Model of intercultural for teaching speaking in higher education

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Abstract: The aim of this research was to develop model of teaching speaking in higher education. As the world is globalized, it is filled by challenges and competitions which are super tight, everyone was demanded to have a special capability of speaking. By mastering the speaking people were able to communicate. so that their insight in information technology would be more open. To make the teaching speaking successful there were some aspects, one of them was model. They must be developed from the previous model to the new one that was using intercultural model. Intercultural approach is maintaining contact, expressing identity, building a bond with our own and foreign cultures. The intercultural approach stressed on the importance of reflection on comparison of L1 and L2 cultures. There would be 12 classes of speaking as the subjects of exploration. In developing the model, the researcher used ADDIE model of R and D method developed by Molenda and Reiser (2003). The steps would be analyze, design, develop, implement, and evaluate. The first step is 'analyze,' it deals with the need analysis on the description of all the teaching learning process by observing, interviewing and giving questionnaires. The second was 'design,'it designs a teaching model based on need analysis. The third is 'develop,' it develops the model by combining the theory on pedagogical intercultural learning from Scarino and Liddicoat and principles of learning belongs to Ki Hajar Dewantoro, the next step is 'implement,' it implements in which it is implemented in the speaking class using classroom action research. The last step is 'evaluate' in which the application of new model was implemented.

Keywords: speaking, intercultural model, ADDIE, higher education

Introduction

The vast development of technology makes people more awake on the disruptive era. They try to engage all the things via virtual world. The situation gives spirit and motivation for the academic staff to develop everything related to English. They develop the method, media, the situation, and also the possible views which can be applied in teaching. Some chances make them more motivated in teaching learning as the availability of references and journals from the internet is vary. The teaching learning English covers four language skills namely listening, reading, speaking, and writing. The skills which connected with interaction and communication are speaking. The important thing in teaching speaking is a model. The model must be appropriate to both lecturer and students aimed at being able to communicate in the target language. Considering the target language, the model will be developed using intercultural model. The main aim of intercultural approach is maintaining contact, expressing identity, building a bond with our own and foreign cultures. In the intercultural approach there is integration of culture teaching and L2 teaching. The intercultural approach stresses on the importance of reflection on comparison of L1 and L2 cultures leading to development of the learner's identity.

Intercultural approaches to language teaching have established four main activities as a core set of principles for language and culture acquisition (Crozet & Liddicoat, 2000): (1) acquisition about cultures, the learners must acquire the culture well in order to make use of the language well, (2) comparing cultures, the ability of seeing the sameness and difference among cultures make the learners aware of appreciating the difference (3) exploring cultures is important in which the concept of culture understood better (4) finding one's own 'third place' between cultures, it is

about other aspects between our own culture and the target language culture. Intercultural approach trains learners to be 'diplomats', able to view different cultures from a perspective of informed understanding (Corbett, 2003:2). An intercultural approach gives lecturers and learners a clearly defined and consistent set of purposes, while intercultural communication should be a clearly defined option in language education. Learners, lecturers and institutions must be concerned with (1) increasing language proficiency, (2) gaining factual knowledge about the target culture, (3) acculturating, and/or, (4) mediating between cultures in considering that the goals of any course should be specified (Corbett, 2003:193). At a global level the goals of intercultural language learning are as follows: (a) understanding and valuing all languages and cultures; (b) understanding and valuing one's own language and culture (s); (c) understanding and valuing one's target language and culture; (d) understanding and valuing how to mediate among languages and cultures; (e) developing intercultural sensitivity as an ongoing goal. (Liddicoat, 2003: 46).

The intercultural approach includes the combination of principles of learning by Ki Hajar Dewantoro (Suroso, 2011) and intercultural pedagogy by Scarino and Liddicoat (2009 in Liddicoat, 2011). It becomes the intercultural model of teaching speaking. Noticing, imitating, comparing, innovating, reflecting and interacting are the cycles of the model. 1) Noticing: students have to notice on the target language culture. They see, feel and think about the target language culture thoroughly. It can be done by direct observation or through video.

2) Imitating: after noticing the students imitate what they see as far as it is not in contrast to their culture. They can imitate the discipline or the way they manage the time. 3) Comparing: after having known about target language culture students compare between their own culture and target culture. They will identify the similarities and differences of both cultures. They are demanded to know well their own culture and try to understand other's culture.   4) Reflecting: when it is being recorded we can then reflect on what the students have done. Seeing the strengths and weaknesses of students' way of communicating with the people from different

countries they reflect their understanding. The result of the video recording will be analyzed as the material to be discussed in order to make them better. 5) Innovating: when they feel that the comparison between their culture and others' culture is not enough to use then they can add what they know. The students can add something coming from their own or others.

