

MODEL OF
**TEACHING ENGLISH
SPEAKING PRACTICED**

Dr. Roni La'biran, M.Pd.



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UKI TORAJA PRESS

ISBN 978-623-99635-5-2



UU No 28 tahun 2014 tentang Hak Cipta

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Desain Cover :
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ISBN:
9 786239 963552

Cetakan Pertama :
Maret 2022

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(Anggota Ikatan Penerbit Indonesia(IKAPI))
Jl. Nusantara No.12 Makale, Tana Toraja, Sul-Sel

ISBN 978-623-99635-5-2



PREFACE

This manual book aims to introduce PARE model in teaching speaking. It consists of 5 chapters; chapter one covers what is PARE teaching model?, Chapter 2 covers teaching framework, chapter three covers create the goal speaking subject, creative medias /interesting materials , contextual materials, teaching strategy/good management in the classroom, chapter four covers to interaction in teaching, teaching styles, teaching based on classroom situation/material accessed on internet, good cooperation in teaching, chapter 6 covers to good communication with students in learning process, guided and support students in learning process, make group discussion / Set personal speech , students' speech/testing, solving problem, motivate students, chapter five covers to teaching reflection, chapter six covers to evaluation.

The book means to be practical handbook for the lecturer in The book to be practical handbook for the lecturers in teaching speaking in the classroom or in outdoor pursuit therefore the lecturer can be used by the lecturer. However, suggestion as well comment to make the module better is welcome.

Tana Toraja, Maret 2022

Dr. Roni La'biran, M.Pd,

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CHAPTER I

INTRODUCTION

A. What is Model of Teaching English Speaking?

As generally a model of teaching can be defined as the depiction of teaching and learning environment, including the behavior of teachers and students while the lesson is presented through that model. Models of teaching enable the students to engage in robust cognitive and social task and teach the student how to use them productively. Models of teaching are the specific instructional plans which are designed according to the concerned learning theories. It provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth. Joyce & Weil (2014) defines A model of teaching is a description of a learning environment, including our behavior as teachers when that model is used. Eggen (1979) defines that Models are prescriptive teaching strategies which help to realize specific instructional goals. Models of teaching are really models of learning. It helps students to acquire information, ideas, skills, value, and way of thinking and means of expressing themselves. Hence models of teaching train the student on how to learn. In fact the most important long term outcome of instruction may be the student's increased capabilities to learn more easily and effectively in the future. Hence the main aim of models of teaching is to create powerful learners.

Teaching speaking model is a model of teaching speaking that gotten through research based on best practices that the model refers to pedagogic that done in teaching speaking process and also the way and style in teaching.

B. Teaching Speaking Model

1. PPP (*Presentation, Practice, Production*)

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.

2. OHE (*Observe, Hypothesize, Experiment*)

Lewis (1996) describes one of the language awareness-based models of language teaching as OHE, which stands for Observe, Hypothesize, and Experiment. The model is particularly associated with the Lexical Approach to language teaching.

According to Lewis (1993, 1996), learners should be allowed to observe the language (read or listen to the language), hypothesize about how the language works, and experiment to check the correctness of the previous hypotheses. In this respect, language awareness refers to the inductive teaching process.

Lewis (1996) claimed that language teaching should not be solely based on lexicalized grammar (where the priority is given to a grammar item, while lexis is necessary only to put this grammatical structure into work), but rather grammaticalised lexis, with language consisting of words, multi-word units, lexical chunks, combined into sentences, paragraphs and texts. Historically, the consequence was a shift in the types of tasks and the balance between vocabulary practice and grammar practice in the second language classroom.

3. III (*Illustration, Interaction, Induction*)

III, which stands for Illustration, Interaction and Induction, is another language awareness-based model of language teaching. The model is consistent with Discourse Analysis and the teaching methods that focus on discourse and communication. McCarthy and Carter (1995), pioneers of this model, argue the need for a step away from the three Ps to what they term the three Is. They believe that accessing real data and teaching aspects of spoken grammar should be incorporated into the lessons in order to make learners aware of the nature of spoken language and written distinctions in terms of grammatical choices. In the III model, Illustration means “wherever possible examining real data which is presented in terms of choices of forms relative to context and use” (McCarthy & Carter, 1995, p. 217).

In this regard, learners look at real chunks of language, at real data as collected in the different corpora of spoken language available. Interaction means that learners and lecturers analyze the material together and talk about what language item has been noticed. Through observation, learners are asked to comprehend and formulate the rules governing linguistic phenomena. In this stage, discourse awareness activities are brought to the fore, for example, activities which focus on particular discourse patterns in the language under examination (McCarthy & Carter, 1995). As the last stage, Induction takes the consciousness-raising a stage further by encouraging learners to draw conclusions about the features of the language analyzed (McCarthy &

Carter, 1995). The induction stage is not followed by controlled practice compared to the PPP model.

4. TTT (*Test, Teach, Test*)

An alternative to the PPP model is the TTT approach to language teaching, which is an acronym for Test, Teach and Test. In this respect, it differs from PPP in that the production stage comes first (Test stage). In Test stage, learners are required to perform a particular task (a role play, for example) without any help from the lecturer (TTT, n.d.). The lecturer assesses the students' level of competency in the particular language area, determines their needs, and proceeds to the Teach stage (which corresponds to the Presentation stage in the PPP approach). The Teach stage allows the lecturer to discuss the grammatical or lexical problems that have been determined in the activity. In this regard, it may offer exposure to new language or some chances to notice features of language (Woodward, 2001).

According to Bowen (2002), the language presented in the *Teach* stage can be predicted if the initial production task is carefully chosen, but there is a danger of randomness in this model. The final stage of the TTT model is the second Test that aims to check how well students have learned the language item. The learners are asked to do a similar or the same task again.

In general, the TTT model is useful when the lecturer is not sure whether the learners are familiar with a particular item (Lindsay & Knight, 2006). It can be

particularly useful at intermediate levels and above, where learners may have seen language before, but have specific problems with it, and also in mixed-level classes to help identify objectives for each individual.

5. TBLT (*Task-based Language Teaching*)

According to Willis (1996), in TBLT, students are presented with a task they have to perform or a problem they have to solve. The model is typically associated with the Communicative Approach and Task-based Language Teaching. Typically, TBLT consists of three stages: the Pre-task, the Task cycle and the Language focus. In the Pre-task stage, the lecturer explores the topic with the class. Useful lexical items may be highlighted. In addition to this, a recording of a similar or the same task may be given to the learners to help them understand what they will do with the task itself.

6. ESA (*Engage, Study, Activate*)

Harmer (2001:84) presents a different trilogy of teaching sequence, the ESA model, which stands for Engage, Study and Activate, during the Engage stage, the lecturer tries to arouse the students' interests. In this respect, "unless students are engaged emotionally, their learning will be less effective.

7. ARC (*Authentic Use, Restricted Use, Clarification*)

Jim Scrivener (1994) presents yet another model: ARC or Authentic use, Restricted use and Clarification. The

authentic use stage focuses on meaning, fluency, and pleasure. Authentic use is the opposite of restricted use, there being no restriction on the language. For example, free communicative activities, discussions, writing stories or poems, reading novels or newspapers, listening radio or TV programs etc. Restricted use focuses on form, accuracy, and practice and involves activities where the language available to the learners is in some way restricted: for example, doing an exercise on a grammatical item, reading a course book text, writing in a guided way, listening course book tasks etc. Clarification involves clarification about a language item on its meaning, form and use. The lecturer uses self or guided discovery to explore the language item, give examples, analyze learners elicit or repeat things. Scrivener states that “by ordering the ARC components in different ways we can describe a wide variety of lessons.

Teaching English requires creativity and good preparation to influence students’ motivation in learning English. Therefore the lecturer should prepare components of best practice in teaching. Dipietro, Ferdig, Black, and Preston (2008: 16) classify the best practice in teaching as follow:

C. GENERAL CHARACTERISTIC IN TEACHING SPEAKING

Lecturers support student learning, lecturers are skilled with the basic uses of technology, lecturers are interested in and enjoy exploring new technologies that have potential value for virtual school environments,

lecturers are flexible with their time, lecturers have a deep understanding of the varying learning styles of their students, lecturers establish a presence in the course to motivate students, lecturers have good organizational skills, lecturers use student and course data, as well as other sources of information available to them to self-evaluate the pedagogical strategies they use, lecturers have extensive knowledge of and appreciation for the content area they teach, lecturers understand the impact of course pacing on course design and the pedagogical strategies they use, lecturers continually extend their content and technological knowledge, and lecturers are committed to the opportunities offered by virtual high schools.

1. Classroom Management Strategy

Lecturers use strategies to address inappropriate or abusive behavior of students in public forums of the course, lecturers monitor venues of public communication in their course to identify students in personal crisis.

2. Pedagogical Strategies Assessment

Lecturers use multiple strategies to assess student learning, lecturers use alternative assessment strategies that allow students the opportunity to represent their knowledge in ways that are personally meaningful, lecturers use alternative assessment strategies to accommodate the varying learning styles of their students, lecturers build in course components to reflect the interests of students enrolled in the course, lecturers are flexible in their use of pedagogical strategies to accommodate varying learning styles.

3. Pedagogical Strategies: Engaging Students with Content

Lecturers build in course components to reflect the interests of students enrolled in the course, lecturers are flexible in their use of pedagogical strategies to accommodate varying learning styles, lecturers establish strong relationships with mentors, lecturers use multiple strategies to form relationships that support rich interactions with students, lecturers motivate students by clearly organizing and structuring content, lecturers embed deadlines within the content structure to motivate students in self-paced courses to complete course requirements, and lecturers provide students with multiple opportunities to engage content in ways that suit varying learning style.

