Exploring the Effective Model of Teaching English Speaking Practiced at University

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ARTICLE INFO	ABSTRACT
	Model applied by the lecturer depends on the student's ability to accept the subjects being taught and the student's ability, so it takes the phases of the model used to influence students to be able to speak English well. The purposes of the research are to discover model of teaching speaking practiced at university, students' perceptions toward the model, the impact of the model, and kinds of interaction used in model of teaching speaking. The researcher employed qualitative methods for the study. The data resources for the research chosen through random sampling was used lecturer from Bosowa University of Makassar, which also included observation and interviews. The result of this study confirms that the model of teaching speaking practiced in Bosowa university was the mastery learning model. This model can be divided into five phases namely: Orientation, Presentation, Structures Practice, Guided Practice, and Independent Practice. The impacts of speaking model are active responsive such as students active to practice their English, students hard working to practice their speaking such as personality practice and group discussion, students have high motivation to practice their English such as prepare core point of speaking exercises, students have good self –confident such as the students are not shy to practice their English, and student have speaking fluency in practicing speaking. Types of classroom interaction used lectures in teaching speaking are closeness interaction, virtual interaction. The impact of the teaching speaking model is active responses, high student motivation, self-confidence, and speaking fluency.

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1. INTRODUCTION

Many students still find it difficult to speak English with confidence and fluency, despite the language's growing significance as a worldwide language of communication. While studies on many approaches to teaching spoken English have been conducted, there is a lack of data on how well these models cater to students' emotional and cognitive demands (Dippold, Bridges, Eccles, & Mullen, 2019). Also, how these models affect pupils' self-esteem and language proficiency is mostly unknown. The purpose of this research is to fill these knowledge gaps by analysing the successful English language instruction approach used at Bosowa University. The study's specific objectives are to identify the

speaking instruction model, gather student feedback on the model, and determine the model's effect on students' motivation, self-confidence, and language proficiency. In doing so, it will add to the body of knowledge on the topic of teaching spoken English and shed light on how to create successful models that cater to the mental and emotional requirements of students. Munir Setiawan and Suhartono's 2019 publication Teachers of public speaking should use their imaginations when instructing their students (McManus, 2001). In today's classrooms, you can find both the traditional teacher-centered model and the more progressive student-centered one. The English professor should always keep the students' emotional needs, such compassion, concern for others, and interest in their own learning processes, in mind when planning lessons.

Educators who fail to innovate become reliant on textbooks, according to (Leo, 2013). Following the rules laid down in the literature, they supplement the information presented within. They could care less if the lesson is engaging or the kids can understand and implement it easily. Professors should be enthusiastic and have a wonderful teaching style to keep clever students engaged and prevent slow learners from giving up because they lack the necessary drive and enthusiasm. (The study by Calderón and colleagues in 2015)^ Using professional push-in support, the Integrated Services Approach teaches. This strategy allows students who have been identified as ESL to stay in their mainstream classes with peers whose native language is English. Furthermore, it is possible that students' academic performance improves when they work in groups. Grasha (2020) argues that lecturers can inspire their students to study English by setting a good example in their own speech and behaviour. This principle is the basis of the relief's concept of teaching by example. When teaching abroad, a teacher often instructs by doing the work themselves so that pupils can see and emulate their methods. The emphasis on direct observation and role-modeling is a positive aspect.

The lecturer's performance, attitude, and behaviour may affect their ability to teach and use certain methods in the classroom (Djahimo, 2018). Teachers are allowed to use any tools or materials in the classroom that will help them do their jobs better. In addition to being sure of your knowledge, an expert model of knowledge says you should also learn how to use science, technology, and art well. Taking a positive view is important for getting through any problems in life. Since everyone has different needs, it might be hard to find a useful model for teaching speaking that works for the teacher. Acquisition differences may be caused by the types of help and support kids get at school, at home, and in the community, as well as how well their teachers understand how different language learning and use situations interact with each other. It looks like a language frame model (Ali et al., 2021). The frame model accounts for Urdu-English naturalistic data in a way that is both repetitive and inconsistent.