6) Interacting: having good understanding of the differences and having reflected the differences the students will interact with the people from other cultures. It must be simulated to identify what mistakes or misunderstanding happening in the interaction. Knowing well about their own culture will give them benefit in this interaction, they will know how to behave, and understanding about other's culture gives the students nuances about what to say, how to behave and what the response of the partners.

In this study, I report and discuss the description of speaking class and how the teaching and learning can be conducted better by having new model. So the study is trying to answer the research question, namely how is the Intercultural model of teaching speaking in English Education Department developed?

Method

Based on the objectives of the research, this study belongs to the research and development method. The developmental model which developed by Molenda and Reiser (2003) is ADDIE Model.

Analyze: The Analyze phase is the foundation for all other phases of instructional design. During this phase, the problem must be defined, the source of the problem would be identified and possible solutions would be determined.The phase may include specific research techniques such as needs analysis, job analysis and task analysis.The outputs of this phase often include the instructional goals, and a list of tasks to be instructed. These outputs will be the inputs for the Design phase.

Design: The Design phase involves using the outputs from the Analyze phase to plan a strategy for developing the instruction. During this phase, the way to reach the instructional goals determined during the Analyze phase must

be outlined and expand the instructional foundation. Some of the elements of the Design Phase include writing a target population description, conducting a learning analysis, writing objectives and test items, selecting a delivery system, and sequencing the instruction. The outputs of the Design phase will be the inputs for the Develop phase.

Develop: The Develop phase builds on both the Analyze and Design phases. The purpose of this phase is to generate the lesson plans and lesson materials. During this phase you will develop the instruction, all media that will be used in the instruction, and any supporting documentation. This may include hardware (e.g., simulation equipment) and software (e.g., computerbased instruction).

Implement: The Implementation phase refers to the actual delivery of the instruction, whether it's classroom-based, lab-based, or computer-based. The purpose of this phase is the effective and efficient delivery of instruction. This phase must promote the students' understanding of material, support the students'mastery of objectives, and ensure the students' transfer of knowledge from the instructional setting to the job.

Evaluate: This phase measures the effectiveness and efficiency of the instruction. Evaluation should actually occur throughout the entire instructional design process - within phases, between phases, and after implementation. Evaluation may be Formative or Summative. Formative Evaluation is ongoing during and between phases. The purpose of this type of evaluation is to improve the instruction before the final version is implemented. Summative Evaluation usually occurs after the final version of instruction is implemented. This type of evaluation assesses the overall effectiveness of the instruction. Data from the Summative Evaluation is often used to make a decision about the instruction (such as whether to purchase an instructional package or continue/discontinue instruction).

The data source are the fifth semester students of English Education Department in the academic year 2016/2017, English Lecturers, and Experts in English materials design. The technique of collecting the data are observation, interview, questionnaire. There were three kinds of questionnaires. The first is need analysis questionnaire which is used to collect the data of students' needs (the target and learning needs), the second is the expert's judgment questionnaire which was used to have data on the quality of materials, the third is the try-out questionnaire which was used to know the appropriateness of the implemented materials. The questionnaires have close-ended and open-ended items. Other instruments are interview and observation guideline. These two instruments used to collect the information related to the process of teaching learning. The observation was conducted during the materials implemented, while the interview was conducted after the implementation of the material finished.

The technique of analyzing the data based on Miles and Huberman technique (1994). They are: data collection, data reduction, data display, and verification/describing conclusion. The trustworthiness of data are triangulation (source, method, and theory). The results of the quantitative and qualitative data analysis produced feedback, opinions and suggestion from experts and students about the learning materials and teaching learning process. The feedback and suggestions then were used to evaluate and revised the materials designed.

Finding and discussion

The Result of the Need *Analysis*

Based on the result of interviews to three speaking lecturers, it could be obtained that the length of teaching speaking was between 2 years up to 17 years. The students' achievements were in fair level. The lecturers assumed that this condition was caused by the low ability in vocabularies and they had no good model of teaching speaking. It was indicated that students felt confused in speaking class, the students showed that they were ashamed to speak English, afraid to be laughed at and to make mistakes in pronunciation and grammar, they were inactive, they did not do what English lecturer's instruction. So, to reduce this the lecturers made some efforts; making jokes and relaxed atmosphere in speaking class, giving extra point to the students who were active, giving rewards and being close to the students.

