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Teaching Speaking Model in Student Exchange MBKM Program in Indonesian Universities

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ABSTRACT

The goal of this research is to obtain a model in teaching speaking in Students Exchange MBKM program between PBSI Universitas Pancasakti Tegal and PBSI UKI Toraja. This research applies qualitative research. Sampling of data is students and lecturer PBSI from the University of Pancasakti Tegal, and Universitas Kristen Indonesia Toraja the research use total sampling. The instrument of this research used observation, interview, and questionnaire. In data analysis, researchers used qualitative methods. The results showed model of teaching speaking in students exchange MBKM program was Illustration, Interaction, Induction (III), Presentation, Practice, Production (PPP), and Mastery Learning. From the three models obtained based on field data, the model can be constructed into Contraction, Stimulation, Explanation, Demonstration, and Assessment.

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1. INTRODUCTION

The Ministry of Research, Technology and Higher Education in 2020 has developed a policy of Higher Education Key Performance Indicators (IKU). The KPI consists of eight performances, namely (1) Graduates get decent jobs; (2) Students get off-campus experience; (3) Lecturers have activities outside the campus; (4) Teaching Practitioners on campus; (5) Lecturer's performance results are used by the community or get international recognition; (6) Study programs in collaboration with world-class partners; (7) Collaborative and participatory classes; (8) International standard study program. The eight KPIs must be implemented in the context of developing Toraja UKI.

One of the Key performance indicators (IKU) namely IKU 2 'Students gain off-campus experience' can be implemented through the MBKM program. MBKM is designed to improve the competence of graduates, both hard skills and soft skills by doing activities outside their study

program. With MBKM students can choose learning activities according to their interests. The learning activities they can choose are (1) Student Exchange, (2) Internships/Work Practices, (3) Teaching Assistance (4) Research/Research, (5) Independent Projects, (6) Village Development (7) Entrepreneurial Activities, (7) Humanitarian Projects, (8) Entrepreneurial Activities.

(Suryanto, Ayuza, & Othman, 2022) Among the eight activities, Student Exchange is one of the MBKM activities that can be carried out by students of the Indonesian Language Education Study Program. Unfortunately, not many students are interested in doing the student exchange. This is the background of this research. Therefore, through this research, it will be explore about models in teaching speaking for the students who joined in MBKM program. In teaching speaking is needed Model, such as how to be a good performance in teaching, be a good a lecturer, and good management in teaching materials.

Lecturer performance, attitude, approach, and conduct to impart information and use certain approaches in the classroom may have an impact on teaching models. Teachers are free to make use of any resources or equipment in the classroom that may enhance their unique teaching style. A professional model of knowledge aspires to proficiency in changing science, technology, and art in addition to being able to demonstrate self-confidence in the subject matter. A positive outlook is a terrific advantage for handling all life's challenges, yet speaking to a professor may be challenging since everyone has different expectations. (Jafar Basri Muhammad, 2018)Acquisition differences seem to be related to the sorts of support and encouragement pupils get at school, at home, and in the community, as well as the degree to which their lecturers' attitudes and practices are used to understand how various settings for language learning and usage interact.

The lecturer should make an effort to use suitable personal models, approaches, teaching techniques, and unique behaviors, paying close attention to their performance in teaching and acknowledging that students require social conduct. The requirements of the students in the teaching and learning process should be fully understood by the lecturers. Teaching effectiveness is related to lecturers' personal role models. Some English professors exclusively focus on teaching English, paying little attention to the needs of the pupils. The English lecturer uses techniques and qualities of effective lecturers, making it clear what students are to do and achieve, taking into account how planning interacts with the management of classes and lesson, managing question-and-answer sessions, and understanding students' learning. This demonstrates a suitable personal model. Additionally, the English instructor makes the classroom setting comfortable and engaging.

2. METHODS

Sample and Data Collection

The sample of the research are students from Indonesian Language and Literature Education (PBSI) UKI Toraja and PBI Universitas Pancasakti Tegal, there were 5 (five) students from PBI UKI Toraja and 5 (five) students from PBI Universitas Pancasakti Tegal.