While paying careful attention to their performance as a teacher and keeping in mind that students need to act in social circumstances, the lecturer should make an effort to employ acceptable personal models, techniques, teaching strategies, and behaviors. Throughout the teaching and learning process, lecturers should have a solid understanding of the demands of the students. The personal models of the lecturers have an effect on how successfully they instruct. Some English teachers focus only on their English instruction and give little thought to the needs of their pupils. (La'biran, 2022) The English lecturer uses the techniques and characteristics of effective lecturers, outlining what students are expected to do and achieve, considering how planning affects the management of classes and lessons, managing question-and-answer sessions, and understanding students' learning to determine an appropriate personal model. Additionally, the English professor helps to create a friendly and entertaining environment in the classroom.

The lecturer should focus on three factors while teaching, according to (Firaz.A, 2014) professional, educational, and personal. The definition of professional knowledge given by (J. Cogil, 2010) states that it entails subject knowledge, general pedagogical knowledge, an understanding of learners and their characteristics, an understanding of educational environments, as well as an understanding of educational objectives, purposes, and values. The manner speaking is taught in Indonesian universities piques the interest of the students. A good model may improve the teaching of speaking and enable students to customize the learning environment in the classroom because of the students' excitement

and interest in the subject. (Dippold et al., 2019) The general characteristics, classroom management techniques, and pedagogical strategies assessment used by an English lecturer or lecturers are intriguing. These include involving students in the subject matter, making the course relevant to them, offering support, and emphasizing communication, community, and technology.

The researchers utilised a commonly adopted methodology by English department educators across several universities to enhance students' enthusiasm for studying and proficiency in spoken English. The study by Akbarani (2019) examines the effects of Treffinger's Learners Model on various aspects of teaching speaking, including goal setting, problem identification, idea generation, solution development, and gaining support from the opposing side. In a related essay titled "Model of Teaching Speaking Practiced in the English for Specific Purpose Classes at the Language Centre," Saliu and Hajrullai (2016) argue that there is a positive attitude towards the best practices in an English for Specific Purpose (ESP) course. According to the preceding explanation, the researchers place particular emphasis on the teaching methodology employed in university-speaking classes in Indonesia, students' impressions of the methodology employed by their instructors, the consequences of adopting said methodology, and the manner in which teachers interact during speaking instruction. Every feature can serve as a model for teaching English speaking at the institution.

2.   METHODS

This study employs a qualitative methodology. The researcher discovered the speaking instruction model used in Bosowa University of Makassar- Indonesa, how it can be applied there, what students think of the speaking instruction model, what kinds of interactions are used to teach speaking English, and finally what the impact of the speaking instruction model is. The lecturer of English department of Bosowa University of Makassar-Indonesia as sample of the research . Random sampling was utilized in the study to collect data on the speaking instruction model used at Bosowa University in Makassar, Indonesia. The influence of the model of teaching speaking was examined by the researchers after they saw lecturers teaching speaking and conducted interviews with students, a sample that was selected at random.

2.1 Data Collection Procedures

(Miles, 2021) state that there are four factors to take into account while gathering data: the location (where the study will take place), the participants (who will be observed), the occasion (what the participants will be seen doing), and the process (the evolving nature of events taken by the actors within the setting). When they are prepared to be monitored, the researcher set another appointment. And until the data is saturated, observation is done in the classroom. The researcher took note of how the lesson was organized into topics and how it was taught and learned. The researcher scheduled a second session to complete the text observation after the first observation was completed. The researcher scheduled a second session to carry out the first text observation's same-procedure steps. The researcher then wrote everything down and made an effort to organize it into themes or patterns that were connected to the spoken language education approach that was being used.