4. Pedagogical Practices: Making Course Meaningful for Students

Lecturers use strategies to connect with students, lecturers engage students in conversations about content and non-content related topics to form a relationship with each student, lecturers encourage and support communication between students, lecturers seek out and make available a variety of supplemental support tools to meet the diverse needs of students.

5. Pedagogical Strategies: Providing Support

Lecturers monitor student progress closely and interact with students to determine where gaps in knowledge may exist.

6. Pedagogical Strategies: Communication & Community

Lecturers facilitate the formation of community by encouraging content and non-content related conversations among students, lecturers interact with students using multiple channels of communication (telephone, IM, etc.) provide support, lecturers provide students with quick feedback to maintain their motivation for completing the course, lecturers model what 'formal' online communication looks like in discussion boards and emails, and lecturers effectively monitor the tone and emotion of their communications with students.

7. Technology

Lecturers purposefully tie the use of tools built into the course environment to state benchmarks and standards to support student learning of content, lecturers consider issues of student access to technology when integrating web based components into their course, lecturers use their content knowledge and knowledge of students to drive the integration of technology.

D. Information Model in Teaching

Joyce and Weill (2003) divide the teaching model into 4 types:

1. Inductive thinking Model

Developed by Emily Calhoun (1999), this model was designed from research on how students acquire print literacy, particularly reading and writing, but also how listening-speaking vocabularies are developed. the

inductive thinking and concept attainment models as students study words, sentences, and paragraphs. The structure of inductive teaching model is presented as follow:

Strategy one: concept formation

1. Numeric and listing
2. Grouping
3. Labeling categories

Strategy two: Interpretation of data

4. Identifying dimension and relationships
5. Explaining and relationships
6. Making interferences and generalization

Strategy three: application of principle

7. Hypothesizing and predicting consequences
8. Explaining and /or supporting the predictions
9. Verifying the prediction.

2. Inquiry Training Model

According to Ricard (cited in Siddiqui 2013:108) Richard Suchman proposed the Inquiry Training Model. He used this model to teach learners a process for how to investigate and explain unusual phenomena. In this model thinkers and scholars try to organize knowledge and make various principles. Suchman's model was developed on the analysis of different methods utilized by the creative researchers particularly physical scientists from which he identified several elements of their inquiry process. The phases of the model are as follows:

Data Gathering Verification:

At this phase, the learners try to collect information about the problem through observation; the learners got many experiences with the available information in their surroundings.

Data Gathering Experimentation:

At this phase, the learners introduce some elements into the situation to observe if the activity appears differently. The lecturer's role is to restrain students whenever they assume that a variable to has been disproven when it has not. The second work of the lecturer is to develop the inquiry by increasing the obtained different kinds of information: objects, conditions, events, properties. The lecturers should be aware about the different kind of information sought by the learners. Based on this information the lecturer can alter the pattern of questioning.

Formulating an Explanation:

At this phase, the lecturers formulate the various rules or explanations. The lecturer could enable the learners to formulate various rules or explanations on the basis of information collected by them. Some of the learners would feel difficulty to make clear explanation. The learners could leave the essential details at the time of providing explanations or formulating rules. At times, many theories or explanations could be formulated on the basis of same obtained data. The lecturer may ask more learners to

provide their rules and explanations for revealing the level of differences.

Analysis of the Inquiry Process:

At this phase, the lecturers direct the learners to make the analysis of their ways of inquiry. The most effective questions might be ascertained by the learners. This phase under this model of process of inquiry.

3. Picture Word Inductive

The model is at the core of some very effective curricula where kindergarten and primary students learned to read and older beginning readers and writers were engaged in “safety net” programs for upper elementary, middle school, and high school students (see Joyce, Calhoun, Jutras, & Newlove, 2006; Joyce & Calhoun, 2010, 2012). ICT provides access to enormous reservoirs of pictures that can be used in PWIM and support for investigations initiated with the model.

Concept Attainment

The lecturer develops a dataset containing exemplars of a concept and items where the attributes of the concept are not present. The model was developed by Jerome Bruner. The students then study pairs of contrasting items until they are clear about the concept. The model is an efficient method for presenting organized information from a wide range of topics to students at every stage of

development and enables students to become more effective at concept formation.

Steps of Concept Attainment are as follows:

1. Select and define a concept
2. Select the attributes
3. Develop positive and negative examples
4. Introduce the process to the students
5. Present the examples and list the attributes
6. Develop a concept definition
7. Give additional examples
8. Discuss the process with the class
9. Evaluate

4. Syntetic Model

Synectics is designed to help people “break set” in problem-solving and writing activities and to gain new perspectives on topics from a wide range of fields. The model developed by Michael Pressley and Joel Levin (year?). In the classroom it is introduced to students in a series of sessions until they can apply the procedures individually and in cooperative groups. Although designed as a direct stimulus to creative thought, synectics has the side effect of promoting collaborative work and study skills and a feeling camaraderie among students.

The phases of the synectics model are:

- 1) Substantive input (lecturer will provide information on new topic)
- 2) Direct analogy (lecturer suggests direct analogy and asks students to describe the analogy)

- 3) Personal analogy (lecturer has students become the direct analogy)
- 4) Comparing analogies (students identify and explain the points of similarity between the new material and the direct analogy)
- 5) Explaining differences (students explain where the analogy does not fit)
- 6) Exploration (students re-explore the original topic on its own terms)
- 7) Generating analogy (students provide their own direct analogy and explore the similarities and differences.

Mnemonics

Mnemonics are strategies for memorizing and assimilating information. Lecturers can use mnemonics to guide their presentations of material (teaching in such a way that students can easily absorb the information), and they can teach devices that students can use to enhance their individual and cooperative study of information and concepts. This model, developed by William Gordon (date?), has also been tested over many curriculum areas and with students of many ages and characteristics. Because memorization is sometimes confused with repetitious, rote learning of obscure or arcane terms and trivial information, people sometimes assume that mnemonics deal only with the lowest level of information. That is by no means true. Mnemonics can be used to help people master interesting concepts, and in addition, they can be a great deal of fun.

Advance organizers

Advance organizers are used in good” transmissive” teaching, such as direct instruction. Such teaching is different from simple rote learning, since learners are encouraged to relate new knowledge to old knowledge (what they already know). According to Joyce, et al. (2000), the advance organizer model has three phases of activity:

Phase I (includes presentation of the advance organizer)

- 1) Clarify the aims of the lesson
- 2) Presentation of the advance organizer
- 3) Prompting awareness of relevant knowledge

Phase II (includes making links to/from the organizer)

- 1) Presentation of the learning task or learning material
- 2) Make organization and logical order of learning material explicit

Phase III (Strengthening of the Cognitive Organization)

- 1) Integrative reconciliation and active reception learning (e.g., the lecturer can ask learners to make summaries, to point out differences, to relate new examples with the organizer).
- 2) Elicit critical approach to subject matter (have students think about contradictions or implicit inferences in the learning material or previous knowledge).

The simple principles behind advance organizers are that:

- 1) Most general ideas should be presented first in an organized way (not just a summary)
- 2) Following instructional materials should integrate new concepts with previously presented information and with an overall organization.

Phase of Encounter with Problem:

In this phase of inquiry training model, the lecturer gives the problem situation in the classroom. The lecturer explains the procedures of inquiry. At this phase, the lecturer formulates objectives as well as the procedures of yes and no question. Using simple ideas, learners make a very simple inquiry at the initial stage. This includes logical phenomena which conflict with the reality. In this way every situation is not a puzzling situation. It is a discrepant event. It is puzzling because the learners do not know the answer but, on the other hand, new concepts are not required to understand the puzzling situation. Therefore, inquiry is not required fully at this phase. In most of the cases, the lecturers do not take problems which are absolutely puzzling to the learners. All the learning activities do not include more than “twenty questions” in a format. All the questioning activities have their own values for the sake of mental exercises, which ultimately broaden the mental horizon.

Phase Data Gathering Verification:

At this phase, the learners try to collect information about the problem on the basis of observation, the learners got many experiences with the available information in their surroundings.

Phase Data Gathering Experimentation:

At this phase, the learners introduce some latest elements into the situation to observe if the activity appears differently. The lecturer 's role is to restrain students whenever they assume that a variable to has been disprove when it has not. The second work of the lecturer is to develop the inquiry by increasing the obtained different kind of information. At the time of verification objects, conditions, events, properties. The lecturers should be aware about the different kind of information sought by the learners. On the basis of this information the lecturer can alter the pattern of questioning.

Phase Formulating an Explanation:

At this phase, the lecturers formulate the various rules or explanations. The lecturer could able the learners to formulate various rules or explanations on the basis of information collected by them. Some of the learners would feel difficulty to make clear explanation. The learners could leave the essential details at the time of providing explanations or formulating rules. Some of the times many theories or explanations could be formulated based on same obtained data. The lecturer many ask more learners to

provide their rules and explanations for revealing the level of differences.

Phase Analysis of the Inquiry Process:

At this phase, the lecturers direct the learners to make the analysis of their ways of inquiry. The learners might ascertain the most effective questions. This phase under this model of teaching is important and unavoidable to conduct area intellectual process of inquiry because of feedback; the learner can further improve it.