All lecturers were not sure when they were asked about teaching model they used; some of them answered the question with another question. But after answering the next question about group work mechanisms applied in the class, they answered that they often used discussion method conventionally, it meant that the lecturers divided the class into groups consisting of 2 to 5 students, then the groups only answered the available questions.

It is obvious that from the answers, that teaching models used by lecturers were not based on intercultural model, it referred to the characteristics of the conventional teaching model. From the interview, it was found that teaching speaking in English Department of Universitas Muhammadiyah Purworejo was focused on the practice of speaking without considering the input and the process of learning. So, English lecturers and students were more stressing on speaking practice.

From the students achievement it can be showed the mean scores from each class. *Speaking for formal setting* taught by Juita in class A got 70.4, class B got 59.05 and class C got 57.52. The average score for

Juita's class were in fair category. It was 62.3. *Speaking in group discussion* taught by Tusino in class A got 67.8, class B got 67.2, class C got 74.6 and class D got 68.2.

The average score for Tusino's class was 69.45, it was the score for overall activity, according to the category determined, it could be concluded that the quality of the teaching models used was defined as not good. *PublicSpeaking* taught by Menik in class A got 60.5, class B got 67.00 and class C got 60.52. The average score for Menik's class were in fair category. It was 62.67.

From the achievement of the whole classes it was known that on average the mean score were still in fair category. It was known Juita's class was 62.3, Tusino's class

69.45 and Menik's class was 62.67. The average score of the classes were 64.8.

Based on the observation during teaching speaking to 12 classes in English Department, it was found that the teaching models used by lecturers were not based on intercultural model. It could be observed from the teaching and learning process which were divided into three activities; opening, main, and closing activities. Discussion method was aimed to discuss the topics from lecturers. It was found that the teaching model used was the conventional model. Learning approach was centered to the lecturer. Firstly, the class was praying, and checking the students' presence as the opening activity, directly followed by explaining the concept of learning material and doing the given topics. Finally, the teacher asked the students to discuss and corrected them together.

Based on the students' questionnaire results, 73 % (263) said that they did not enjoy the class since they felt bored with the teaching methods. They just learned about daily English expressions and it was taught again and again in some semesters so it seems overlapped.

There are 4 expert judgements of instrument and model. Based on expert judgement questionnaires the model was appropriate to be applied but it needed revisions on arranging the topics. The topics must be varied and the steps of teaching must be clearly explained.

The Result of Design

The design was derived from the theory of Interacting processes of intercultural pedagogy Scarino and Liddicoat (2009) in which the steps Noticing, Comparing, Reflecting and Interacting are used and the concept of learning proposed by Ki Hajar Dewantoro. *"konsep tri no yang berartianakdidikharusbisanonton*

(melihat/membaca), niteni, (mencermati), dan nirokke (menirukan), selanjutnyaberkembangdengannambahiatauinovasi." (http://www.republika.co.id/berita/shortlink/

60018). The explanation of Three N concept (*niteni, nirokke, nambahi)* is clarified by Suroso (2011: 52-55) Notice, Imitate, Innovate.

Those concepts are combined to be a new model of teaching speaking. The model is intercultural model since it is derived from the theory of interacting process of intercultural pedagogy and

the steps are familiar with both lecturers and students.

The Result of *Develop*ment

The development of model is an intercultural model of teaching speaking in higher education. The model was derived from the theories from Scarino and Liddicoat (2009 in Liddicoat, 2011) and principles of learning proposed by Ki Hajar Dewantoro (in Suroso, 2011). The result of the combination was the steps of teaching which include 6 steps. They are noticing, imitating, comparing, innovating, reflecting and interacting. Noticing: students have to notice on the target language culture. They see, feel and think about the target language culture thoroughly. It can be done by direct observation or through video. Imitating: after noticing the students imitate what they see as far as it is not in contrast to their culture. They can imitate the discipline or the way they manage the time. Comparing: after having known about target language culture students compare between their own culture and target culture. They will identify the similarities and differences of both cultures. They are demanded to know well their own culture and try to understand other's culture. Reflecting: the students reflect on what they have done. Seeing the strengths and weaknesses of students' ways of communicating and the expressions they have the students reflect by connecting to their experiences and the knowledge they have before. Then they recorded their conversation. The video recording would be analyzed as the material to be discussed in order to make them better.Innovating: when they feel that the comparison between their culture and others' culture is not enough to use then they can add what they know. The students can add something coming from their own culture or other cultures.Interacting: having good understanding of the differences and having reflected the differences the students will interact with the people from other cultures. It must be simulated to identify what mistakes or misunderstanding happening in the interaction. Knowing well about their own culture will give