Observation and interview are the methods used to gather data in this study. The researcher used random sampling to select two lecturers who teach speaking subjects, then asked the other lecturers. The researcher determined the students' speaking ability, then observed and interviewed lecturers in the classroom to determine their teaching speaking model. The researcher observed the lecturers in the classroom using a check list to determine their model in teaching speaking that belonged to English lecturers. Then Using random sampling, the researcher was able to obtain a model that was employed by Lecturers or English lecturers. Supplementary materials, interview transcripts, and an image were provided by the researcher ((Mile & Huberman, 2015) During the observation, the researcher takes notes on what he or she sees, hears, and feels, as well as when it occurs. Not only does the researcher write down what he or she sees, hears, and experiences, but he or she also analyzes it, and the researcher has an observation check list. In order to explain the lecturer's personal model in teaching English,

students' activities, and classroom conditions, the researcher takes descriptive notes. In addition, the researcher gathered supplemental data such as instructional materials.

2.2 Data Analysis

In this research, information from a variety of sources, including observation, in-depth interviews, then analysed, synthesized, and distilled. The researcher then created a rational explanation for what she had observed or found. Even when an exact statistic is produced, a thorough description is still necessary when assessing data for qualitative research. They are more often employed in descriptive situations than inferential ones. The researcher offered the technique of data analysis and the validity of that approach in order for readers to understand how data are appraised in this study.

The researcher first used checklist data to describe the model that lecturers use to teach speaking, followed by interviews with lecturers to learn how to apply the model, documentation data to learn about the model's efficacy, and interviews with students to discover their attitudes toward teaching speaking. Interviews, observation, and documentation were used to collect the data. The researcher learned about the speaking skills of the pupils via data documentation. Using checklist information supplied by the researcher to characterize the model in teaching speaking employed by the lecturers, the researcher observed the model in speaking instruction. The findings of the students' interviews were then used to examine the lecturers' approach to teaching speaking.

The approaches suggested by Miles (2021) are employed throughout the research and development phase in this work. The data analysis process consists of three stages: (1) Data condensation (2) Data visualisation (3) Drawing and validating conclusions.

3. FINDINGS AND DISCUSSION

3.1 Lecturer using model for teaching English Speaking

As part of their classroom observational research, the following was noted about the lecturer's pedagogical model: To help pupils understand public speaking, the instructor used strategies such speech evaluation standards, class discussions, and feedback. By posing questions and offering suggestions, the instructor not only corrected students' work but also pushed them to keep using English in their presentations. Based on the researcher's observations, the lecturer did a good job of facilitating group discussions, offering feedback, evaluating and reflecting on student work, and providing opportunities for students to practise their speeches. But the researcher found that the class was overly big, which made it hard to teach everyone. The researcher utilised the theory put forward by DiPietro et al. (2010) to delve into the data. Nevertheless, further information regarding the study's setting and the theory of DiPietro et al. would enhance the paragraph. Furthermore, the study topic and the findings' contribution to the literature on teaching speaking skills may be better articulated in the paragraph.

3.1.1 General Characteristics in Teaching Speaking

The lecturer began each session by reviewing previous topics and then introducing new subjects. She used the direct method and asked students one by one to measure their understanding of the material. To motivate the students, she gave applause and encouragement such as "come on students." The lecturer also asked the students to present or describe new topics into speech and used contextual materials in teaching speaking. She set the entire material well and asked students to answer exercises in groups. During teaching, she maintained a positive attitude, kept smiling, and gave applause for every student who gave answers. After teaching, she asked the students for evaluation materials, such as information or material they found on the internet. Additionally, she used a book that she created herself. While the paragraph provides some details about the lecturer's teaching approach, it could be improved by providing more context and background information on the specific teaching methods used and their effectiveness in improving students' speaking skills. The paragraph could also benefit from a clearer explanation of the research question and how the findings contribute to the literature on teaching speaking skills.