Analyzing of Data

In order to analyze the data for this research, information was gathered from a variety of sources, including observation, in-depth interviews, and documentation. The researcher then presented a cogent summary of what she had seen or learned. Even when a certain statistic is generated, qualitative research's data analysis still depends on highly detailed description. Instead than being employed in an inferential manner, they often serve as descriptions. The

researcher explained the process of data analysis and the veracity of it so that readers may understand how data were examined in this study.

The information was obtained through documentation, observation, and interviews. For the documentation, the researcher used checklist data to describe the model in teaching speaking that was used by the lecturers, then interviewed lecturers to learn how to apply the model, obtained information on the effectiveness of the model through documentation, and interviewed students to learn about their perceptions of the model.

The researcher collected the data through documentation, observation, and interviews. During the data documentation phase, the researcher determined the students' speaking abilities. Next, the researcher used checklist data provided by the researcher to describe the model in teaching speaking that was used by the lecturers. Finally, the model in teaching speaking that belonged to the lecturers was analyzed through the results of the students' interviews.

The procedures proposed by are used throughout the research and development process in this study (Miles, Hurberman & Saldana 2014:31). Following are the three stages of the data analysis: (1) Condensation of data (2) Data presentation (3) drawing and confirming conclusions

.FINDINGS AND DISCUSSION

At the PBSI UKI Toraja's first, until the third observations. The lecturer called the students or looked at the student attendance list and inquired about their condition before preparing a new topic for discussion in the learning process, such as "how are you?" This indicates that the lecturer gave their opinion regarding the students' condition and then followed up with a new topic. When the instructor asked the students a question, they had a discourse about "loving yourself." After explaining, the instructor asked one of the students to speak and share his perspective. The professor introduced a fresh subject. Students were asked, "Do you love yourself? How do you love yourself?" before the speaker began. Following each brief introduction of new subject by the professor, the students rehearsed. The lecturer used a variety of questions throughout instruction and speech to assess each student's replies. During presentations, the lecturer rearranged the seating arrangement of the students to provide a novel learning environment, causing them to change places inside the classroom. The lecturer delivered the "central point of the issue that was debated by the students, the topic being "how to speak effectively, how to conveyed themes that informed." in an effort to better communication with the class. The instructor engaged the class in conversation and questions before inviting them to stand and express their opinions orally. The lecturer delivered explanations on how to pronounce words correctly and how to utilize body language in speaking in order to give models for problem-solving and working examples. After inviting the students, the professor then suggested news subjects that were presented by the students. Following the speaker's speech, the lecturer asked questions and encouraged the other students to ask them about the subjects they had just heard in order to gauge their knowledge. Each student used Indonesian to speak and to deliver their assignments. Before the speech was finished, the lecturer delivered exercises into a brief conversation to help students with their challenging tasks, giving them a chance to prepare the issues that would be discussed. The lecturer monitored student speech in ways including giving each student feedback following a presentation and requiring them to monitor their own independent practice speaking in class. The speaker applauded the students after their speeches and continued to grin as they spoke. Every task in the learning process may be completed by the students since the lecturer provided clear directions, and the professor also utilized body language to clarify the subject matter covered by

the students. She provided examples of effective speeches before asking the kids to speak. As the professor asked questions after each speech and the students responded, there was active communication between the two parties. The speaker provided reflection at the conclusion of the lesson, including the impressions the students had of the teaching and learning process. Students were given the opportunity to write on their experiences during the lecture. The professor provided pupils the opportunity to make their speeches so that she could gauge how well they understood the instructional process. She then provided summaries, highlighting key points from each subject. The researchers provide resumes based on the aforesaid rationale. Regarding the instructor at Indonesia's Toraja Christian University's approach to teaching Indonesian speaking.