them benefit in this interaction, they will know how to behave, and understanding about other's culture gives the students nuances about what to say, how to behave and what the response of the partners.
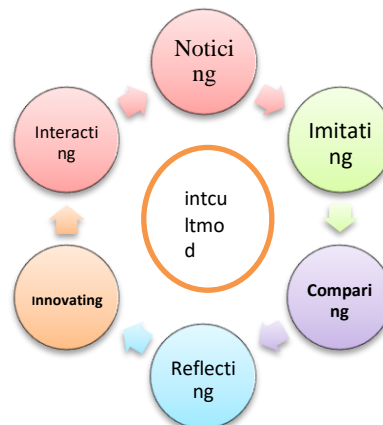

Figure 1. Intercultural Models of Teaching Speaking

Implementation

This model of teaching is implemented with the syntax consisting of the steps of Noticing, Imitating, Comparing, Reflecting, Innovating, Interacting (NICRII) as presented in the following table.

Syntax (IntCultMod)	Activities	
	Lecturer	Students
Noticing	- Greeting the students. - Checking the attendance list. - Checking the students' readiness. -Playing videos - Giving some questions to the students about the videos on speech. - Telling the students' about the theme of the lesson.	- Responding the lecturer's greeting. - Answering the lecturer's question. - Answering the lecturer's questions. -Watching videos - Answering the questions. - Listening to the lecturer.
Imitating	-Asking the students to listen and repeat (drilling) -Asking the students to listen, repeat, and drilling the expressions.	- Listening and drilling - Listen, repeat and drilling.
Comparing	-Asking the students to write the correct expressions -Asking the students to compare the expressions of English to Indonesian expressions.	- Write the expressions - Compare the correct expressions - Going around the class and search their friends.
Reflecting	-Giving reflection by asking what the students feel and what they got from the lesson today. Giving summary.	- Responding to the lecturer. - Make summary
Innovating	- Asking the students' knowledge about expressions. - Explaining the expressions - Lecturer asks the students to express them. - Lecturer observes the students when expressing them.	- Answering the lecturer's questions. - - Listening to the lecturer's explanation. - Expressing them
Interacting	Ask the students to interact with friends or in a real seminar by guidance	-Practice the speech in front of friends in which the class is set as a seminar room -Joining seminar

The Expert Validation and the Evaluation

Focused Group Discussion (FGD)

FGD was intended to obtain input for the draft model and to better understand whether the model was understandable by English lecturers. FGD was conducted on

Wednesday, 11[th April], 2018 at 14.00 – 16.00 p.m. in Universitas Muhammadiyah Purworejo*Jl. KHA Dahlan No. 3*Purworejo.

FGD was attended by 7 English lecturers. They were TitiRokhayati, M.Pd. (the presenter and facilitator), Dr. Sudar, M.Pd. (English lecturer), Dr. JunaediSetiyono, M.Pd (English lecturer),

Dr. Semi Sukarni, M.Pd. (English lecturer), Tusino, M.Pd (English speaking lecturer), and JuitaTriana, M.Pd (English speaking lecturer) and MenikWidiyati (English speaking lecturer). There were three activities in FGD. They were opening, main, and closing activities.

First the presenter opened the forum, conveyed the objective of discussion, and distributed the draft model entitled *InterculturalModel of Teaching Speaking of Higher Education* in the form of Guidebook for Speaking Lecturers in which involved syllabus, model of lesson plan and model of evaluation system to the participants.

The presenter presented the developed model including the format and characteristics of the model in the form of Guidebook for speaking lecturers in which model of syllabus, lesson plan, and evaluation system different from the existing model. Then, the presenter described the results of field tryout in the classroom. After finishing the presentation, the presenter opened the question-answer and suggestion session. Many

valuable inputs and suggestions were expected in order to make the draft model better.

