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Model of Teaching English Speaking Practiced in Toraja Christian University of Indonesia

Roni La'biran[1, a)], Resnita Dewi[1, b)], Rachel[1, c)], Linerda Tulaktondok[1, d)]

[1]Universitas Kristen Indonesia Toraja, Makale, Tana Toraja, South Sulawesi, Indonesia

a) Corresponding author: Email: ronilabiran@ukitoraja.ac.id
b) resnita@ukitoraja.ac.id
c) rachel@ukitoraja.ac.id
d) linerda@ukitoraja.ac.id

Abstract. The objectives of this research are to describe the model teaching English Speaking that was applied by the lecturer at the Toraja Christian university of Indonesia in teaching speaking and to describe students' perception toward the model in teaching speaking. The researcher employed a qualitative method for the study. The data resource for the research is a lecturer from the Toraja Christian University of Indonesia. Data were collected through observation and interviews. The results showed that the model in teaching English speaking is as follow: good management in the classroom, creative Media, goal, and course interesting and contextual topics, students' monitoring, teaching reflection, teaching interaction, and evaluation, Interviews indicate that the student has positive feelings toward the model in teaching English Speaking used by this lecturer in teaching English speaking.

Keywords: Model, English Speaking Practiced, and Students Perception

INTRODUCTION

The goal of the research is to explore the model in teaching speaking. The present research aimed to explore a model of teaching speaking for students based on best practices of teaching. Generating models of teaching speaking for students can be attempted in teaching speaking. It is hoped that by having students' perceptions gain a better understanding and awareness to use as a piece of information in the future. According to Adriana [1], the Professional Development of EFL teachers in teaching English speaking is the comparison teaching in local practice based on language cultures.

Particularly, the description obtained is hopefully useful for the model of teaching speaking for students. The descriptions explain how well the model of teaching speaking is used in the teaching process and Programmer Students especially English Education Programmer students in the feature research. Model of teaching speaking for University students based on best practices can be used in the classroom is useful for the students based on students' needs. Furthermore, [2] states a holistic approach to teaching speaking in a language classroom.

Fook's case study on best teaching approaches in higher education in the United States [3]. The study's findings are organized into six categories. These six aspects were established in an intensive research and knowledge transfer culture, an internationally and culturally diverse learning environment, clear expectations and standards, and experimentation and assessment cycle, an intensive research culture, premium quality learning spaces, resources, and technologies, and a scholastic inquiry learning platform. Best Practices in English for Specific Purposes classes at the Language Center stated that there is a positive attitude toward best practices in ESP courses [4]. To that end, we used both qualitative and quantitative research methods to collect data to back up our assumptions. We created a five-

question questionnaire to evaluate students' opinions of best practices in ESP. This test was used to assess both the manifestation of effective teaching methods and student satisfaction with these activities. Their responses were then examined and shown in tables. Following that, we give the findings and conclusions based on all of the data collected. To begin, it is necessary to emphasize that ESP students evaluated the best practices as somewhat positive, according to our findings. The Debates and Quizzes had great outcomes, however, the Oral Presentation and Google Classroom produced some reservations. Both groups, however, indicated a positive attitude about ESP learning in the classroom. Performed research on best practices [5] "Best Practices in Teaching K-12 Online: Lessons Learned from Michigan Virtual School Teachers," the study's findings validated the following implications of best practices:

To begin, each of these tactics establishes the foundation for professional growth as well as the formulation and testing of standards. The selection of participants from diverse curriculum areas creates the framework for evaluating professional development possibilities for virtual school instructors. While all virtual school courses are provided online, there are no standards in place for selecting courseware technologies and online resources to assist student learning across many curriculum areas.

The findings of this study may be applied to the material contained in virtual school professional development programs, laying the groundwork for increasing in-service teachers' understanding about the optimal selection of pedagogy and technology for the topic and medium of delivery. Second, future studies will concentrate on classroom management. According to anecdotal evidence, instructors believe that the benefit of online learning is that you don't have to bother about classroom management.

There are no seats to set or blackboards to wipe. There will be no detention, and Johnny and Sarah will not be sharing notes. However, classroom management in online education was highlighted as a significant component of high-quality online instruction in this study. It assisted in the establishment of a classroom community of practice. Even though these difficulties have been widely addressed in face-to-face settings, they remain uncharted regions in online K-12 classes.

Third, the rising focus on virtual education in K-12 has led the study of blended or hybrid learning environments in which components of online learning are merged into conventional, face-to-face settings. The existence of a well-established, research-based set of practices associated with successful virtual school teaching can help in the study of best practices for teaching in blended or hybrid contexts.