Table 4.1 The resume of model of teaching speaking in Indonesian at PBSI UKI Toraja

Lecturer's Activities	Students' Activities
The speaker clarified the purpose and underlying idea of the course content.	The class was interested in the lecturer's explanation.
The instructor looked at the roster of students there, inquired about their health, and smiled at them.	The pupils responded well to the professor (yes mam while smiled to her)
The lecturer provided background information.	The speaker received responses from the class.
One of the pupils was asked by the instructor to encourage the other students.	The learners delivered a speech.
The instructor used questions to explain.	The learners replied by answering.
The instructor invited or requested that the students speak on the subject.	The learners responded to the lecturer's queries with explanations.
The instructor assigned students to their seats in the room.	The learners took a chair in round position
The speaker used brainstorming to describe the course material.	The learners improved their imagination toward the topics that presented by lecturer
The speaker helped the students through clearly explanation	The learners knew how to presented 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 reflection	The students' feedback

1. At the first observation, which took place at PBSI University of Pancasakti Tegal The instructor spoke with his pupils about presentation preparation via online learning. Before starting his lesson, he greeted his pupils and checked on their health. He then

requested them to display their work. He called on each student to speak before starting the presentation by showing their students' cards to the professor. The lecturer then graded each student's presentation. On the other hand, during the second and third observations, the lecturer maintained communication with the students while presenting, asking questions about the presentation's content and using questioning to determine how well the students understood their topic. He also corrected the students' pronunciation of words like childhood, blessing, and general while speaking. urged pupils to prepare their presentations while guiding their practice with sample speeches. Before discussing these themes, the students were given the opportunity to prepare their speech topics when the instructor invited them to do so. When students made mistakes, the instructor corrected their pronunciation by explaining the use of tone and stress. The themes were given by the students depending on their requirements, so they may practice it independently. To involve students in the learning process and increase their motivation, the lecturer used praising expressions. This showed the students that the lecturer was really grateful for their contributions to class discussion. The professor was very adaptable, responsive, and showed students how to speak Indonesian fluently by giving examples of how to make speeches well and explaining how to do it in a classroom setting utilizing body language. The lecturer offered assessments utilizing individual presentations and close-knit student interaction while teaching and learning were successfully carried out in the classroom. The lecturer used the questioning method, which was quite popular in his classroom, to gauge how well the pupils understood the speech's subject matter. The speaker provided a reflection on teaching at the conclusion of the teaching and learning process. The lecturer delivered the evaluation while teaching in the classroom, and before students left, he provided new subjects for the next meeting. The assessment often takes place at the conclusion of the teaching and learning process.

Discussion

Classroom activities at PBSI Universitas Pancasakti Tegal as follow:

Table 4.1 The resume of model of teaching speaking in Indonesian at PBSI Pancasakti Tegal

Lecturer's Activities	Students' Activities
Demonstration in teaching	The students, prepared their presentation
Teaching Demonstration (cookies activities)	Students did demonstration based on lecturer's instruction
teaching English based on classroom situation	Students' looked for materials on internet
The lecturer taught in classroom	The students wrote core point on white board.

According to (Mei et al., 2017) model III, Illustration refers to real data, which presented in term, Interaction refers to the learners, and lecturer analyzes the material together and talks about what language item has been noticed. Induction refers to encouraging learners to draw conclusions

Based on the data found by the researcher the procedure who done by the lecturer in teaching speaking, the researcher found the model in teaching speaking in Indonesian at PBSI UKI Toraja as follow:

The model divided into three phases that used by one of the lecturers at Toraja Christian University of Indonesia as follow:

Table 4.2

Illustration	Interaction	Induction
- The lecturer gave contextual material (love yourself) -The lecturer invited one of students to stimulate the other students to practice speaking -The lecturer gave explanation by using questions (do you love your-selves?)	- The lecturer invited or asked the students to speak about the topic. - The students responded to the lecturer - The students gave explanation based on the questions that given by the lecturer	- The students pronounce well words - The lecturer helped the students through clearly explanation The students presented speech in the classroom.

Teaching model of speaking at PBS Universitas Tegal divided into three phases above:

According Donn Byrne (2016) the PPP model can be explained as follow: P stands for presentation this stage starts of a new structure in situation contextualizing, P stands for practice, practice stage, learners practices. P stands for production; the stage is more meaning- focus and communication oriented.