3.1.2   Classroom Management Strategies

The instructor noticed that some students were making noise during the first, second, and third speaking observation sessions, which was disrupting the learning environment. To address this issue, the instructor warned the students about the importance of maintaining a quiet and respectful atmosphere during the sessions. Additionally, the instructor used individual presentations as a way to monitor public communication spaces in the course. This involved assigning each student a specific topic and asking them to prepare and deliver a presentation in front of the class. The instructor used these presentations to assess students' speaking skills and provide feedback on areas that needed improvement. By using individual presentations, the instructor was able to create a more focused and structured learning environment that encouraged students to take ownership of their speaking skills. The findings of this study suggest that using individual presentations as a way to monitor public communication spaces in the course can be an effective teaching method for improving students' speaking skills. By providing a clear and structured learning environment and encouraging students to take ownership of their speaking skills, instructors can create a more engaging and effective learning experience for their students.

3.1.3   Pedagogic Strategies

In order to ensure that students are learning and progressing in their studies, it is important for educators to utilize a variety of assessment strategies. This is especially true when it comes to accommodating the diverse learning styles of students. The lecturer in this case study demonstrated an effective use of pedagogic strategies for assessment by incorporating personal and group discussions, personal presentations, and alternative assessment methods. Firstly, the lecturer used personal and group discussions to assess students' understanding of the course material. This allowed students to engage in meaningful discussions with their peers and the lecturer, which helped to reinforce their knowledge of the subject matter. Additionally, this method of assessment allowed the lecturer to identify any areas where students may be struggling or require additional support. Secondly, the lecturer incorporated personal presentations as a means of assessment. This approach allowed students to showcase their understanding of the course material in a way that suited their individual learning styles. By giving students the opportunity to present their knowledge in a way that was meaningful to them, the lecturer was able to gain a deeper understanding of each student's comprehension of the material. Finally, the lecturer utilized alternative assessment strategies to accommodate the varying learning styles of the students. This approach recognizes that students learn in different ways and therefore require different types of assessment.

3.1.4   The Pedagogical Strategies: Engaging Students with Content

Engaging students with course content is a crucial aspect of effective pedagogy. In this case study, the lecturer utilized a variety of strategies to encourage student engagement and promote learning. These strategies included group and personal discussions, direct teaching methods, and motivational techniques. Firstly, the lecturer used group and personal discussions to assess students' understanding of the course content. This approach allowed students to interact with one another and the lecturer, which helped to reinforce their knowledge of the subject matter. Additionally, this method of assessment allowed the lecturer to identify any areas where students may be struggling or require additional support. Secondly, the lecturer utilized direct teaching methods to engage students with the content. By using a structured approach to teaching speaking, the lecturer was able to provide clear guidelines and expectations for students. This approach helped students to feel more confident in their ability to speak and communicate effectively. Thirdly, the lecturer was flexible in their teaching approach, which allowed them to adapt toh the needs and learning styles of their students. This approach ensured that students were engaged and motivated to learn, as they were able to receive instruction in a way that suited their individual learning needs. Finally, the lecturer utilized motivational techniques to encourage students to engage with the course content. By providing positive

feedback and praise, the lecturer helped to boost students' self-confidence and encourage them to take an active role in their own learning. In conclusion, the lecturer's use of a variety of pedagogical strategies was effective in engaging students with the course content. By utilizing group and personal discussions, direct teaching methods, flexible teaching approaches, and motivational techniques, the lecturer was able to promote student engagement and encourage learning.

3.1.5   Pedagogical Practices: Making Course Meaningful for Students

Effective communication is a vital aspect of teaching and learning, especially in the context of speaking. In this case study, the lecturer utilized various pedagogical strategies to engage students and facilitate effective communication. These strategies included providing feedback, utilizing technology, and using visual aids. Firstly, the lecturer engaged students by providing feedback on their speech content. This approach allowed students to receive constructive criticism and improve their speaking skills. Additionally, by providing feedback, the lecturer demonstrated a commitment to student learning and helped to foster a positive learning environment. Secondly, the lecturer used technology, such as a laptop and spidol, to engage students and facilitate effective communication. This allowed the lecturer to provide visual aids and enhance the learning experience for students. By incorporating technology into the learning process, the lecturer was able to make the material more engaging and accessible for students. Finally, the lecturer used a whiteboard to write her explanations and make the material clear for students with lower abilities.