METHODS

The present research study is a qualitative method to describe in this study explore the teaching model in teaching speaking based on best practices for English department students at the Toraja Christian University of Indonesia. Purposive sampling was chosen in selecting the sampling. The researcher used a lecturer and 30 students of the English department at the Toraja Christian University of Indonesia as the samples of this study. Interviewed students and observed to get a model in teaching English speaking practiced the data interview and observation described in this research.

RESULTS AND DISCUSSION

In attempting to answer the first research question about the teaching speaking model by the lecturer of the English department at the Toraja University of Indonesia, eight themes emerged, model teaching in speaking at university.

Finding
Observation Class

Table 1. The aspects of lecturer behavior in teaching speaking

The aspects of Lecturer behavior 1. General Characteristics	Observation data
The lecturer supports student learning	The lecturer gave support to the students by using small group discussion in teaching speaking, gave applause, gave praise expression after the presentation, and keep a smile.

Table 1. The aspects of lecturer behavior in teaching speaking (Continued)

The aspects of Lecturer behavior 1. General Characteristics	Observation data
The lecturer is skillful with the basic uses of technology	The lecturer used mobile phones and laptops in the teaching process to encourage students' motivation in learning speaking subjects.
the use of a course environment tool to create benchmarks and standards to help students learn content	The lecturer used an android mobile phone as a medium in the teaching process
The lecturer is flexible with his/her time.	The lecturer taught based on her schedule and also distributed every section in teaching speaking.
The lecturers have a thorough understanding of their students' various learning styles.	The lecturer gave stimulation in teaching speaking by using simple speech
To motivate students, lecturers establish a presence in the course.	The lecturer gave, applause, toward the students after the speech,
The lecturers use student and course data, as well as other available sources of information, to self-evaluate the pedagogical strategies they employ.	The lecturer, used, technology information to stimulate students in speaking learning
The lecturers have extensive knowledge of and appreciation for the content area	The lecturer used some references in teaching speaking, such as textbooks, and topics that were taken on the internet
Classroom Management Strategies	
To address inappropriate or abusive behavior by students in the course's public forums, the lecturers use a variety of strategies.	The lecturer admonished students, who disturb the other students
The lecturers monitor public communication venues in their course to identify students who are in personal crisis.	The lecturer gave feedback after the student's speech
The lecturers use multiple strategies to assess student learning	The lecturer used students' speech, students' explanations, and gave corrections toward the other students' speech.
The lecturers employ alternative assessment strategies that enable students to represent their knowledge in ways that are personally meaningful to them.	The lecturer used oral activities to give tests for students (personal oral test)
To accommodate their students' diverse learning styles, lecturers employ a variety of assessment strategies.	The students prepared the topics that were presented in the class
Pedagogical Strategies: Engaging Students with Content.	
The lecturers use multiple strategies to assess student learning	The lecturer used students' speech, students' correction
The lecturers build course components to reflect the interests of students enrolled in the course	The students chose topics that will be explained by the students
The lecturers are flexible in their use of pedagogical strategies to accommodate varying learning styles.	The lecturer used the direct method, then question and answer method
The lecturers establish strong relationships with Mentors	The lecturer called every student, to present their opinion orally

Table 1. The aspects of lecturer behavior in teaching speaking (Continued)

The aspects of Lecturer behavior 1. General Characteristics	Observation data
Pedagogical Practices: Making Course Meaningful for Students	
The lecturers use strategies to connect with students	The lecturer changed students' chairs positions such as making around in the teaching and learning process,
The lecturers engage students in conversations about content and noncontact related topics to form a relationship with each student	The lecturer explained feedback on students' topics that were discussed
The lecturers encourage and support Communication between students	The lecturer called every name in the learning process to present their ideas
To meet the diverse needs of students, lecturers seek out and make available a variety of supplemental support tools.	The lecturer prepared various topics in the teaching process
Supportive Pedagogical Strategies	
The lecturers monitor student progress closely and interact with students to determine where gaps in knowledge may Exist.	The lecturer monitor students' by using students' group's discussion
Pedagogical Strategies: Communication & Community	
The lecturers facilitate the formation of the community by encouraging students to engage in both content and non-content-related conversations.	The lecturer instructed the students to prepare students speech
Lecturers communicate with students through various channels of communication (telephone, instant messaging, etc.) and assist.	The lecturer interacted with students by using conversation in group discussions.
The lecturers provide students with immediate feedback to keep them motivated to complete the course.	The lecturer provided feedback by using corrections in group discussion
Technology	
To support student content learning, the lecturers purposefully link the use of tools built into the course environment to state benchmarks and standards.	The lecturer used a mobile phone, and laptop in teaching speaking
When incorporating web-based components into their course, the lectures take student access to technology into account.	The lecturer considers issues of students' access by using web-based (students used trending topics on the internet)
The lecturers use their content knowledge and student knowledge to drive technology integration.	The lecture used content knowledge that integrated technology. For example, using mobile topics in the learning process