Based on the data found by the researchers who done by one of the lecturers at PBSI Universitas Pancasakti Tegal in teaching speaking in Indonesian as follow:

Table 4.3

Preparation	Practice	Production
- The lecturer determines the purpose of the speaking subject's substance. The professor explained to the pupils the purpose of the subject's substance. -The lecturer prepares the instructional materials and equipment that will be utilized. - The instructor provided background information (love yourselves)	- The instructor starts out by making remarks and asking questions. - Students discuss the ideas with the lecturer and their friends as well as with the professor as they -- explain the topics that will be given. The instructor also utilizes certain media to teach speaking.	Teaching English via demonstration based on a classroom setting

Based on data found, it can be arranged the phases of model of teaching speaking of students exchange MBKM Program in Indonesian universities as follow:

Table 4.4

Construction	**Stimulation**	**Explanation**	**Demonstration & Assessment**
1. The lecturer determines the purpose of the speaking subject's substance.	1. The instructor used questions to explain. 2. One of the students was encouraged by the instructor to encourage the other pupils to practice	1. When the speaker asked for clarification, the students provided it. 2. The pupils responded to the lecturer's queries with explanations. 3. The instructor provided excellent	1. The instructor requested or requested that the students speak on the subject. 2. In class, the kids delivered speeches. 3. The learners correctly enunciate words.

	speaking.	guidance for the pupils. explanation	
2.The lecturer let know the students the goal of the content of subject.	3.The lecturer gave contextual material (love yourselves	4.The lecturer explains materials that will be presented	4.Students communicate the concepts with the lecturer and their friends
		5.The lecturer uses some medias in teaching speaking	5.The lecturer giving explanation by using demonstration
3.The lecturer prepare medias and tools that will be used in teaching process	4.The lecturer gives warming up by giving statements and questions.	6. Teaching English based on classroom situation	
		7.Solving problem and giving guides in teaching process,	6.Group discussion,
			7.Demonstrated how to speak well, the students can get feedback after speech
		8.Group discussion	8.Solving problem and giving guides in teaching process,
			9.The students practice their speech.
	the lecturer used questioning		10.The

and discussion technique in teaching and learning process	students practice their speech, The students, study independently

According to the above model, it can be split into five stages; however, Wang et almodel .'s (2019) states that it may be separated into three phases. As a result, models may be used in the classroom dependent on the circumstances of the teaching and learning process. The first phase is construction, during which the lecturer establishes the goal of the subject matter to be covered. To do this, they first prepare the syllabus and lesson plan, after which they set the objective for the material to be covered in class. This allows the students to understand the material that the lecturer will be covering, after which they prepare engaging teaching aids like images, videos, and real-world materials. The lecturer then read the objectives aloud or explained them to the students in the classroom before the teaching and learning process was completed there.

The second step is stimulation. The speaker warmed up the students during this phase by making statements and asking them questions, such, "Why do you love yourself?" Jokowi is the president of Indonesia. The students then provided clarification in response to the lecturer's inquiries and statements about the subsequent phases. Students exercised their English and discussed the topics with the lecturers and their friends after the speaker provided explanatory material that presented and also described the contents using statements that could be debated by the students. The lecturers employed a variety of media, including a laptop, videos, photos, and actual media, to increase the impact of the educational process.

The explanation stage is the third. During this phase, the lecturer helped the students learn how to communicate effectively by utilizing a mobile device and a laptop that was linked to the internet. As a result, the students found the required resources quickly and completed the exercises the lecturer provided. The students provided explanations based on the statements that were made to them, and because everyone was engaged in the learning process and eager to find out information online for mastery learning, the lecturer employed various media throughout the lesson.

The fourth part is demonstration and evaluation. The students performed their speeches on their own before the lecturer provided a solution. As a result, the students' speaking skills improved via practice with peers. The professor keeps an eye on how well the students talk in class exercises. Following their mastery of the speaking subject, the students were given the opportunity to demonstrate their speaking practice, which the lecturer evaluated. This phase is unusual since there isn't generally a test component, but there is in this phase because the professor offered students the opportunity to practice speaking English while monitoring and guiding their progress. As a result, the students like their activities.

3. CONCLUSION

Model of teaching speaking used in students' exchange between PBSI UKI Toraja and PBSI Universitas Pascsakti Tegal is: Construction, Stimulation, Explanation, Demonstration, and Assessment (CSEDA). There are five phases that used in teaching.

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