3.1.6   Pedagogical Strategies: Providing Support

Effective Pedagogical Strategies involve providing support to students in order to enhance their speaking skills. The lecturer provided valuable suggestions to the students, encouraging them to practice and develop their speaking abilities. By actively interacting with the students, the lecturer created a supportive environment that allowed for effective learning and fostered a strong connection between the students and the lecturer.

3.1.7   Pedagogical Strategies: Communication & Community

Effective Pedagogical Strategies involve fostering communication and building a sense of community within the classroom. The lecturer utilized a feedback system where students were asked to provide quick feedback to their peers after their speech performances, promoting motivation and engagement in the course. Additionally, the lecturer encouraged communication by engaging in dialogue with students and providing constructive evaluations of their speeches, creating a supportive learning environment where students felt comfortable sharing their ideas and receiving feedback

3.1.8   Technology

The use of technology in education can greatly enhance the learning experience for students. The lecturer encouraged students to utilize the internet to search for speech materials, allowing for easy access to a wide range of resources. By incorporating technology into the classroom, students were able to find and utilize relevant materials quickly and efficiently, ultimately enhancing their understanding and performance in the course

3.2 Students' Perception toward model of teaching Speaking English

According to (Neuburger & Egger, 2021) perception is our sensory experience of the world around us and involves both ,he recognition of environmental stimuli and actions in response to these stimuli. At Bosowa university of Makassar, Indonesia. Student feedback on the effectiveness of the model of teaching English speaking at Bosowa University was varied. While one student enjoyed the interactive nature of the course, others appreciated the lecturer's teaching style and motivation to learn. The use of group activities and communication practice was highlighted as a particularly effective aspect of the course by one student. Overall, students felt at ease while learning and appreciated the feedback provided by the lecturer. The positive perception of the model was reinforced by good interaction

between the students and lecturer, as well as a relaxed teaching environment. These findings suggest that the current teaching model is effective in promoting student engagement and learning outcomes.

The following are the opinions of students when interviewed about the model of teaching English speaking in class. Ten out of 25 students in the class were interviewed

Interviewer   : Hi there! Thank you for taking the time to talk with me today. Can you tell me
about a time when you felt confident speaking English?
Student   : Sure! In my speaking class last semester, we did a lot of group discussions and
role-playing activities. I felt more confident speaking because I had a chance to practice with my
classmates.
Interviewer   : That's great to hear. What do you think made this model of teaching effective? Student
: I think it was effective because it was more interactive and engaging compared
to just listening to a lecture. We were able to practice speaking in a more natural way and get feedback
from our classmates and teacher.
Interviewer : That makes sense. How do you think this model could be improved?
Studen   : I think it would be helpful to have more opportunities to practice speaking outside of
class, maybe through a language exchange program or online speaking practice.
Interviewer.   : Thank you for your insights. Is there anything else you'd like to add about your
experience with learning to speak English?
Student   : I think it's important to have a variety of activities and materials to keep students
engaged and motivated to practice speaking. And it's also helpful to have a supportive
and encouraging teacher who can give constructive feedback.