Table 2. Classroom activities

Lecturer's activities	Students' activities
The lecturer explained the goal and concept of course topics	The students cared about the lecturer's explanation
The lecturer check students' attendance lists and asked about students' conditions and kept a smile on them	The students gave positive responses toward the lecturer (yes mam while smiling at her)

Table 2. Classroom activities (Continued)

Lecturer's activities	Students' activities
The lecturer gave contextual material (love yourself)	The students responded to the lecturer
The lecturer invited one of the students to stimulate the other students	The student presented a speech
The lecturer explained by using questions (do you love yourself?)	The students answered and responded
The lecturer invited or asked the students to speak about the topic	The students gave explanations based on the questions that were given by the lecturer
The lecturer set students' positions in the classroom	The students took a chair in a round position
The lecturer explained her course topics through brainstorming	The students improved their imagination toward the topics presented by the lecturer
The lecturer helped the students through a clear explanation	The students knew how to present a speech
The lecturer explained such as how to pronounce well words, how to use body language in speech	The students pronounce well words
The lecturer gave the reflection	The student's feedback

Interview Data

1. The lecturer

"I used questions such as what, how, and why to guide the students to improve their speaking ability."

"The students could not say something if they did not give questions. "To improve students' motivation in learning to speak, the lecturer used technology Media that can influence students' motivation in speaking, for example, the students looked some interesting materials in YouTube by using students' mobile phone."

"Contextual materials then asked them in English after that, it can be evaluated toward students' speaking and gave second chance to practice their English again.".

"The students could not speak English because the materials that presented by the lecturer was not suitable for the students, they could not give their opinion or interpretation toward the topics."

2. Students

"saya sangat senang karena saya diberikan kesempatan untuk mempraktekkan bahasa Inggris saya" (I am happy because my lecturer gave me chance in the classroom to practiced my speaking in English).

"dia mengajarkan caranya untuk bisa menjadi pembicara yang baik dalam bahasa Inggris." (she taught how to speak well in English).

Observation Class

General characteristics in teaching English speaking

There were thirteen characteristics disclosed connected to the teaching speaking model used by lecturers in teaching speaking, which are as follows: The instructor facilitates student learning. The professor is skilled in the fundamental uses of technology, the lecturer is flexible with his/her time, the lecturers have a thorough awareness of

their students' varied learning styles, the lecturers develop a presence in the course to stimulate students, The instructors have excellent organizational abilities. Students and statistics, as well as other sources of information, are used by lecturers to self-evaluate the instructional tactics they apply. The lecturers have extensive knowledge of and appreciation for the subject matter. As a lecturer teaching English speaking in a classroom teaching English as a foreign language, the researchers obtained data as a lecturer teaching English speaking in the classroom who taught English as a foreign language [6]. The researcher observed the general characteristics in teaching speaking, [7] the effectiveness of a task-based instruction program to improve students' language speaking skills. the lecturer gave support to all students in the teaching speaking process such as asking students' conditions, students' preparation, or exercises in the presentation "how about your material presentation. "It means, the lecturers reminded students' preparation in the presentation section for students. They have been created to fulfill or relate to the social purpose between lecturers and students. They are close to each other's; therefore, the communication process between lecturers and students is good. In addition, students' support given the lecturer used greeting communication to support the students to attend speaking subject in the classroom, therefore the students were happy to learn speaking. Developed speaking competence in n EFL classroom by using speaks up to be heard [8].

To influence students' ability in learning English by using practice [9] improving students' English-speaking proficiency by using media. In teaching speaking the lecturer is skillful with the basic uses of technology. The lecturer used mobile phones in the teaching process to encourage students' motivation in learning speaking subjects. It means that the lecturer used technology in speaking presenting material in the classroom, every student is asked by the lecturer to look for materials on the internet by using mobile phones then students prepare to present. The other lecturer used mixed techniques in teaching speaking in the classroom, teaching speaking not only used tools of technology but also used by using other tools such as pepper in-class presentation while the lecturer used LCD in the teaching process, he also used manual tools for example whiteboard and large peppers. While explained by using LCD, the lecturer writes something that is explained to the students to make easy understanding for the students. Faezeh [10] states that the components of speaking competence can influence students' ability in speaking English.