Generally, all participants stated that the teaching speaking based on intercultural model were good enough to be applied. The model of syllabus, lesson plan, and evaluation system were good both in format and in substance of the model. The description of suggestions from the participants is as follows. Dr. Sudar, M.Pd stated that the developed model was understandable and appropriate because the developed model had special characteristics in terms of connecting the material to the cultural learning. The characteristics of intercultural model could be seen on syllabus, lesson plan, and evaluation system.

Dr. Junaedi Setiyono, M. Pd.suggested that it was better to correct thelanguageused in syllabus and lesson plan in order to makethem more obvious in every single sentence. Hesuggested as well that the teaching speaking model for higher education should be inserted character building in every teaching and learning process.

Dr. Semi Sukarni suggested that learning materials should be adopted from various sources in order to enrich students' knowledge in terms of the topics chosen in every teaching and learning process. She also suggested that it was better to give a unique name for the developed model. For this reason the presenter named the model as intcultmodel.

JuitaTriana, M.Pd proposed to use another method in learning activities based on intercultural model, not only discussion but also games or role-play. So it was expected that the learning process would be enjoyable.

Tusino, M.Pd noticed the performance of the draft model, he suggested that the cover and the choice of the letters in the cover and the content should be interesting so that the appearance of the model would be seen more attractive.

Finally, the presenter concluded the results of the discussion and thanked all the participants for their coming and for their inspiring inputs and suggestions. We all felt happy doing the activities since it gave benefits for us.

Discussion of Final Product

The final product of this research was a guidebook for teaching speaking in higher education. It was included the model of syllabus, the model of lesson plan and learning activities in which all were arranged based on intercultural model. **Syntax of Intercultural Model**

Syntax of IntCultMod is the phases of teaching as the activities of the lecturer and students in the process of teaching and learning in the classroom described in the phases noticing, imitating, comparing, innovating, reflecting and interacting (NICRII).

Phase 1: Noticing

The first phase of this model of teaching is noticing. Lecturer greets students, check the attendance list, and check students' readiness. Then watch video on speech or having text on speech about something in formal setting. The lecturer can also ask the students to read text on how to conduct speaking in formal setting. He/she must give the input not just once but can give it twice or three times.

Phase 2: Imitating

In this phase, the classroom must be created as responsive as possible. Lecturers facilitate the students to arouse their curiosity by showing some videos on speech done by the native speakers and ask them some questions based on the videos related to theme students are going to learn. The questions must stimulate the students to get information related to their experiences. In this phase lecturers also ask the students to listen, repeat, and drilling the expressions and ideas they got from videos. Besides lecturers explain grammars focus and ask them to speak to their friends.

Phase 3: Comparing

This phase of comparing aims to make students aware of differences between the cultures, native and the target culture from the expressions found in the speech. Lecturers prepare simple text for students and give some questions to answer.

Lecturers also ask students to write correct expressions based on videos prepared by the lecturers to see the differences of the cultures. The lecturers also prepare some interactive activities for students to work in pairs in comparing the differences between two cultures either physically (the performance of the speakers) or in terms of rules in delivering speech. Learning is understood as involving purposeful, active engagement in interpreting and creating meaning in interaction with others, and continuously reflecting on one's self and others in communication and meaningmaking in variable contexts.

Phase 4: Reflecting

The fourth phase of teaching is reflecting. Lecturers give reflection by asking what the students feel and what they got from the lesson today, give summary, and give comments to the model of teaching, its weaknesses and the strength. Learning involves becoming aware of how individuals think, know and learn about language, culture, knowing, understanding and the relationship between these, as well as concepts such as diversity, identity, experiences and one's own intercultural thoughts and feelings.

Phase 5: Innovating

This phase aims to give the students chance to add or to be creative in using the expressions have been learned from the videos. In this phase, lecturers ask the students to innovate by giving worksheet and ask them to analyze the strength and weaknesses of both cultures. Students need to exchange the result and discuss together. It can make the students to explore their own ability.

The lecturer must be able to make connection. Connections are made between existing conceptions and new understandings and between previous experiences and new experiences. Previous knowledge is challenged and this creates new insights through which students connect, re-organise, elaborate and extend their understanding. **Phase 6: Interacting**

The last phase is interacting. In this phase the lecturers give feedback to the students in the form of response, answering and also commenting to the students work. In the intercultural model the lecturers must be informative and communicative to the students in order to make the students aware of the existing culture in speaking. It is able to grow the feeling of appreciating differences among cultures. Learning and communication are social and interactive; interacting and communicating interculturally means continuously developing one's own understanding of the relationship between one's own framework of language and culture and that of others.