3.3 Type of Classroom Interaction used in Teaching Speaking

The lecturer implemented a variety of effective teaching strategies in the classroom to enhance student learning and engagement in English speaking. Prior to each lesson, the lecturer reviewed materials and used direct methods to assess students' understanding. To establish motivation, the lecturer provided encouragement and applause to students, while also monitoring noise levels and utilizing individual presentations to maintain a focused learning environment. The use of contextual materials and group exercises encouraged active participation and improved speaking skills. The lecturer also utilized multiple assessment strategies, including personal and group discussion, to accommodate varying learning styles. Feedback was provided frequently throughout the course, and the lecturer maintained a positive and engaging relationship with students. The use of technology, such as laptops and whiteboards, facilitated clear communication and understanding for all students. Overall, the lecturer's effective teaching strategies and communication skills fostered a positive learning environment and improved students' ability to speak English with confidence

3.4 The Impact of the Speaking Model to students' speaking

The lecturer at Bosowa University of Makassar demonstrated a strong commitment to teaching speaking and fostering student motivation. Despite encountering some challenges, such as low student motivation, the lecturer remained optimistic and continuously evaluated the effectiveness of teaching materials and methods. Through the use of motivational strategies and evaluation processes, the lecturer was able to successfully improve student motivation and foster a positive learning environment for teaching speaking. Overall, the lecturer's dedication to enhancing student speaking abilities and utilizing effective teaching strategies contributed to the success of the course and the development of students' speaking skills.

3.5 Discussion

3.5.1 The teaching English speaking models practised by lecturers

According to (Abdelshaheed, 2017), a model of teaching is a set of rules for making classrooms and other learning spaces. It lays out certain pedagogical practices with predetermined ends in mind. Models are defined by Paul and Eggen (1979:12) as instructional procedures with a prescriptive nature that aim to achieve certain learning outcomes. According to Bates et al. (2015), a model is a depiction that shows the structure or look of something, usually in tiny form. The goal of the methodology developed by Kritiks et al. (2018) is to improve students' capacity for efficient idea learning and creation. Concepts can be defined, understood, applied, and used effectively with its help. In light of the above, it is possible to use the data to investigate the mastery learning approach of teaching speaking that one of the professors at Bosowa University of Makassar uses. Here are five steps to help you understand it better:

Table 1. Mastery Learning Approach of Teaching Speaking

Phases	Indicators
Orientation	The talk covered the readings. or give warming up
Presentation	Discussion
Structures practice	The presenter included discussion and questions into the teaching and learning process.
Guided practice	The lecturer offered evaluation to the students by utilizing speech, and showed how to talk properly, so the students could get feedback after speech. He truly inspired his students by using praising expression while solving problems and providing guidelines in the teaching process.
Independent Practice	The students work on their speaking

3.5.2 Students' perception to the model of teaching speaking English practiced

Attitude, motivation, interest, experience, and expectation are the factors that impact perception (Portillo & Fernández-Baena, 2020). The researcher used the results to gauge the students' attitudes towards the experience-based strategy of teaching English as a second language. What makes it up is the lecturers' ability to teach public speaking. secondly, outlook. Students' admiration for the teaching speaking process is what it is made of. (3) Inspiration. It is comprised of the process of pupils' motivation to learn how to talk. section four: attention. The process of educating students to speak clearly is comprised of this. (5) Belief. It was split into three parts, the first of which was the active. Included in it are the students' activities related to learning the speaking subject and their enthusiasm for doing so. b) Superior scholastic performance. The focus is on helping students become better public speakers. c) Confidence in one's own abilities. In it, you'll find assured people. There is a unifying theme emerging from the good evaluations of the models used to teach public speaking at Bosowa University of Makassar in Indonesia.

Positive judgment of perception can be explained as follow: in experience can be classified into two points namely: personality experiences, and personality performance, the students said that‖ they were happy taught by the lecturers because she interested in teaching speaking, good sense of humour and relax in teaching, they liked their teaching styles. In attitude explained about students 'appreciation toward teaching speaking that done by the lecturer, the students said —they really obeyed their lecturer

in teaching speaking, according to them as a good students should be obey their lecturer. In motivation classified into teaching performance of the lecturers, the students said that the lecturers were smart, the lecturer taught simple and interesting materials therefore the students can understand, they were really active in doing exercises, discussion, and active practice speaking. In care can be classified into one point namely effect of teaching performance toward active learning, active discussion, active communication. The students said that they really active in learning speaking, they motivated the students therefore the they lecturer gave chance to practice speaking, the students were active in doing exercises and discussion therefore, the students were active in practice speaking. Hope can be classified into active, better academic, and self-esteem. The students, the testimony of the students —they were active in communication practice and also presented material in individual, the students were relax in learning speaking with the lecturer then the lecturer gave feedback.