Cognitive Growth

Increase general intellectual development and adjust instruction to facilitate intellectual growth. The model focuses to sensor motor stage of age as follow:

The model developed by Jean Piaget and Irving Sigel.

1. Simple reflexes (birth to 6 weeks)
2. First and primary circular reactions phase (6 week – 4 months)
3. Secondary circular reaction phase (4-8 months)
4. Coordination of secondary reaction stages (8 – 12 months)
5. Tertiary circular reactions, novelty, and curious (12-18 month)
6. Internalization (18 -24 months)

The cognitive development model is the outcome of the philosophy and views expressed by Jean Piaget, a Swiss psychologist, about the pattern of cognitive or intellectual

development of the children right from the period of their birth.

According to social model, types can be divided into five as follow:

a. Partners in Learning

Large number of effective means of organizing students to work together. These ranges from teaching students to carry out simple learning tasks in pairs to complex models for organizing classes and even organizing whole schools into learning communities. The model developed by David Johnson, Roger Johnson, Elizabeth Cohen

b. Structured Social Inquiry

Cooperative learning procedures can facilitate learning across all curriculum areas, ages, and academic learning goals, as well as improve self- esteem, social skill, and solidarity.

The model developed by John Dewey, Herbert Thelen, Shlomo Sharan, Rachel Hertz-, Lazarowitz.

a. Group Investigation

A substantial part of students' education should be through cooperative inquiry into important social and academic problems. The model also provides a social organization within which many other models can be used when appropriate. Group investigation has been used in all subject areas, with children of all ages, and even as the core social model for entire schools. The model is designed to

lead students to define problems, explore various perspectives on the problems, and study together to master information, ideas, and skills simultaneously developing their social competence. The lecturer or facilitator organizes the group process and disciplines it helps the students find and organize information, and ensures that there is a vigorous level of activity and discourse. Sharan and his colleagues (1988) and Joyce and Calhoun (1998) have extended the model and combined it with recent findings on the development of inquiring groups.

5. Role Playing Model

Role playing is included next because it leads students to understand social behavior, their role in social interactions, and ways of solving problems more effectively. Designed by Fannie and George Shaftel (1982) specifically to help students study their social values and reflect on them, role playing also helps students collect and organize information about social issues, develop empathy with others, and attempt to improve their social skills. In addition, the model asks students to “act out” conflicts, learn to take the roles of others, and observe social behavior. With appropriate adaptation, role-playing can be used with students of all ages.

Jurisprudential Inquiry

This model aims to develop the capacity for analyzing issues, to assume the role of others and social dialogue. Emphasizing the role of this model in value

education. Joyce and Well (1985) write, "Jurisprudential Inquiry Model is essentially useful in helping people rethink their positions on important legal, ethical, and social questions by giving them tools for analyzing and debating social issues, the jurisprudential approach helps students participate forcefully in the redefinition of social values."

The personal model explains the models into five models:

a. Nondirective Teaching

As a personal model of teaching, the non-directive model centers on the student's mental and emotional development. Sequence of the Non-Directive Session. Developed by Carl Rogers. Five phases comprise the syntax of the non-directive method.

Phase one is defining the helping problem, where the lecturer lays the foundation of the session, settles agreements with the student on the duration and the focus of discussion, and expresses that the student can freely express his/her mind. Phase two is exploring the problem, where the catharsis of emotion usually occurs. The student begins to develop insight by phase three, then resorts to planning and decision-making. phase four. The fifth phase has the student integrating what s/he realized, while the lecturer is being supportive of the possible actions to be made. Lastly, action initiated by the student is done outside the session.

b. Positive Self- Concept

One of the most difficult tasks in teaching is helping students whose confidence has sunk to a level where they wallow helplessly in failure. The model developed by Abraham Maslow. The approach the ordinary tasks of the curriculum with dread and avoid those tasks when they can. Here we present a multidimensional approach that attempts to confront grade 4 to 12 students with the very thing they fear learning to read and bring those students into the world of success. The influential work of Abraham Maslow has been used to guide programs to build self-esteem and self-actualizing capability for 50 years. explore the principles that can guide our actions as we work with our students to ensure that their personal image functions as well as possible.

c. Awareness Training

Increasing self-understanding, self-esteem, and capacity for exploration; development of interpersonal sensitivity and empathy. The model developed by Fritz Perls. There two phases in this model as follow:

1. Finishing doing some exercises
2. Discussion and analyzing

d. Classroom Meeting

A classroom meeting model to aid in classroom management. Classroom management is defined as maintaining a classroom environment which fosters a good relationship between all participants, produces rules and

consequences which are agreed upon by a majority of participants, encourages the child's understanding of his needs and respect for the needs of others, and most importantly, where students are participating and achieving. The model developed by William Glasser.

The phase of the classroom meeting as follow:

- 1) Active learning
- 2) Giving problem that will be discussed
- 3) Personal assessment
- 4) Identify selection of other actions
- 5) Make commitment
- 6) Follow up in the form of change behavior

e. Conceptual System

Increasing personal complexity and flexibility in processing information and interacting with others. The model developed by David Hunt. The researcher, explain the type of the behavioral models in teaching as follow:

1) Social Learning

Fred Newmann (1975) developed social action Model. This model aims to teach students how to influence public policy. Newmann is concerned with developing students' moral reasoning, but he gives more attention to the environmental competencies that sustain moral action. Learning how to influence public affairs is a complex matter. New mann's program is long term and interdisciplinary. The social Action Model recommends both course work and community involvements. The steps

of the model are (i) to formulate policy goals based on moral deliberation and social policy research, (ii) to gather support to implement goals, (iii) dealing of definite psychophysiological concerns, and (iv) resulting actual policy outcomes. The lecturer has four different roles in the social Action Model. He/she acts as a general resource, counsellor, expert resource in a specific area and activist (to influence public policy).

2) Explicit Instruction

Learning to be a strategic reader, the phases of the model as follow:

- a) Telling the goal of the subject toward the students
- b) Demonstrating knowledge and skills
- c) Guiding training
- d) Check understanding and provide feedback.
- e) Provide opportunities for advanced training and implementation

6. Mastery Learning

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:

- a. 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.

b. Presentation

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.

c. 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.

d. 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 the mistakes that students do. So the lecturer's role in this stage is to monitor student activities and provide corrective feedback if needed.

e. Independent practice

The self-training stage is at the main of this strategy. Self-training is performed when the student has achieved a performance score 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.

CHAPTER II

PARE AS ONE OF MODEL OF TEACHING SPEAKING ENGLISH

In teaching Speaking English, the lecturer can be applied PARE model in teaching process. PARE is stand for Preparation, Application, Reflection, and Evaluation, they can be explain as follow:

The first phase is Preparation, 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 Application: 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 Reflection. In this phase the lecturer guided the student to give feedback from students about materials, class room management and teachers' performance in teaching and learning process.

The fourth phase is Evaluation, 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 (evaluation process). 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.

CHAPTER III PREPARATION

In this part, the procedure on how to implement of PARE teaching speaking model in classroom is displayed based on The detail step on how to use it in class is started by showing the model in teaching speaking.

The model is designed to give an overview of the course speaking including the manual instruction using PARE teaching speaking model to teach speaking. The purpose of the model is to use in teaching speaking. The model is arranged and describes every chapter to use the model as follow:

PARE

At the first phase consists of three techniques of phases as follow:

1. Create goals, and contextual topics
2. Create creative medias and interesting materials
3. Teaching strategy and good management

1. Create goals, contextual topics

a. create goal

Before teaching, the lecturer should prepare syllabus and lesson plan, and create some goals that used in teaching speaking. The aim to set the goal to establish direction and purpose and providing frequent and specific feedback related to learning objective strategies to increase students'

achievement. It means the lecturers have targets that will get in teaching speaking, for example the lecturer has a goal to improve students' speaking ability by using group discussion or personal speech. On the other hands speaking- intensive course will increase the students' general critical thinking ability, therefore the goal of teaching speaking toward the students can improve. To design the goal of in teaching speaking should be simple and easy to get the target. It can be described into example as follow:

Course: Speaking

Code : IG 210 Credit: 2 Credit Hours

Instructors : RoniLa'biran

Goals/Objective :

Upon the completion of the course, students are able to:

1. Talk about themselves and their friends
2. Describe what they can see from pictures
3. Explain how to do or make things
4. Make requests and give response to the requests
5. Different settings, e.g. in a restaurant, at campus, and in an office.
6. Describe cities in Indonesia
7. Explore *My Hobbies and Interests*
8. Explain *My Favorite Things*
9. Describe *My House*
10. Describe *My School*
11. *My University*
12. Describe *Toraja tourist object*

13. Explain My family

Based on the description above, it can be explained that the goal can help the lecturer to get the result to teach speaking subject toward the students. Speaking-Intensive courses use oral communication activities appropriate to the subject matter and goals of the course as a means to increase student learning in the course.

b. Speaking-Intensive courses will increase the student's general critical thinking ability.

