery Learning. Based on models observed at five universities in Indonesia, it can be assumed namely Construction, Stimulation, Explanation, Demonstration and Assessments (CSEDA). This research methodology may be extended to students, particularly those teaching at the university level, and this speaking teaching technique can be used both online and offline in the event of a pandemic.

Keywords: *Models, Teaching, English Speaking, Practiced*

Introduction

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.

Lecturers' performance can have an effect on students by using cognitive skills and personal models in the teaching and learning process. To encourage 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.

Nowadays, 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.

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 an instructional model in which specialists provide a push in support. Such a model allows students identified as English Language Learners to remain in the mainstream classroom and learn with their native English-speaking peers. Moreover, students can interact with each other in groups

in ways that benefit their academic learning. To influence students' willingness to learn English, the lecturer should be a model in teaching speaking.

Teaching models can be influenced by lecturers' performance, attitude, approach, and behavior 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, 2010). Differences in learning appear to relate to the types of support and encouragement students have at school, at home, and in the community and the extent to which the attitudes and practices of their lecturers 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 behaviors, paying special attention to take care of their performance in teaching and recognizing that students need social behavior. 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 good lecturers, making clear what pupils are to do and achieve, considers how planning interacts with the management of classes and lesson, 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, 2005) there are three areas that should be addressed by the lecturer in teaching: professional, pedagogical, and personal. (Cogil, 2008) 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, 2002) 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.

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.

Literature Review

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 (Akbrani, 2019) in “Treffinger’s Learners Model in Teaching Speaking,” the phases of Treffinger learning model in learning speaking are as follows:

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.

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.

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.

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.

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.

First, the researcher defines what is meant by a model of teaching. Model means an object or a concept, which is used to present something. According to (Briggs 1978), a model is a set of sequence procedures to realize a process. It means that model is a concept which consists of the procedure used to realize something. According to (Joyce and Weill 1972), teaching models are just instructional designs. They describe the “process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behavior.” Furthermore, (Joyce’s, 2000) model of teaching is a way of building a nurturing and stimulating ecosystem within which the students learn by interacting with its components. Joyce states that Models of Teaching connect educators, new and experienced lecturers, school and district administrators, school and literacy coaches, providers of professional development, and college educators, to a storehouse of well-developed and studied ways of teaching. (Joyce and Weill, 1978) define a model of teaching as consisting of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to achieve certain kinds of goals.

(Paul and Eggen, 1979) state that models are prescriptive teaching strategies designed to accomplish particular instructional goals. (Manvi, 2003) calls a model a representation, generally in miniature, to show the construction or appearance of something. (Alam, 2017) model is designed to teach concepts and help students become more efficient at learning and creating concepts. It is effective in defining, comprehending, applying, and using concepts. It is designed to lead students to a concept by asking them to compare and contrast examples that contain the characteristics or attributes of the concepts with examples that do not contain these attributes. (Cele, 1998) model is a teaching strategy based on analysis of the nature of concepts and how they are acquired. (Horstein and Seabert, 2005) view models of teaching as conceptual frameworks that assist

lecturers in helping students learn how to learn.

According to (Donn Byrne,2016), the PPP model is the most common and traditional methodology employed by both professional programs and course books around the world. The model was heavily used in the Audio-lingual and Oral Situational approaches to language teaching. The three Ps stand for *Presentation* (P1), *Practice* (P2) and *Production* (P3).As a traditional model of grammar teaching, the PPP model starts with a presentation of a new structure in a situation contextualizing it. In the practice stage, learners practice the structure using accurate reproduction techniques including choral and individual repetition and cue-response drills. Finally, the production stage is more meaning-focused and communication-oriented.The arguments against the PPP model can be summarized as follows:

- a. The PPP model is based on discrete items
- b. It encourages accuracy over fluency
- c. PPP is compatible with a structural syllabus, whereas a skill-based syllabus can be explained in the units with the basic *pre-, while-, post-* sequence.
- d. It neglects three very important second language learning principles: readiness to learn, the delayed effect of instruction, and the silent period.

Model is a skill-based approach to mastery learning in college classrooms.According to (Bloom, 1971), the mastery learning divided into five phases as follow:

1. Orientation At this stage is the determination of a framework of learning content. Lecturers will explain the learning objectives, tasks that will be undertaken and develop students ' responsibilities during the learning process.
2. Presentation
3. At this stage the lecturer explains the new concepts or skills accompanied by examples. If being taught is a new concept, it is important to invite students to discuss concepts, definitions and concepts. If that is taught in the form of new skills, then it is important to teach students to identify the work steps of skill and provide examples for each of the skill steps taught.
4. Structured practice

At this stage the lecturer provides students with examples of problem solving practices. In this stage, students need to be

given a few questions, and then the lecturer gives feedback on students ' answers.