The lecturer used technology's potential value for virtual school environments such as learn in outdoor and explained something that relates to the environment. She presented her material not only in the classroom but also explained outside the classroom, for example, the lecturer explained about cooking time, therefore the lecturer decided to learn to speak outdoor. It aimed to expose students to the use of language in the real context. The sources can be from the life of students for example how to make cakes while cooking or making cakes, the students used English in learning and the cooking process. The other lecturer used an android mobile phone as a medium in teaching therefore the students had the motivation to learn to speak. Improving adult English language learners through practices peaking in classroom activities [11].

The lecturer is flexible with her time, she was relaxing in teaching speaking, she gave time estimation for every section in the present materials, therefore, every material can be presented well by the lecturer. On the other hand, she used flexible time, such as giving limitation in using time, like presentation time based on the data above the researcher's comparison between students' activities in learning speaking as individually, [12] communicative competence in teaching speaking by guided individual activities.

The lecturer gave a deep understanding of the style of students learning, explained students' style in presentation good performance by using good body language. Teaching performance is influenced by a communicative approach, in this research, the lecturer established strong relationships with students, such as calling every student, to present their opinion orally, in the teaching process, the lecturer gave chance toward students to look for topics on the internet that used by students in speech, therefore the students got easily the trend toping for speech [13]. Factors affecting students' English speaking namely communicative approach and humanity communication in teaching [14].

Language endangerment in students who learns English as a second language is practicing classroom activities [15]. It is also the same in this research, In the teaching process, the lecturer establishes present in the course to motivate students through giving applause after students' speech, then she motivated her students by using phases morality such as" good, very good, command students" therefore the students have motivation in presenting their ideas. To get a good goal in teaching, the lecturer used technology such as LCD, laptop, and mobile phone to support her teaching process and easy to transfer topics material used in the speech process. On the other hand, the students enjoyed the learning process because they can access interesting and flexible material by using mobile phones and laptops. By using the textbook and some references on the internet the lecturer has extensive knowledge of appreciation for the content area.

1.   Classroom Management strategies

Communicative approaches that are used in teaching and testing English. In this study, various strategies were used to address inappropriate or abusive public behavior of students in public forums, course. the lecturer admonished students, who disturb the other students, she was politely said to the students "*don't be noisy please*, command do it well, if you have questions asked me", then the lecturer gave feedback after students' speech such as gave correction toward students' pronunciation to identify students in personal crisis [16]. On the other hand, [17] stated that teaching English as a second language teaching and learning used communicative approaches.

2.   Pedagogic Strategies: Assessment.

To use multiple strategies to access students learning, the lecturer used students' speech, students, students' explanations, and gave corrections toward the other students' speech. The lecturer used oral activities to give tests for students such as personal oral tests such as alternative assessment strategies that allow students to express their knowledge in ways that are personally meaningful to them. The students prepared their topics that were presented in the class such as students' speech, to accommodate the varying to accommodate her students' various learning styles.

3.   Pedagogical Strategies: Engaging Students with Content.

The lecturer used students' speech, students' explanations and gave corrections toward the other students' speech as strategies to access students learning, on the other hand, the lecturer used oral activities to give tests for students as alternative assessment that allow students opportunity to represent their knowledge in ways are personally meaning. The students prepared the topics presented in the class. The students prepared the topics that were presented in the class as alternative assessment strategies to accommodate the varying learning styles of their students. The strategies in teaching English used collaborative theories in improving Indonesian spoken communication [18].

4.   Pedagogical Strategies: Engaging Students with Content

In students' speech and correction that used by the lecturer to assess students learning, then the students chose topics that were explained by the students to construct in course component to reflect the interest of students enrolled in the course [19]. On the other hand, in the teaching process, the lecturer used a direct and question and answer method that used by the lecturer to accommodate the varying style and flexibility in their use of pedagogical strategy. To establish a strong relationship with the lecturer, she called every student to present their opinion orally.