To improve students' speaking ability, it needed to select topics that will be discussed by the students. the lecturer should be selected in choosing course material in teaching speaking. All the topics that easy for the students can be put into syllabus that used in teaching speaking. The steps in selecting topics that used in syllabus of speaking subject as follow:

- 1) Identify students' speaking ability in the classroom or get student' academic record about speaking.
- 2) Identify the places or the environment that used teaching speaking subject
- 3) Think the topics that will fill in syllabus or lesson plan
- 4) Identify the material to whom addressed
- 5) Make sure what kind of sex will be taught
- 6) Think topics which is near in the classroom

b. Creative medias

Creative media is tools or Medias that used in teaching that gives positive effect toward the students. It means the media liked by the students and it is not boring for the students. Medias are important that used by the lecturer in teaching speaking therefore Medias should be prepared before teaching speaking. Without Medias, it cannot influenced students' willingness to learn speaking .The media that used in teaching speaking such as:

1) Pictures

The following activities and excerpts from transcripts illustrate how a guided speaking activity can be modified and how turning it into a communicative task increases the learners' possibilities of using the language more flexibly and creatively.

Figure 1 Here, learners look at a picture of a monster and have to describe it by using the given phrase "My monster has got" The learners are supposed to complete the sentence by filling different lexical material into the empty slot at the end, for example, "My monster has got three arms." Thus, the learners can vary the language they use within narrowly defined limits.

Fig. 2 illustrates, the learners are still supposed to describe a monster and to do so by using the same sentence pattern as before. What is different, however, is that the activity has now turned into an

information-gap task. Two learners have to work together and use the target language to exchange information in order to be able to find five differences. First version of the activity (Fig. 1) They now use the language in order to come to a shared understanding and a common solution, which adds a focus on meaning to the resulting interaction. This modification of the activity may reflect a general tendency in the ongoing development of English more opportunities to interact in meaningful communicative situations.

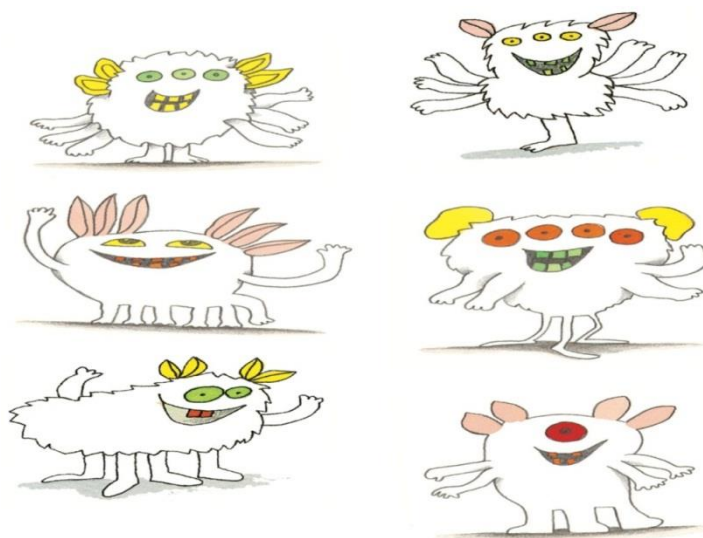
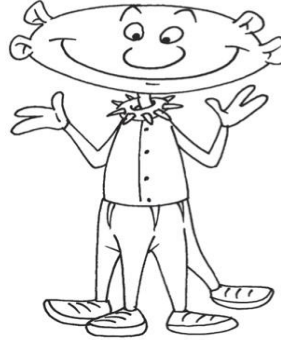


Figure 1. Activity taken from the textbook Playway (Gerngross and Puchta 2003, 35), designed for German learners of English in primary school. (Reproduced with permission from Helbling.

Work with a partner. Speak and find the five differences.

A

My monster has got ...



Work with a partner. Speak and find the five differences.

B

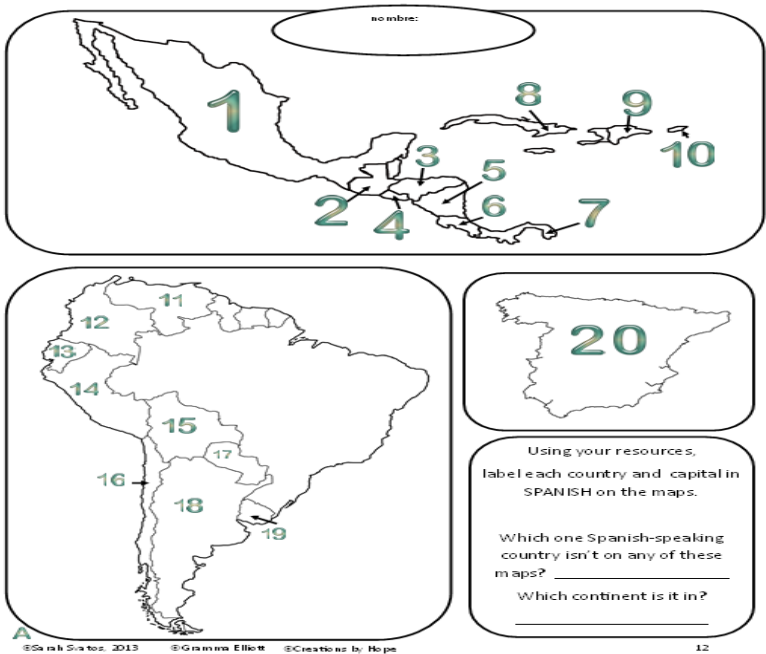
My monster has got ...



Figure 2. Activity taken from the textbook Playway(Becker, Gerngross and Puchta 2013), designed for German learners of English in primary school. (Reproduced with permission from Helbling.)

b. Place

Place is one of place to stimulate students' speaking ability, though name of place in Indonesia, the students can give their opinion based on their own words such as example below:



Source:https://www.google.com/search?q=map+for+speaking+activities&tbm=isch&source=univ&safe=strict&client=firefox-b-d&sa=X&ved=2ahUKEwii_m2q8vkAhXQb30KHfNyc1QQsAR6BAGFEAE#imgrc=0ZdRrtrvKOHMM

c. Food

Food is popular media which used in teaching speaking, to stimulate students' speaking, such as traditional food in Indonesia that can give example below:



Source:https://www.google.com/search?q=pictures+of+traditional+food&tbm=isch&source=univ&safe=strict&client=firefoxbd&sa=X&ved=2ahUKEwi_kbiSrvkAhVwILcAHbzNC4EQsAR6BAGFEAE#imgrc=_

d. Popular people



Source:<https://www.google.com/search?q=gambar+photo+jokowi&tbm=isch&source=hp&hl=in&safe=strict&sa=X&ved=2ahUKEwj8mur5yflkAhUWbo8KHXCCAyIQsAR6BAgHEAE#imgrc=K42aL1dzsSBW8M>:

The popular people is really easy known by the students when they asked about the popular people, just show the picture to all the students in the classroom then the students give opinion toward the picture such as popular artist, popular people in politics, and etc. the media can be shown as follow:

All the medias above can stimulate students' speaking ability, and they can practice their English by using simple explanation toward the medias that used by the lecturer.

6. Interesting Material and contextual topics/materials

a. interesting material

All materials that used by the lecturer that used in teaching are good, it means, the ways of the lecturers should be creative to present their materials in teaching and learning process. Good model really needed in presented the material in teaching. Even though the materials are interesting but the lecturer is not creative to present the material for the students.

To select interesting material it can give example as follow:

WHAT'S NEW?



Source:[ancockmcdonald.com/sites/hancockmcdonald.com/files/file downloads/What'snew.pdf](http://ancockmcdonald.com/sites/hancockmcdonald.com/files/file%20downloads/What'snew.pdf)

This is a sample class activity from lesson 12 of Pen Pictures 2 by Hancock and McDonald (Oxford University Press). You will need to print out the picture page and cut it in half along the dotted line. You need one picture for each member of the class

PROCEDURE

- 1) Ask students to think back over the last six months. What has happened to them in this time? What's new?
- 2) Put the students in pairs. Give the picture called "six months ago" to one student in each pair, and the picture called "now" to the other
- 3) Ask students to look at their own pictures but not their partner's picture
- 4) Tell students that their pictures are very similar but not exactly the same. Tell them to describe their pictures carefully to each other and find 11 differences. You could demonstrate how to begin with a volunteer: You (with "6 months" pic): In my picture, the weather's good and the sky is blue. Volunteer (with "now" picture): Oh. In my picture, the sky's grey and it's snowy. You: Ok, so that's one difference! (If students don't know a word for something they want to say, encourage them to try to find a different way to describe it)

- 5) Go through the answers with the class. Encourage them to express their differences using the present perfect: Student: The weather is sunny in my picture and snowy in my partner's. You: Ok, so the weather has changed, right? Student: Yes, the weather has changed.

Answers: She's failed her exam. She's made her model dinosaur. She's broken her guitar. Her spider has escaped. She's broken her arm. She's changed her hairstyle. She's got a new music player. She's tidied her wardrobe. She's painted her chair. One fish has eaten the other fish. Her plant has grown

- 6) Ask students to look at the events in the girl's life and say which good news is and which bad news is (and which are neither good nor bad). Now ask them to imagine the girl's writing to her English pen friend with all her news. Ask them to write her letter. 6 months ago.



Source:ancockmcdonald.com/sites/hancockmcdonald.com/files/filedownloads/What'snew.pdf

b. Contextual materials

Contextual teaching and learning is an approach of learning that can't be separated with behaviorism and constructivism theories. It is a conception of teaching and learning that helps teachers relate subject matter content to real world situation and its application to their lives as family, citizen, and workers and Whistler, 2007:1). This theory emphasizes students' interest and experience. Overall, contextual teaching and learning is an approach that focuses on the students' center. The purpose of the approach is to motivate the learners to take charge of their

own learning and to relate between knowledge and its application to the various contexts of their lives.