5. Guided practice

At this stage lecturers give students an opportunity to practice solving a problem, but still under the guidance of completing it. Through this guided activity enables lecturers to assess the ability of students to complete a number of tasks and to see them is takes that students do. Sothe lecturer 's role in this stage is to monitor student activities and provide corrective feedback if needed.

6. Independent practice

The self-training stage is at them a in of this strategy. Self-training is performed when the student has achieved a performances core of 85%-90% in a guided exercise stage. The goal of the guided exercise is to strengthen newly studied teaching materials, to ensure the memory, and to improve the fluency of the students in resolving a problem. In this stage students complete assignments without guidance or feedback from the lecturer . This activity can be done in class or in the form of homework (homework). The lecturer 's role at this stage is to provide students with the value of their work after completing the assignment. The lecturer needs to give feedback again if the student is still in the process.

On the other hands, according to (Tahir, Atmowardoyo, Dollah, and Rinantanti, 2017) the model of in teaching can be known as follow: The multilingual instructional model in the teaching and learning foreign languages namely English and Arabic. The program varies in students' intensity and duration to join this class.This multilingual model developed student skills in three languages simultaneously in the first phase: they provide Indonesian, English and Arabic lessons with equal proportions that aim to strengthen the students' mother tongue and toencourage the development of their second and third languages. This model impacted to an additive multilingual environment in which all students are expected to develop the multilingual capabilities. (Lecturers present some academic content is three languages (Indonesian, English, and Arabic) simultaneously so students are interested and eager to develop their language skills.

in the second phase of multilingual instruction, it pesantren was Target language (Tl)-only model. This model describes the programs that

offer the language teaching to the learners in their target language. Their mother tongue does not play a significant role in the target language-only program, although multilingual lecturer and instructors may provide some supports, such as providing instruction in their mother tongue to assist them acquiring the language skills. This model aims to focus on one target language or as a stabilization process of acquiring target languages.

The last stage of multilingual teaching in pesantren was a bilingual transition program. Students can receive second language instruction only two languages, along with the third language teaching. The proposition of language usage may vary from 50- 50 (students get 50% of teaching in English and 50% in Arabic without their mother tongue).

According to (Cogil, 2008) models in teaching as follow: Role modeling by illustration, discussing alternative approaches, sharing though personal experiences, Role modeling by direct example, demonstrating ways of thinking/doing things, having students emulate lecturer . Each lecturer has personal model in teaching English, they have different personal model in teaching, but we have to know which one that suitable for the students in learning English. (Danassasmita, 2010) divided personal model into four categories namely: non directive teaching, awareness training, synectics model, and classroom meeting. (Anthony, 2002) Personal model is the relief believes in Teaching by personal example and establishes a prototype for how to think and behave. Overseas, guides and direct by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach. Advantage is: an emphasis on direct observation and following a role model. Disadvantage is some lecturers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards. Facilitator emphasizes the personal nature of lecturer -student interactions, Guide and direct students by asking questions, exploring suggesting, suggesting alternatives, and encouraging them to develop criteria to make informed choices, advantage is the personal flexible, the focus on students' needs and goals, disadvantage is style is often time consuming and is sometimes employed when a more direct approach is needed. Students

unconvertible if it is not employed in a positive and offering manner.

To develop an integrative, we need to conceptualize the style of lecturer in way that will be compatible with this approach to learn style. (Grasha, 2002) to know the elements of the integrated models teaching style will be good in classroom, it will be discussed with colleagues, interviewed people, attended classes, and began reviewing the literature on teaching, the element of the integrated model teaching style run well, consists of a pattern of needs, beliefs, and behaviors that faculty displayed in their classroom.

Pedagogical content knowledge refers to managing teaching- learning process in the classroom, (Cogil J,2008) he describes some points as follow:

Lecturer 's knowledge, include Content knowledge, General pedagogical knowledge for example classroom control, using group work, Pedagogical content knowledge, Curriculum knowledge, Knowledge of learner and their characteristic, Knowledge of educational contexts for example schools and the wider community, Knowledge of educational ends purposes and values. Pedagogical knowledge is described as the broad principles and strategies of classroom management and organization that appear to transcend subject matter.