5.   Pedagogical Practices: Making Course Meaningful for Students

In this research, to connect with students, the lecturer gave changed students' chair positions such as making around in the teaching and learning process therefore the students and the lecturer have good harmony in the learning process. To engage students in conversation about content that related to topics form a relationship with each student and also the lecturer called every student to present their ideas, then the lecturer prepared various topics in the teaching process, they look for topics or material on the internet that used by the students in speech. [20] Stated that teaching English using a communicative approach is as second language pronunciation. On the other hand, [21] students learn English by using retelling or language learning. Therefore, the researchers combine research data and expert data that teaching by using a humanist and communicative approach in teaching English speaking.

6.   Pedagogical Strategies: Providing Support

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

7.   Pedagogical Strategies: Communication & Community

The lecturer instructed the students to prepare students speeches, they interacted with students by using conversation in group discussion. Then the lecturer provided feedback in group discussion.

The lecturer used mobile phones, and laptops in teaching speaking to purpose tie the use of a tool built into the course environment to establish benchmarks and standards to help students learn content.

Observation of Teaching speaking of the lecturer applied based on best practice

The lecturer called the students or checked the students' attendance list at the start of the lesson. and asked students' conditions then prepared a new topic that was discussed in the learning process such as "how are you?" it means the lecturer gave their opinion about their condition and the lecturer follow up the students' opinion by giving a new topic "love yourself" the conversation happened between lecturer and students when the lecturer gave the question to them. After explaining, the lecturer invited one of the students to give his opinion in a speech. The lecturer presented a new topic, before the lecturer presented, she gave questions to students" "do you love yourself? how do you love yourself?" the lecturer presented new material in small steps then the students practiced after each step. In teaching, the lecturer asked a large number of questions and checked all students' responses by using speech for every student, in the presentation the lecturer arranged students' positions in the classroom, to make a new situation in the learning process, therefore the students moved positions in the classroom. According to [22] how to teach English speaking by using a design curriculum for heterogeneous classes by using. Using task-based cooperative learning group.

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

At the end of the teaching process, the lecturer gave a reflection on students' impressions of the teaching and learning process. The lecturer gave chance to students to write their impressions of the learning process. To know students' understanding of the teaching process, the lecturer gave chance to students to present their speeches. Then, she gave a Summarization of the core point of the topics. According to [23], the teacher should identify the speaking problem to solve students' problems in learning English speaking.

Based on the explanation above, the researcher gives resumes.

Interview Data

1. How to apply teaching speaking model based on best practices

The lecturer used to ask questions to stimulate students to speak in English, the pedagogical practices that used by the lecturer were significant to stimulate students to speak. She has experience in teaching speaking based on classroom situations by using group discussion and the individual then guided them to speak English by using questions. If the material was not suitable to used web-based tools and resources are available in the online course environment. The value in the implementation of teaching speaking was the students can recognize well topics material that used in speech.

2. *The Weaknesses and strength-based reflection of a model of teaching speaking based on best practices*

In teaching practices speaking, there are probably the weakness and the strength according to her that she was never failing in teaching when the students could not speak English. To solve this problem, the lecturer evaluated the materials that had been presented by the lecturer. Therefore, the lecturer should use simple and interesting materials that can be understood by the students. It means, the materials can be accessed by all students. Teaching suitable materials, simple, interesting materials and setting the goal of the materials is suitable for the students, then she made the good atmosphere in teaching speaking process.

3. *Students' Perception toward teaching model based on best practices used by the lecturer at the Toraja Christian University of Indonesia.*

The student was happy taught by his lecturer at Toraja Christian University of Indonesia (UKI Toraja) because she was creative in teaching speaking in the classroom. The model in teaching was interesting because the lecturer asked the students to speak at every meeting and the materials presented by the lecturer were not boring. The student appreciated his lecturer because the lecturer motivated them when they asked to practice speaking English and the students have a chance to share with another student. Every meeting she gave new materials that taught and the material is simple to understand. The lecturer gave some exercises to practice English and at every meeting, the lecturer invited students to present simple speech, therefore students have self-confident to practice English and try to show my ability in speaking toward their friends and the other people.

CONCLUSION

According to this study, competent classroom management and unique teaching models are used in the classroom to teach speaking. Students' monitoring, teaching reflection, teaching interaction, and assessment, media, aim, and course fascinating and relevant themes. According to the interviews, the student has favorable thoughts regarding the model for teaching speaking based on the best practices utilized by this lecturer in teaching speaking class. A solid model for teaching public speaking that is based on best practices at Students in the English department at Toraja Christian University in Indonesia is required to be fluent in the language. Students at Toraja Christian University in Indonesia's English Department might benefit from solid public speaking abilities in both their personal and professional life. There are other chances to impact the outer world.

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