Approaches For Implementing Contextual Teaching And Learning

There are some approaches that give contribution when implementing contextual teaching and learning. All of the approaches are the part of the application of CTL to help to achieve the goal of it. According to Berns& Erickson (2001:3) there are five approaches for implementing CTL. The first is problem based learning. It means that the approach wants the students can solve the problem when they are learning that integrate skills and concepts from many contents areas. It can begin with either a real or stimulated problem (Putnam & Leach, 2004:3). The second is cooperative learning. It is done in the form of group discussion where the students can work together with the other friends. It provides opportunity for students to interact with each other and also enables them to gain valuable social skill (Deen& Smith, 2006:16).The third is project based learning. It stresses on the principle of discipline in conducting the investigation to get the solution from the problem, and gives opportunity to students to work autonomously. The fourth is service learning. It provides the real practice to develop knowledge through projects and activities. The fifth is work based learning that the activity occurs in the workplace to get the benefit for the students.

Contextual Teaching And Learning In Practice

Contextual Teaching and learning as an approach can be applied in some language skills such as speaking. In this case, a qualitative case study research design was conducted by to investigate the strategy whether it can improve the students' speaking ability or not. As the result, the teaching speaking by using contextual teaching and learning was successful to improve students' recount speaking skill. Specifically, they showed some improvement on schematic structure, grammar roles and graphic features. Moreover, they are some benefits of contextual teaching and learning when it was applied for increasing students speaking skill. They are engaging students in the speaking activity, increasing students' motivation to participate actively in the speaking class, helping students to construct their speaking, helping students to solve their problems, providing ways for students to discuss or interact with their friends, and helping students to summarize and reflect the lesson. The other research is conducted by Wijarwadi (2008) in the form of experimental study at examining the influence of optimizing of contextual teaching and learning. The result showed that there is significant influence of contextual teaching and learning in teaching speaking.

Comparison Of Contextual And Traditional Instructions

According to Blanchard (2010:1) there are some differences between contextual teaching and learning and traditional instruction. Traditional instruction is an

instruction that emphasized in conventional way, it still applies the importance of memorization not construction the materials from the real context based on experience. It still stresses in teacher's role than students. While contextual instruction is in the opposite. There are some comparisons of contextual and traditional instructions.

Traditional Instruction

1. Relies on rote memory
2. Typically focused on single subject
3. Value of information is determined by teacher
4. Fills students with deposits of information until needed
5. Assessment of learning is only for formal academic occasions such as exams.

Contextual Instruction

1. Relies on spatial memory
2. Typically integrates multiple subjects
3. Value of information is based on individual need
4. Relates information with prior knowledge
5. Authentic assessment through practical application or solving of realistic problem

Benefits Of Contextual Teaching And Learning

Contextual teaching and learning as a concept that helps the teachers and students relate the meaning through prior and new knowledge to get new understanding. So, it is an expectation that the approach can give benefits for

teacher and students in teaching learning process. According to contextual teaching and learning motivates the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. The other benefits are it can produce the process of learning more meaningful because the students can enjoy their own learning by doing the practical activity. The last benefit is it can strengthen students' memory and understanding of the concept because the students are learning through the material that has taken from their experience and new knowledge. In other words, they relate their prior and new knowledge to get new understanding. So, they will easily remember, recall, and comprehending the material.

How To Use The Contextual Materials

Learning by using contextual will be enjoyed by the learners; the lecturer gives material that familiar for the students for example

1. The lecturer makes group discussion then give simple topics that will be discussed by the student in the classroom
2. The lecturer look for material that suitable for discussing for students for example discussed topics about things which is around classroom
3. The lecturer discuss with the students by using simple material
4. The lecturer prepare topics that easy for the students to describe it

5. The topics that used by the lecturer easy accepted by the students
6. The topics are familiar for the students

Components Of Contextual Teaching And Learning

Contextual teaching and learning also consists of some components that must be conducted as the part of its application. There are seven components of contextual teaching and learning that are useful to gain success in applying it

Constructivism

From the history of contextual teaching and learning, constructivism is a theory that emphasizes the way how the students construct their own knowledge. It has five steps of learning. They are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge.

Inquiry

The principle shows how learning is conducted by including the process of discovery that needs critical thinking. In this case, knowledge as the part of learning does not get by considering a number of facts but also from stimulating learning that allows the students to find their own material in the real context.

Questioning

Questioning is one of the parts in teaching learning process. The students' ask something because they want to know something that they do not know. They are curious to get the answer of their problem. That's why they ask to the teacher or other

Learning Community

Contextual teaching and learning is conducted in group because its purpose is wants the students to have sharing and discussing section without the intimacy of others. The other purpose is the students can help the others who need their help in positive way.

Modeling

Modeling is derived from the word "model". Model means example. The component of modeling means the teacher gives example to the students if they find difficulties in real way. For example the English teacher gives the example to pronounce certain words.

Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past. In this case, the teacher can do about the information that acquired in the action.

Authentic Materials

It is important to have assessment for the teacher in order to check whether the students have learned the material or not. The assessment is done in authentic form in order to reduce the students do copy paste to the other friends' work. According to Ketter& Arnold (2003:36) authentic assessment as a means of documenting content mastery. Assessment is authentic when we direct examine student performance on worthy intellectual task.

Characteristics Of Contextual Teaching And Learning

There are some characteristics of contextual teaching and learning that differentiate with the other approaches. Johnson characterizes it into eight important elements. They are as the followings.

Making Meaningful Connection

The students can learn the materials that make sense to them because the materials itself are gained based on their real life context.

Doing Significant Work

The students could relate what the materials have gained in the school and also in the various contexts that still exist in real world.

Self-Regulated Learning

The purpose of self-regulated learning is to create the students to have learning regularly in order they can get

the knowledge as much as possible. It is done because the role of the students in contextual teaching and learning is to find their own material when they are learning.

Collaborating

Collaborating is derived from the word “collaborate”. It means that the characteristic of contextual teaching and learning is to do the group discussion, to have sharing session what they have known with the other friends.

Critical and Creative Thinking

It stresses on how the students can think critically if they find problem in order to gain the best solution. Besides, they can be creative when there is task that needs creativity.

Nurturing the Individual

It stresses that the students still need the help of the other such as from adult people who mostly have more experience than the young. So, the students should respect the adult people.

Reaching High Standard

By relating high standard as the characteristics of contextual teaching and learning, it can motivate the students to have more frequency of studying.

Using Authentic Assessment

The using of authentic assessment is useful in order to get the meaningful purposes. The importance of it for contextualizing the meaningfulness of learning and promoting students' motivation (Paris & Winograd, 2006:2)

3. Teaching Strategy And Good Management In The Classroom

a. Teaching Strategy

Related to the application of contextual teaching and learning is the strategy itself. There are five strategies that proposed by Crawford. They are relating, experiencing, applying, cooperating, and transferring. It has the famous abbreviation that is relating means that the strategy intends the students to have the ability to relate the prior and new knowledge to get new understanding. Experiencing means the previous strategy involves the role of students to relate the prior and new knowledge. While the position of teacher is to help them to find the solution from the problem by constructing new knowledge with hand on experience. Applying means that the strategy intends the students to use the approach they are engaged in hands on problem solving activities. Cooperating means work together. The students discuss or share with other friends in group. The task which is done in group has significant progress than individually. When the students work individually, they can become frustrated. But, when students cooperate in small group, they can often handle complex problems with little help (Crawford, 2002:2).

Transferring is derived from constructivism that intends the students to construct the meaning of something by their own understanding. Related to the word “understanding”, the students who learn with understanding can also learn to transfer knowledge.

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students’ individual needs.

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students’ individual needs.

To present materials, the lecturer should prepare good performance that can be seen by the students therefore; the students have good willingness in learning speaking. The following recommendations can help make the lecture approach more effective

- a. Fit the lecture to the audience
- b. Focus your topic - remember you cannot cover everything in one lecture
- c. Prepare an outline that includes 5-9 major points you want to cover in one lecture
- d. Organize your points for clarity
- e. Select appropriate examples or illustrations

- f. Present more than one side of an issue and be sensitive to other perspectives
- g. Repeat points when necessary
- h. be aware of your audience-notice their feedback
- i. be enthusiastic-you do not have to be an entertainer but you should be excited by your topic.

b. Good Management In The Classroom

That change can come from a new generation of teachers, emerging technologies, student behaviors, or a combination of factors. As a result, teachers' classroom management strategies have changed as well. If your classroom management techniques fall behind the times, you'll have a daily struggle to keep your students engaged. These super-simple instructions alert your students that class has started. They also start every class period with a quick accomplishment — kind of like how you can start your day with an accomplishment by making your bed. Make a habit of demonstrating behavior you want to see, as many studies show that modeling effectively teaches students how to act in different situations.

A straightforward way to model certain behaviors is holding a mock conversation with an admin, other teacher or student helper in front of the class. Talking about a test or other relatable topic is sure to:

- a. Use polite language
- b. Maintain eye contact

- c. Keep phones in your pockets
- d. Let one another speak uninterrupted
- e. Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviors you exemplified.

1. Let students help establish guidelines



Source: <https://www.prodigygame.com/blog/classroom-management-strategies/>

Encourage all students to help you build classroom rules, as you'll generate more buy-in than just telling them what they're not allowed to do. Near the start of the year or semester, start a discussion by asking students what they believe should and shouldn't fly. At what points are phones okay and not okay? What are acceptable noise levels during lessons? This may seem like you're setting yourself up for failure, but — depending on the makeup of you class — you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually-understood and -respected expectations.