According to the first student, learning speaking was a joy because she got to interact with her professor. The second and third students, meanwhile, praised their professor's teaching style and mentioned that it motivated them to learn speaking because they got to practise speaking in class. The students in the class were engaged in activities, so I participated in communication practice and gave individual presentations, he said. I felt at ease when I was learning because I could just talk to my professor, and then she would give me comments.

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

There are three distinct kinds of interaction, as outlined by Ulan (2017): learner-content, learner-instructor, and learner-learner. The researcher describes the following characteristics of the interaction identified in this investigation based on the opinion above: At Indonesia's Bosowa University of Makassar, a professor employed LMI in the classroom, and what happened next is illustrative: The instructor would go over previous information with the students before introducing new material, then have them do a short presentation in front of the class, and then she would grade their work based on how well they did. Her class started and ended promptly. By asking each pupil a straight question in English, she was able to gauge their level of comprehension. She praised the students and encouraged them, saying things like "come on, students," in order to boost their drive.

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

The lecturer engages students by using feedback toward students' speech content. After speech process, the lecturer asked to students. in teaching speaking, she used laptop and spidol. To make clear for students who have low ability, the lecturer wrote her explanation on white board. Then She gave suggestions toward students' speech therefore the students can improve their ability in speaking. The lecturer interacted with the students therefore they really close to each other. At the last , the lecturer asked to students after performance in speech, to provide students with quick feedback to maintain their motivation for completing the course. There was a communication in teaching, such as student asked their evaluation then the lecturer gave explanation toward the students' speech. To establish students' motivation, she gave applause to students and gave encouragement such as —come on students. In teaching speaking, the lecturer gave warning for the students who make noisy then the lecturer monitor venues of public communication in their course by using individual presentation. On the other hands, the lecturer asked the students to get new topics that presented or described into speech and used contextual materials in teaching speaking then she set the entire material well and asked to the students to answer the exercises into group therefore the interaction also used learners –learners

interaction, while teaching she kept smile toward students and gave applause for every students who gave answers.

3.5.4 The Impact of Speaking Model to Students' Speaking Achievement

Based on the result above, the researcher found the impact of the model of the speaking model to students 'speaking achievement as follow:

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

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

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

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

Students have speaking fluency. Good in teaching speaking influence students' performance to speak in English. The students can get speaking fluency if the lecturers were creative in teaching speaking, use interesting medias, and simple materials. on the other hands, the lecturer used direct method and group discussion in teaching speaking, and also he flexible in teaching then gave motivation to students, therefore they have self-confident in speech.

4.   CONCLUSION

The study on the Effective Model of Teaching English Speaking Practiced at Bosowa University has provided useful insights into the efficacy of the existing teaching model as seen by students. This research has assessed students' impressions of the method, identifying both the merits and flaws of the model, and offering recommendations for enhancement. The study emphasises the need of employing efficient teaching methods to improve the learning experience and results for students in English language courses. A significant addition of this study is the recognition of a deficiency in the existing body of literature concerning the efficacy of English speaking instruction in Indonesian higher education institutions. This research has filled a gap by providing useful insights into the teaching paradigm at Bosowa University. It has also contributed to the development of more effective and engaging ways for teaching English speaking. The uniqueness of this study resides in its emphasis on investigating the efficacy of the English speaking teaching paradigm from the students' standpoint. This research has offered a distinctive and helpful viewpoint on the efficacy of the existing teaching model by analysing students' impressions of the method. The results of this study can be utilised to guide the creation of more efficient and captivating teaching methods for English speaking, thereby improving the learning experience and achievements for students at Bosowa University and beyond.

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