According to (Cherry, 2013) perception is our sensory experience of the world around us and involves both, he recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment. In (Webstar 2013) perception is Process of registering sensory stimuli as meaningful experience..

Methodology

Research Design

This research is designed as qualitative, the researcher found out teaching model of teaching speaking practiced in Indonesian universities, 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.

Due to the complex and unobservable characteristics of teaching model, the present study was designed to use grounded theory. In order to make individual's model in teaching, perceptions and feeling explicit, the researcher entered the world of the individuals.

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.

Sample and Data Collection

The Population of this research is the lecturers of the English department at university. The research used purposive sampling to get the model of teaching speaking practiced in Bosowa University of Makassar, State University of Makassar, IAIN Palopo, Muhammadiyah University of Makassar, and UKI Toraja; therefore the sample of the research are five universities at South Sulawesi. At the end of the research, the researcher interviewed students as the sample that chooses randomly to know the impact of the model of teaching speaking and interview lecturers in teaching speaking.

Analyzing of Data

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 (Miles, Huberman & Saldana, 1991). The data analyze into three steps as follow: (1) data condensation (2) data display (3) conclusion drawing/verification.

Findings / Results

There are six lecturers who were willing to participate in this research. They were teaching speaking in six different Universities. They were having more than 5 years teaching experiences in teaching speaking. The researcher is showing their background information in table below:

Table 1. General description of the participants

| No | Identity | LD | MD | CH | MR | MT |
|----|------------------------|---|---|--|---|---|
| 1. | Age | 30 | 39 | 49 | 34 | 43 |
| 2. | Educational background | Master's degree in English education (S2) | Doctoral degree in English Education (S3) | Doctoral degree in Linguistics PhD. (S3) | Master's degree in English education (S2) | Master's degree in English education (S2) |
| 3. | Teaching experiences | 7 years | 15 years | 14 years | 7 years | 10 years |
| 4. | Gender | Female | Male | Male | Female | Female |
| 5. | Language | Indonesian and English | Indonesian and English | Indonesian and English | Indonesian and English | Indonesian and English |

The findings of the study were presented in order to answer the research questions. In this section, discussion of the findings is presented as follow:

1. Teaching Speaking Models Practiced by Lecturers in Indonesian Universities Teaching Speaking English Model Practiced by The Lecturer at Toraja Christian University of Indonesia

At the first, second, and the third observation at Toraja Christian University of Indonesia. The lecturer called the students or checked 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 explaining, the lecturer invited one of students to give his opinion in speech. The lecturer presented new topic. Before the lecturer presented, she asked 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. The lecturer gave explicit instructions to students; therefore, every activity in learning process can be done by the students, and the lecturer used body language to explain topic materials discussed by the students. Before she invited the students to speak, she gave examples of how to give speeches well. Communication between lecturer and students was active, the lecturer gave question after speech and the students explained. 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.

2. Teaching Speaking English Model Practiced by the Lecturer at Institute Agama Islam Negeri Palopo (IAIN) Palopo

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 language. 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.

3. Teaching Speaking English Model Practiced by the Lecturer at State University of Makassar

In the first observation the lecturer begun of the lesson, by using greeting to students, and then asked to the students to divide into some group discussion, the lecturer explained the material into core point before presenting new materials toward the students, then gave questions to students about popular things in Indonesia such as "what do you know about, *Pinisi*, *SBY*, *Jokowi*, *pakkarena*, *sambal terasi*". At the second observation the lecturer went to around and asked students about Indonesia culture. The students discussed *Bhineka Tunggal Ika* in group discussion. On the other hands the third observation the lecturer gave chance to students to ask questions and the other students gave some explanations. All students were active speak in English, in doing exercises of speaking, the lecturer divided into small group discussion to make easy for students to speak English, invited students to report their ideas, he motivated while discussed into pair And asked the students to prepare the ideas, such as gave simple questions and the students answered directly. While teaching speaking, the lecturers communicated, there were answered and questions section, and asked the students to prepare their materials and discussed it. After teaching, the lecturer gave chance to the students to give their opinion based on the experienced in learning and gave some exercises such as individual presentation and group discussion. The last meeting, he gave explanation and let know the students to discuss for the next meeting.