2. Document rules

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this emphasizes the fact that you respect their ideas and intend to adhere to them. And when a student breaks a rule, it'll be easy for you to point to this document. If you're feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information.

3. Avoid punishing the class

Address isolated behavior issues instead of punishing an entire class, as the latter can hurt your relationships with students who are on-task and thereby jeopardize other classroom management efforts.

Instead, call out specific students in a friendly manner. For example:

- “Do you have a question?”, not “Stop talking and disrupting other students”
- “Do you need help focusing?”, not “Pay attention and stop fooling around while I’m talking”

This basic approach will allow you to keep a friendly disposition, while immediately acknowledging poor behavior.

4. Encourage initiative



Source: <https://www.prodigygame.com/blog/classroom-management-strategies/>

Promote growth mindset, and inject variety into your lessons, by allowing students to work ahead and deliver short presentations to share take-away points. Almost inevitably, you'll have some eager learners in your classroom. You can simply ask them if they'd like to get ahead from time-to-time. For example, if you're reading a specific chapter in a textbook, propose that they read the following one too. When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well

5. Offer praise

Praise students for jobs well done, as doing so improves academic and behavioral performance, according to a study. When it is sincere and references specific examples of effort or accomplishment, praise can:

- Inspire the class
- Improve a student's self-esteem
- Reinforce rules and values you want to see

Perhaps more importantly, it encourages students to repeat positive behavior. Let's say a student exemplifies advanced problem-solving skills when tackling a math word problem. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you'll motivate other students to do the same.



Source:<https://www.prodigygame.com/blog/classroom-management-strategies/>

6. Use non-verbal communication

Complement words with actions and visual aids to improve content delivery, helping students focus and process lessons. Many techniques are rooted in these communication methods. For example, running learning stations — divided sections of your classroom through which students rotate — allows you to deliver a range of non-spoken content types. These include videos, info graphics and physical objects such as counting coins.

7. Hold parties

Throw an occasional classroom party to acknowledge students' hard work, motivating them to keep

it up. Even if it's just for 20 or 30 minutes, they should be happy with snacks and a selection of group games to play. Clarify that you're holding the party to reward them and they can earn future parties by demonstrating ideal behavior, collectively scoring high on assessments and more.

8. Give tangible rewards



source:<https://www.prodigygame.com/blog/classroom-management-strategies/>

Reward specific students at the end of each lesson, in front of the class, as another motivational and behavior-

reinforcement technique. Let's say a few students are actively listening throughout the entire lesson, answering questions and asking their own. Before the class ends, walk over to their desks to give them raffle tickets. So others can learn, state aloud what each student did to earn the tickets. On Friday, they can submit their tickets for a shot at a prize that changes each week — from candy to being able to choose a game for the next class party.

9. Build excitement for content



Source:<https://www.prodigygame.com/blog/classroom-management-strategies/>

Start lessons by previewing particularly-exciting parts, hooking student interest from the get-go. As the bell rings and students settle, go through an agenda of the day's highlights. These could include group tasks, engaging bits of content and anything else to pique curiosity. For example, "Throughout the day, you'll learn about:"

- How to talk like you're a teacher (sentence structure)
- Why you don't know anyone who's won the lottery (probability)
- What all the presidents of the United States have had in common (social analysis)

The goal of this classroom management technique is to immediately interest students in your agenda and thereby dissuade misbehavior.

10. Offer different types of free study time

Provide a range of activities during free study time to appeal to students who struggle to process content in silence, individually. You can do this by dividing your class into clearly-sectioned solo and team activities. In separate sections, consider:

- Providing audio books, which can play material relevant to your lessons
- Maintaining a designated quiet space for students to take notes and complete work

- Creating a station for challenging group games that teach or reinforce curriculum-aligned skills
- Allowing students to work in groups while taking notes and completing work, away from quiet zones

By running these sorts of activities, free study time will begin to benefit diverse learners. This should contribute to overall classroom engagement.

11. Write group contracts



source:<https://www.prodigygame.com/blog/classroom-management-strategies/>

Help student group work run smoothly and effectively by writing contracts that contain guidelines, having everyone sign. Group contracts should be based on expectations that students have for each other, and you have for them. You can gather the class's thoughts by holding a discussion about what the ideal group member does, and how he or she acts. Once you've written the contract, encourage students to come up with consequences for violating expectations. By having them sign a fresh version of the contract before each group task and project, you're empowering them to hold each other accountable.

12. Assign open-ended projects

Encourage students to tackle open-ended projects — projects that don't demand a specific product — to allow them to demonstrate knowledge in ways that inherently suit them. This starts by giving the class a list of broad project ideas, asking each student to choose one. Be sure to provide a rubric for each project that clearly defines expectations. By both enticing and challenging students, you should notice they'll:

- Work and learn at their own paces
- Engage actively with appropriate content
- Demonstrate knowledge as effectively as possible

With these benefits, students may actually look forward to taking on new projects.

13. Give only two marks for informal assessments



Source:<https://www.prodigygame.com/blog/classroom-management-strategies/>

You were probably too upset to review mistakes and feedback, and so are your students when they see the same. So, consider avoiding standard marks on informal and formative assessments. Instead, just state if a student did or did not meet expectations. Then, provide struggling students with a clear path to improve. For example, pair classmates who did not meet expectations with those who did, giving them a review and practice activity. When

strugglers are confident they understand key concepts, encourage them to tell you. Provide.

14. Interview students

Interview students who are not academically engaged or displaying prosaically behavior to learn how to better manage them. While running learning stations or a large-group activity, pull each student aside for a few minutes.

Ask about:

- What helps them focus
- Who they work well with
- Their favorite types of lessons
- Their favorite in-class activities
- Which kinds of exercises help them remember key lesson points

Note their answers to come up with activities and approaches that engage them, thereby limiting classroom disruptions.

15. Address bad behavior quickly



source:<https://www.prodigygame.com/blog/classroom-management-strategies/>

Avoid hesitation when you must address bad behavior, especially when a student breaks a documented rule. Acting sooner than later will help ensure that negative feelings — whether between students or you and a student — won't fester. Failure to act can result in more poor behavior, leading to needlessly-difficult conversations. But keep in mind: It's usually best to talk to the student in private. It shows that punishing students in front of peers has "limited value."

CHAPTER IV

THE SECOND PHASES: APPLICATION

A. Interaction In Teaching, Good Teaching Styles Or Teaching Based On Classroom Situation

In interaction teaching, the lecturer should use strategy to influence students' motivation in learning speaking subject, such as asking students' selves, and delegated students to look for material on internet that will be presented in the small group discussion and check students responses by using speech. Therefore it can give explanation above as follow:

1. Personal model in teaching
 - a. The teacher gave contextual questions in beginning in teaching
 - b. The lecturer as a coach in teaching and learning process
 - c. Friendly in teaching
 - d. Teaching real course topics in classroom
 - e. Teaching by using various techniques
2. Delegator
 - a. The lecturer delegates students in independent to explore their opinions
 - b. The lecturer dos not intimidate students in giving and expert their ideas
 - c. The lecturer serves students' critical questions

- d. The lecture gave explanation in core points only every teaching
- e. The lecturer encourages students' thinking in learning process
- f. Students are independence in learning process
- g. Fearless in teaching and learning process.

1. Cooperation Learning

In teaching speaking should keep conversation between lecturer and students to encourage students' speaking ability. to build conversation between students and the lecturer, the lecturer used simple questions and topics that used it. The atmosphere of teaching and learning process is happy in teaching and learning process. In order to construct a lesson in cooperative learning model, the following 5 principles and elements should be included:

- a. Positive interdependence each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group success.
- b. Individual accountability all students in a group must be accountable for contributing their own share of the work and mastering all of the material to be learned to the group's success.

- c. Face-to-face promote interaction Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another in order to reach the group's goals.
- d. Appropriate use of social, interpersonal, collaborative and small-group skills students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
- e. Group processing Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Good communication with students in learning process

The lecturer and students keep conversation in learning process by using greeting. Active communication can influence students' motivation to practice their English. The lecturer established

communication with the students in teaching and learning process therefore they are close and friendly in learning and teaching process. The lecturer really responsive and demonstrative how to speak English well, and the lecturer establish strong relationship with the student. The lecturer should be relax and humble.

The Path to Improving Student Communication Skills

These 8 tips can help you immensely with improving student communication skills. They can be adapted for most every kind of student from kindergarten to high school. Build better speakers and writers of tomorrow by challenging your students to think critically, listen actively, and work together.

1. Watch films that model conversation skills.

Conversation is one of the most basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them in turn. Although it may appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as:

- body language
- eye contact
- summarizing
- paraphrasing
- Responding

Your students can learn the foundational elements of conversation by watching films or videos of these

interactions taking place. Pause the video and ask questions such as, “What message is the listener sending by crossing his arms? What else can you tell by observing the expressions and body language of both people in the conversation?”

2. Use technology.

From audiobooks to apps, there is a multitude of technological resources you can use for improving student communication skills. Students can listen to or read along with audiobooks to hear how the speaker pronounces and enunciates different words or phrases. Some great free apps that improve student communication skills and Paper Telephone.

3. Reinforce active listening.

Communication isn't just about speaking; it's also about listening. Teachers can help their students develop listening skills by reading a selection of text aloud, and then having the class discuss and reflect on the content. Active listening also means listening to understand rather than reply. Reinforce building good listening skills by encouraging students to practice asking clarifying questions to fully understand the speaker's intended message.