Learning depends on learner's attitudes, dispositions and values, developed over time.

The activities in this phase are: a) the lecturers and the students interact each other to solve the problems happened in the teaching learning, b) giving post-test in every meeting to see the learning progress of the students, c) guiding the students to make conclusion based on the what they have done in innovating phase.

a. **Social System** is the teaching the strategy to design the atmosphere of the classroom. The intercultural model creates the atmosphere of the classroom cooperatively based on communicative approach. Generally the

lecturer is the facilitator in every steps of teaching.

b. **Principle of Reaction** as the lecturer's strategy to involve students in the teaching and learning process in the classroom, the interactive activities are applied in the classroom. Lecturer motivates the students and interacting with them.

c. **Support System** refers to how the lecturer facilitates the students in the classroom. In this model of teaching, lecturer prepares some videos and reading texts for interactive activities and sets the classroom for seminar or workshop setting.

d. **Instructional and Nurturant Effects** are the students' achievement after the process of teaching and learning in the classroom. This intercultural model is a design for students to be able to achieve speaking skills. Besides students are expected to have the value of both cultures their own culture and the target language culture and express their idea in spoken and written.

Characteristics of IntCultMod

The Intercultural model in teaching speaking means the lecturers always include culture in teaching both native and target culture. The lecturer always tries to give stimulate to use some English expressions or ideas in the process of teaching and learning, while the students will be expected to respond by memorizing or drilling to the English expressions and ideas. The teaching speaking certainly is designed in accordance with the characteristics of both cultures either native or target language.

Components Model of IntCultMod

This intercultural model in teaching speaking is designed based on model of teaching explained by Joyce, Weil and Calhoun (2004:7). According to them the components of model of teaching are syntax, social system, principle of reaction, support system, and instructional and nurturant effect. 1) Syntax refers to the structure of a teaching model as its major elements or phases and how they are put together. 2) Social System is teaching the strategy to design the atmosphere of the classroom. 3) Principle of reaction refers to the teacher strategy to involve students in the

teaching and learning process in the classroom. 4) Support System refers to how the teacher facilitates the students in the classroom. 5) Instructional and nurturant effect is the students' achievement after the process of teaching and learning in the classroom.

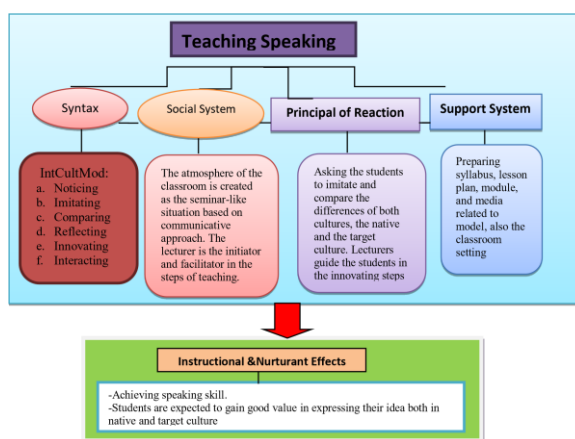The five components of the Intercultural model are presented in Figure 2.

Figure 2. The Elements of an Intercultural Model of Teaching Speaking in Higher Education

Conclusions

The model development phase conducted in Universitas Muhammadiyah Purworejo, the researcher developed the teaching speaking based on intercultural model involving syllabus, lesson plan, and evaluation system as a draft model and the research instruments. The developed research instruments were expert judgment sheet for syllabus, expert judgment sheet for lesson plan, observation sheet, interview guide for the speaking lecturers in responding the developed model, and interview guide for the students in responding the developed model. From the implementation of teaching speaking based on intercultural model, the effectiveness of the model could be seen. The role of the lecturer was very important in in this model, so this model could be held effectively. Students' activeness in discussion increased in every meeting as a positive effect of intercultural model. The effectiveness of the model was caused by the lecturers' role and lecturers' motivation in having innovation of a new model.

Suggestion

Based on the research findings, the suggestions are presented to several related individuals. The lecturers are suggested to improve their role in teaching speaking like giving more inputs to the students. Lecturers are also demanded to have some innovation in teaching, besides the methods the media are available to innovate the teaching learning process.

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