4. Teaching Speaking English Model Practiced by the Lecturer at Bosowa University of Makassar

In the beginning of teaching and learning process, at the first observation the

lecturer called each student to give questions that answered by them, she gave rubric of speech that used by the students in presentation such as introduction, content, use of language, and delivery. At the second observation the lecturer gave explanation clearly to the students therefore the students got the point how to speech in the front of class. At the third and first the lecturer gave topic that presented by all students (one by one). Then the lecturer asked to the students what they presented to know how deepest the students know the topics that presented by the students. On the other hands she gave opportunity to students asked questions to other students. In the last presentation of each student, the lecturer gave feedback toward every student who had speech. She supported her students to speak English and gave some corrections after students' presentation, she asked questions to them. Every student practiced their speech in English, and also she gave correction in students' presentation such as students' pronunciation and use of language. The lecturer evaluated each student's presentation then gave applause after students' speech. Each presentation evaluated by the lecturer, gave correction after students' presentation, and comment toward students speech. She used speech technique and speech one by one in practicing English, and then gave chance to students in giving their opinion by using speech for every student. In the last activity, the lecturer gave summarizing by using explanation of part of speech that would be discussed for the next meeting

5. Teaching Speaking English Model Practiced by the Lecturer at Muhammadiyah University of Makassar

In the beginning of the teaching of the first, second and the third observation, the lecturer called each student to give questions that answered by them. She gave rubric of speech that used by students in presentation such as: Introduction, content, use of language, and delivery. At the second observation, the

lecturer gave topic that presented by all students (one by one) to check students' responses in the classroom. In communicating with students, she asked the topics that presented by the students, then The lecturer gave question to students after the students presented their speech, and gave opportunity to students asked question to other students. at the third observation, she supported her students to speak English and gave some correction. After students' presentation, she asked questions to them, and every student practiced their speech in English in the last presentation, the lecturer gave correction such as students' pronunciation and use of language, and then evaluated each student's presentation. To support students' motivation, the lecture gave applause after students' speech. In used speech technique and speech one by one in practicing English. In the last of teaching process, she gave chance to students in giving their opinion and giving speech assessment used by the lecturer for every student, and then the lecturer gave summarization by using explanation of part of speech and gave new topics that would be discussed for the next meeting.

Discussion

1. The teaching speaking models practiced by lecturers in Indonesian Universities

According to model III, Illustration refers to real data, which presented in term, Interaction refers to the learners, and lecturer analyzes the material together and talks about what language item has been noticed. Induction refers to encouraging learners to draw conclusions Based o the data found by the researcher the procedure who done by the lecturer in Teaching speaking, the researcher found the model in teaching speaking at Toraja Christian University of Indonesia as follow The model divided into three phases that used by one of the lecturers at Toraja Christian University of Indonesia as follow:

Table 2.

| Illustration | Interaction | Induction |
|---|--|---|
| - The lecturer gave contextual material (love yourself) -The lecturer invited one of students to stimulate | - The lecturer invited or asked the students to speak about the topic. - The students responded to the lecturer | - The students pronounce well words - The lecturer helped the students through clearly explanation |

the other students to practice speaking
 -The lecturer gave explanation by using questions (do you love your-selves?)
 - The students gave explanation based on the questions that given by the lecturer
 The students presented speech in the classroom.

Teaching model of speaking at IAIN Palopo divided into three phases above:
 According Donn Byrne the PPP model can be explained as follow: P stands for presentation this stage

| Preparation | Practice | Production |
|---|--|--|
| - The lecturer sets the goal of the content of speaking subject -The lecturer let know the students the goal of the content of subject. -The lecturer prepares medias and tools that will be used in teaching process -The lecturer gave contextual material (love yourselves) | - The lecturer gives warming up by giving statements and questions. -The lecturer explains materials that will be presented -The lecturer giving explanation by using demonstration -Students communicate the concepts with the lecturer and their friends -The lecturer uses some medias in teaching speaking | Teaching demonstration (cookies time activities) -Teaching English based on classroom situation |

starts of a new structure in situation contextualizing, P stands for practice, practice stage, learners practices. P stands for production; the stage is more meaning- focus and communication oriented.

Table 3.