4. Offer group presentations and assignments.

Team-building exercises can also help students sharpen both oral and written communication skills. Not only does it offer students the chance to work in small

groups, thereby reducing some of the pressure, but it also gives them the opportunity to debate their opinions, take turns, and work together towards a common goal.

5. Ask open-ended questions.

Because they require more than a one- or two-word response, open-ended questions are vital for inspiring discussion and demonstrating that there are multiple ways to perceive and answer a question. You might set a timer for short informal conversations and challenge students to use open-ended questions. For example, you might show children the difference in how much more information they can obtain by asking “what did you like best about the song?” rather than simply “did you like the song?”

6. Use tasks and activities that foster critical thinking.

Another task-based method for improving student communication skills is through critical thinking exercises. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions. Get a head start with the communication-based critical thinking activities and games in our most popular resource, the Critical Thinking Companion.

7. Offer reflective learning opportunities.

Recording students reading selected text or videotaping group presentations is an excellent method for assessing their communication strengths and weaknesses. Students can reflect on their oral performance in small

groups. Then, ask each student to critique the others so that they can get used to receiving constructive criticism.

8. Find teachable moments.

Whatever the age group you are working with, maximize on the everyday happenings in the classroom environment. For example, if a student answers a question in a complicated way, you might ask that they rephrase what they said, or challenge the class to ask clarifying questions. If an unfamiliar word pops up in a text or on a film, pause in order for the class to search for the word in the dictionary.

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C. Guided And Support Students In Learning Process

In teaching speaking, the lecturer gives example topics that can be followed by the students, then engage students in speech English, to get students understand well, the lecturer gave clearly instruction toward the students and explain clearly the topics. Therefore the lecturer should guide students to be independent learners.

1. Inspire student motivation for learning: Motivation to learn is key to success in school, after graduation in the global job market, and for life in a world of constant changes in technology.

Use the power of your relationship with students to show a passion for learning. When you embody passion for learning, your students are more likely to have a powerful, positive emotional connection to learning that will inspire their motivation to continue to learn. With teachers who release their passion for learning, students across all grades are free to learn new ways of learning with motivation and joy. Over time, expect self-motivation rather than compliance

Guide students to imagine how they will feel when they learn something new. Allow volunteers to describe their feelings after they learned something. When appropriate, ask students to visualize what a finished project will look like. Encourage students to tell a friend their learning goal and get their support. This allows students to verbalize their goal, which will help them internalize it. Students of all ages are inherently social, and getting support from a peer can be very motivating.

2 Coach students to set goals and develop a plan for learning: Support students in developing their own learning goals that are realistic yet challenging. Often the most motivating goals are those that allow us to use our personal strengths. Yet students often have goals set for them based on a one-size-fits-all curriculum or on their personal learning deficits—think individualized education program—which can be discouraging.

If you have students who currently lack motivation to learn, consider helping them to develop learning goals based on their personal learning strengths. For example, a

personalized goal for some learners might be to design movement breaks for the class. Another student might set a goal to complete his or her appreciation or gratitude journal with photographs or illustrations.

For another student, Pinterest offers ideas that might aid them in becoming curious about new topics to learn about. Teachers can support students in becoming aware of their strengths and figuring out how to set personal goals. Teach students how to best structure their independent learning time. Our brains did not evolve to do several hours of physics without a break. We encourage students to plan a shift in focus after every 20 minutes of independent study. At least every hour or so, they should get up and move. When learning new material, they should utilize different locations. For example, we use an outside patio table, a particularly comfortable chair, an inside office desk, and different local cafes as places to work. Because memory for locations is powerful, using several locations for learning aids memory.

Encourage students to become self-disciplined learners. Support them in making a commitment to themselves to get started on achieving their goals. Assist them in affirming their commitment to organize themselves, manage their focus over time, and limit time-wasting distractions. Help students learn to consistently define themselves as people who commit to and achieve their goals. It will probably be necessary to remind them time and again that along the learning pathway, successful

people forgive themselves when they make mistakes and then continue on.

3. Teach students to self-assess: Ask students to write a letter to a student who will be in the class the next year. Upon completion of a project, unit, or chapter, ask students to summarize what they have learned and tell the future student how they have overcome any learning challenges. This strategy provides an opportunity for student reflection on virtually any topic.

Have students pair up and take turns sharing what they have learned. This activity—we call it “brain buddies”—give students opportunities to learn from each other. For example, each partner may remember different aspects of a lesson. And they may have different points of view, so when they share, each partner can learn to better understand a variety of perspectives. As your students practice independent learning, encourage them to notice changes. For example, when we asked students to discuss changes in achievement, one student said, “Now I get assignments turned in on time, and my grades have improved.” Another said, “I enjoy school now because I know how to make better grades.” Over time, statements like these become a part of students’ positive identity for school success.

D. Make Group Discussion or set personal speech

The lecturer used group discussion in teaching speaking, and also used personal speech, but before asking the students. the lecturer should give clearly interaction toward students then explains the topics before discussing.

To engage students' motivation in group discussion, the lecturer does the tips as follow:

1. Pay attention to your body language

The first impression is often the last. Make sure you make a good one. While in a Group Discussion, follow the basics of sitting up straight, look everyone in the eye while making your point and listen attentively to others while they speak. Don't be too animated (waving your arms frantically or making gestures that are loud). Also, NEVER twiddle with your pen or stare blankly at the ceiling when others in the group are talking. Look at them while they speak and show that you're interested in what they have to contribute, even if you have to pretend.

2. Be courteous with fellow speakers:

Remember that one of the key traits GD recruiters look for is team spirit. Make sure you're courteous to others in the group. Make your point but avoid cutting in when others are talking.

3. Be confident and keep adding 'good' points

The point you thought would make you stand out just got stolen! The guy sitting on your right is screaming his lungs out. You feel you're losing control of the situation. Do not panic. The panelists can see how you react to tense circumstances like these. Hence, relax. Breathe. Compose yourself. And jump right into the Group Discussion with a new point, like nothing happened.

4. Ensure that your words make sense

While it is important to make a substantial number of points and leave a mark on the panelists, it is equally important that you talk sense. Blabbering gibberish never fetches points. If you feel that you're unaware of the topic, allow others to speak first. Take a cue from what they have to offer and make your own points. In the worst case, rephrase what your group mates had to offer and reiterate their points. If you feel you didn't have much to contribute, summarize the discussion.

5. Do not be afraid to start

If you are well versed with the topic announced and there is a lot you have to offer, pat yourself on the back (well, mentally). Jot down the key points and be the beginner of the group discussion. That way, you get an opportunity to lead the discussion, heading it to a meaningful point of your choice and convenience.

6. Acquire these crucial group discussion skills

Group discussion is a tool to test your teamwork skills, listening skills, discussion ability, subject knowledge, and communication. Intrinsic skills like reasoning, speaking and time management come in very handy. Skills that you can work upon include presentation, summarizing and people speaking. Learn more about crucial group discussion skills in detail here.

D. Students' speech /testing

To know students' ability in speaking, the lecturer invite the students to present their speech, every students have to speak in English, therefore the lecturer record students' record. Students are often encouraged to exercise their freedom of speech. It promotes communication and interaction between individuals. This allows them to express their thoughts and protest against actions properly. A speech can help develop a student's logical reasoning, and it allows them to ponder on various topics and provide insights on what they have learned. It is also a way for students to continuously gain confidence in themselves. You may also see presentation speech examples & samples. Furthermore, a student's speech is often addressed to fellow students and other members of the academe. With this in mind, it allows the speaker to connect with the audience and build a relationship through the speech being delivered. For instance, in an introduction speech, students can be creative with their way of delivering. This is to give meaning and purpose to the speech instead of it seeming as a lecture.



Source:<http://beddebah-haterulez.blogspot.com/2012/08/problem-and-solution-of-speaking.html>

The lecturer give opportunity toward the students to present their speech by giving chance to prepare their speech, these the steps to prepare for students' testing as follow:

1. the lecturer has to prepare give explanation toward students' testing
2. the lecturer give chance to students to look for topics that will be used by the students in speech

3. the lecturer give chance to prepare the core point of speech test
4. the students prepare topics for speech
5. the lecturer invite the students to present speech
6. the students speech

To give score students' score, the lecturer should use the rubric of speaking test as follow:

| Score | Fluency | Pronunciation and accent | vocabulary | grammar | Detail |
|--------------|---|--|---|--|---|
| 5 | Smooth and fluid speech: few to no hesitation: no attempts to search for words: volume is excellent | Pronunciation is excellent good effort at accent | Excellent control of language feature: a wide range of well-chosen vocabulary | Accuracy and variety of grammatical structure | Excellent level or description; addition detail beyond the required |
| 4 | Smooth fluid speech ; few hesitation; a slight search for words' inaudible word two | Pronunciation is good ; good effort at accent | good language control; good range of relatively well-chosen vocabulary | Some error in grammatical structures possibly caused by attempt to include a variety | Good level of description' all required information included |
| 3 | Speech is | Pronunciation | Adequate | Frequent | Adequate |

| | | | | | |
|----------|--|---|---|---|---|
| | relatively smooth, some hesitation and unevenness caused by rephrasing and searching for word 'volume wavers | is good; some effort at accent but is definitely non – native | language control; vocabulary range is lacking | grammatical errors that do not obscure meaning ;little variety in structure | description; some additional details should be provided |
| 2 | Speech is frequently hesitant with some sentences left uncompleted; volume very soft. | Pronunciation is okay; no effort towards a native accent | Weak language control; basic vocabulary choice with some word clearly lacking | Frequent grammatical errors even in simple structures that at times obscure meaning | Descriptions some critical details that makes it difficult for the listener to understand |
| 1 | Speech is slow, hesitant and strained except for short memorized phrases; difficult to perceive | Pronunciation is lacking and hard to understand' no effort toward a native accent | Weak language control; vocabulary that is used does not match the task | Frequent grammatical error even in simple structure; meaning is obscured | Description is so lacking that the listener cannot understand |

| | | | | | |
|--|---------------------------------------|--|--|--|--|
| | continuity in speech inaudible. | | | | |
|--|---------------------------------------|--|--|--|--|

7. Solving Problem

To solve students' problem, the lecturer monitor toward students' speech, while speech, the lecturer give correction toward students' mistake then explain the mistakes. Teaching English as a second language means being able to solve problems students may have in acquiring certain language skills. There are a number of resources and activities available to get round these common speaking problems. It means that, these the ways to solve students' difficulty in speech therefore the lecturer should apply ways and look for easy and simple topics as follow:

a. Group work:

Group work increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

b. Easy language:

Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentences and rich language.

c. Interesting topic:

Choosing a topic according to the interests of the class ensures student motivation. If the material and task instructions are presented clearly and enthusiastically students will be more likely to meet the challenge set for them.

d. Clear guidelines:

Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

e. English monitors

A monitor can be appointed to each group to remind students speaking their mother tongue to switch back to English. A lack of classroom management and discipline will encourage students, who do not feel that there is resistance to their mother tongue, to easily revert back to it as soon as they have problems expressing themselves.

8. Motivate students

After presentation, the lecturer gives applause, to stimulate students' motivation in learning speaking. Then

the lecturer keep smile toward the student. After presentation, the lecturer motivates the students by using praise expression. The issue and tried various strategies that have proved to be effective.

a. Motivate

According to Encarta dictionary, the word 'motivate' means 'to make somebody feel enthusiastic, interested and committed to something'. A good teacher is a person who can motivate his (her too) students. The following are some tips to motivate your students:

- Before you motivate others you should motivate yourself. You should be enthusiastic. Exhibit your passion for training your students.
- Be a role model to your students. If you want your students to speak well, you should be articulate. Inspire them.
- Establish a rapport with your students. You should attract your students towards you. The more the students like you, the better they learn and participate in activities.
- Be a friend but not a philosopher. That is, don't sound abstract when you speak to them. Give concrete examples.
- Always give a pat on the back. Use phrases such as "Well done. It is a good attempt." "I liked your argument very much." "It is a good point." "You have been very creative."
- Always sound positive. Instill confidence in your students. Tell them that it is easy to develop their

speaking skills and make them believe your words. Make them believe that they have the potential to express themselves clearly in the target language.

- Use strategies that do not threaten them. It is very important to learn and practice a language in a non-threatening environment.

b. Activate

The word 'activate' here means to make someone active or to cause someone be productive. The statement "Ignite, fuel, sustain a fire in the mind of student, it can be activate students in a number of ways:

- Enthuse and energize your students.
- Create a friendly and conducive environment for students to speak and discuss topics and issues. The layout of the classroom, for example, matters a lot.
- Make your students feel comfortable discussing any topic. Some topics may not arouse their interest at all. Recently, I gave the following topics for group discussion:
 1. Gado-gado
 2. Nasi goreng.
 3. Smoking in public places should not be banned.
 4. Pop song .
 5. Sambalterasi
 6. Success in life comes from money.
 7. Tongkonan in Toraja
 8. Brain drain should be encouraged.

9. Politics and corruption do not go together.

The controversial nature of the topics listed above made all students express their views. Even students with low level of proficiency came forward to speak.

- Encourage free discussion. The objective is to make your students speak fluently. At a later stage, you can train them to be coherent, logical, etc.
- Tolerate their grammatical errors and correct them later. Are your students adults? If they are treat them as adults.
- Allow judicious use of certain words and expressions in the students' native language when they struggle to find the equivalents in English.
- Even if your students violate the rule of speaking English, do not get angry with them. Gently tell them not to use L1.
- Give more pair work and group work. Most students are comfortable being part of a small group.
- Add humor to your presentation and have fun with your students.
- Make students sit face to face during group discussion. Direct eye contact helps students develop their communication skills.

c. Participate

The third principle is to 'participate'. It means to take part in an event or activity. It implies that the teacher should come down to the level of students. It is

possible only if he undergoes a paradigm shift and has a positive attitude towards his students and adopts a result-producing approach.

CHAPTER IV

REFLECTION

Whether you are using a self-reflective journal or trying to get feedback from your students and peers, perhaps the hardest part is actually coming up with the right questions to ask. Here are a few suggestions to get you started:

1. Lesson Objectives

- Was the lesson too easy or too difficult for the students?
- Did the students understand what was being taught?
- What problems arose?

2. Materials

- Did the materials keep the students engaged in the lesson?
- What materials did we use that worked in the lesson?
- What materials did we use that didn't work in the lesson?
- Are there any resources or techniques that you'd like to see used instead?

3. Students

- Were students on task?
- With what parts of the lesson did the students seem most engaged?
- With what parts of the lesson did students seem least engaged with?

4. Classroom Management

- Where my instructions clear?
- Was the lesson taught at a reasonable pace?
- Did all students participate in the lesson?

5. Teacher

- How effective was the overall lesson?
- How can I do it better next time?
- Did I meet all of my objectives?
- How did I deal with any problems that came up during instruction?
- Was I perceptive and sensitive to each of my students' needs?
- How was my overall attitude and delivery throughout class?

CHAPTER V

THE FOURTH PHASE: EVALUATION

A. Evaluation



source:<https://www.wikihow.com/Evaluate-Speaking-Skills#/Image:Evaluate-Speaking-Skills-Step-7.jpg>

At the end of teaching process the lecturer gives oral test, and then the lecturer gives feedback after students' presentation. Evaluating your students' speaking skills can be a bit daunting. After all, how do you stay objective on such a subjective topic? Never fear, you can be mostly objective as long as you create a standard rubric, including a clear set of criteria to assess your learners. Once that's

done, you can decide on which types of assessments you'd like to use for evaluation. Then, you can have the students perform the assessment while you use the rubric.

B. Creating a Rubric

The goal is what you want your students to achieve through the assessment. Having a goal helps you to decide on criteria and the type of assessment or assessments you want to use.

- For instance, your goal might be to have students learn how to organize and present information, which would be a good goal for a presentation.
- Alternatively, maybe your goal is to have students demonstrate knowledge of vocabulary and syntax, in which case a variety of assessments would be appropriate.
- Other goals might be to establish that students can respond to questions in their second language or to evaluate how well students can think on their feet.

C. Decide on a scale

The scale you use is up to you. If you want a scale that has room for more nuances, try 1-9. If you are trying to keep things simple, try a scale that goes from 1-4 or even a basic scale like excellent, pass, and fail.

- The detail in your scale depends on what you're using the evaluation for. If you're trying to determine a letter grade, you'll likely need a more detailed scale. If you're just trying to figure out

where someone needs improvement, a less detailed scale should be fine.

- The scale should run from failing on the low end to doing very well on the high end.

D. Make a rubric sheet you can use to grade each student.

List the scale along the top of the page by number. Along the side, list each criteria you're evaluating, using a shortened form of the criteria to fit it on the page. Make a copy for each student you plan to evaluate.

- Have a second page on hand where you list the description for each criteria and each number along the top.

E. Look for how well students use syntax and vocabulary.

Syntax is how sentences are structured. Like every other language, English follows rules when it comes to sentence structure, and you can evaluate how well students follow those rules. You can also look at how well students are able to choose the appropriate word, based on both denotation and connotation.

- Denotation is the strict dictionary definition of the word. Connotation is the social and emotional context behind the word.
- For instance, "avoid" and "escape" are considered synonyms, and therefore, have similar denotations. However, they have different connotations, as

"escape" tends to mean getting out of a bad situation while "avoid" can mean not being in the situation in the first place.

- When establishing your scale for this criteria, you could have things like "Uses syntax and vocabulary fluently" on the high end and "Has trouble forming sentences and choosing words" on the low end.

F. Check for pronunciation

Pronunciation is another important criteria of spoken language. It refers to how well a person articulates the word and whether they are able to combine words when necessary into contractions.

- Listen to see how easy you can understand the person. Pay particular attention to words that have difficult spellings, as that makes pronunciation harder.
- For your scale, you could use "Pronounces words clearly, uses contractions appropriately" on the high end and "Is very difficult to understand, doesn't use contractions" on the low end. An average student might be "Pronounces more than half of the words well uses contractions occasionally."

G. Pay attention to coherence and fluency

Check how the student is able to string thoughts together. Part of this component is speed, as a more fluent person is able to speak faster. That doesn't mean the student needs to speed through their speech or dialogue. However, it does mean they should be able to

connect ideas together in a reasonable time so the listener is able to follow along.

- Essentially, this criterion is checking to see if the student knows more than just vocabulary. Can they put words together into sentences and sentences together into paragraphs?
- For this scale, you might use "Speech flowed together and was easy to understand as a whole" for the high end, and "Speech was disconnected, student had trouble piecing thoughts together." An average student might be "Has good grasp of vocabulary; can put sentences together with a little difficulty."

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