Teaching Model of Speaking that used by one of the lecturers at State University of Makassar is Mastery Learning, it divided into five phases as follow:
 Table 4.

| Phases | Indicators |
|----------------------|---|
| Orientation | The lecturer explained materials, Group discussion, the lecturer used questioning and discussion technique in teaching and learning process |
| Presentation | |
| Structures practice | |
| 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, |

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

Table 5.

| 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, |

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

Table 6.

| 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, The students, study independently |

Based on five Universities, there are three models of teaching speaking III (Illustration, Interaction, Induction),(Presentation, Practice, Production), Mastery Learning (Orientation, Presentation,

Structure Practice, Guided Practice, Independent Practice)

Based on data found at five universities, it can be arranged the phases of teaching English speaking as follow:

Table 7.

| Construction | Stimulation | Explanation | Demonstration & Assessment |
|---|---|--|---|
| 1.The lecturer sets the goal of the content of speaking subject | 1. The lecturer gave explanation by using questions (do | 1.The students responded to the lecturer by giving explanation | 1. The lecturer invited or asked the students to speak about the topic. |

| | | |
|--|--|--|
| <p>you love your-selves?)</p> <p>2.The lecturer invited one of students to stimulate the other students to practice speaking</p> | <p>2.The students gave explanation based on the questions that given by the lecturer</p> <p>3.The lecturer helped the students through clearly explanation</p> | <p>2.The students presented speech in the classroom</p> <p>3.The students pronounce well words</p> |
| <p>2.The lecturer let know the students the goal of the content of subject.</p> <p>3.The lecturer prepare medias and tools that will be used in teaching process</p> | <p>3.The lecturer gave contextual material (love yourselves</p> <p>4.The lecturer gives warming up by giving statements and questions.</p> | <p>4.The lecturer explains materials that will be presented</p> <p>5.The lecturer uses some medias in teaching speaking</p> <p>6. Teaching English based on classroom situation</p> <p>4.Students communicate the concepts with the lecturer and their friends</p> <p>5.The lecturer giving explanation by using demonstration</p> |
| | <p>7.Solving problem and giving guides in teaching process,</p> | <p>6.Group discussion,</p> <p>7.Demonstrated how to speak well, the students can get feedback after speech</p> |
| | <p>8.Group discussion</p> | <p>8.Solving problem and giving guides in teaching process,</p> <p>9.The studentspractice their speech.</p> |
| <p>the lecturer used questioning and discussion technique in teaching and learning process</p> | | <p>10.The students practice their speech, The students, study independently</p> |

The first phase is construction, in this phase, The lecturer set the goal of the content of speaking subject, it means, the lecturers prepared syllabus and lesson plan then put the goal of the material that presented in the classroom, therefore the students can get the materials that presented by the lecturer, then the lecturers prepared interesting medias or tools such as pictures, videos, and real medias which used in teaching process. Then, the lecturer red the goals or let know the goal to the students in the classroom before teaching and learning process done in the classroom.

The second phase is stimulation: in this phase the lecturer gave warming up to the students by giving statement and questions, for example the lecturer gave questions such as why do you love yourself? And gave statement as follow: the president of Indonesia is Jokowi then the students gave explanation toward the questions and statement that given by the lecturer the next steps the lecturer gave explanation material that presented and also explained the materials by using statements that can be discussed by the students, they practiced their English and the students communicated the concepts with the lecturers and their friends. To improve the influence of the teaching process, the lecturers used some medias like laptop, videos, pictures, and real medias.

The third phase is explanation. In this phase the lecturer guided the student to learn speaking by using mobile phone, laptop that connected on internet therefore the students look for easily the materials and did some exercises which given by the lecturer. The students gave explanation based on statement which given to the students and also every student was busy in learning process to look for the information on internet in mastery learning, the lecturer used medias in teaching process.

The fourth phase is demonstration and assessment, the students practiced their speech by themselves then the lecturer solved the problem for them, therefore the students improve their speaking by using practice with their friends. The lecturer monitors students' performance in practice speaking. After mastering the speaking material, the lecturer gave chance to the students to present their speaking practice and assessed by the lecturer. In this phase is interesting because it was not usually that there is a test section but in this

phase the lecturer gave chance to students to practice English while the lecturer monitor and guide the students' ability in speaking practice, therefore the students enjoy their activities.

Conclusion

Model of teaching speaking used by the lecturers at Indonesian universities

The teaching speaking models practiced by lecturers in Indonesian universities are III (Illustration, Interaction, Induction model) at Toraja Christian university. 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 of teaching speaking that used by one of the lecturers at State University of Makassar is Master Learning model. The name of the model of teaching speaking at Bosowa University of Makassar is the researcher used Master Learning model in teaching speaking at Bosowa university of Makassar. The name of the model of teaching speaking that used one of the lecturers at Muhammadiyah University of Makassar is the researcher used Master Learning model in teaching speaking at Muhammadiyah University of Makassar.

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