

STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF DIALOGIC TEACHING FOR IMPROVING SPEAKING SKILLS AT A UNIVERSITY IN WEST JAVA

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Abstract: In the present day, English has become a crucial language that individuals must acquire proficiency in. It has been extensively taught as a second language in many locations throughout the globe for a considerable period of time. In the Indonesian context, the tertiary students seem to still lack of English skills despite prolonged duration of learning English. Therefore, an effective teaching strategy is needed to teach English to tertiary students for the best outcomes possible. Completed at a university in West Java. An experimental study using a mixed methods research design was conducted to investigate whether Dialogic Teaching strategy works well to improve English speaking skills. In particular, this paper will focus on only presenting the results of qualitative data analysis, revealing the students' perceptions of the implementation of Dialogic Teaching in a speaking class through the use of focus group discussion involving six participants of low, medium and high speaking skills in English. Upon the completion of qualitative analysis, some findings were found, including: (1) students being more motivated when under pressure; (2) students earning confidence boost; (3) students acquiring creativities in presenting ideas; (4) students engaging in a dialogic discussion; (5) students wanting a balanced classroom activity; and (6) students aspiring to have outdoor learning activities.

Keywords: *dialogic teaching; perception; speaking class; speaking skills; tertiary education.*

INTRODUCTION

Despite having studied English for several years, senior high school students continue to encounter difficulties in speaking the language (Khasawneh, 2021). This phenomenon occurs due to the tendency of students to rely on their native language while translating dialogues into English. In addition, a considerable number of students exhibit reticence in engaging in discourse due to their limited lexicon, thereby impeding their ability to construct grammatically sound sentences. In the context of Indonesia, where English is considered a foreign language (EFL), the acquisition of extensive input and output of the language can prove to be a challenging task due to the limited

number of individuals who possess proficiency in English (Inayati et al., 2022). It can be observed that individuals primarily acquire and employ the English language within educational settings, whereas in non-academic settings, the utilization of said language for authentic communication is infrequent. This scenario is evidently detrimental to the fundamental objective of acquiring language proficiency.

A study indicates that a number of challenges were encountered by students in their oral communication, stemming from a range of factors such as insufficient English lexicon, orthographic and phonetic difficulties (Hajar & Rahman, 2022). Many students exhibit a deficiency in their

understanding of grammar. The study revealed various factors that contribute to the challenges faced by students, including their paradigms, levels of motivation, inadequate support from language environments, and limited opportunities to engage in speaking practice during the learning process.

A study indicated sixth-semester students struggled with English (Sampelolo et al., 2021). Psychological obstacles (anxiety, shyness, nervousness, lack of confidence, fear of errors) and linguistic barriers (lack of vocabulary, grammar). Kurniawana et al., (2018) found that the primary challenges faced by the students in developing their English-speaking skill are related to grammar, vocabulary, and fluency. Furthermore, it is widely believed that the root causes of these issues are a deficiency in both practical experience and self-assurance. Several studies have examined students' English anxiety in class in the context of Indonesian EFL. Several studies have found that many students are anxious during classroom speaking exercises (Sirait, 2015; Mukminin & Arif, 2015; Indrianty, 2016; Irawan & Warni, 2018; Tian & Mahmud, 2018; Ariyanti, 2017; Abrar et al., 2018). Pressure from such an action causes this uneasiness. The studies also showed that public speaking pressure causes uncontrolled anxiousness, limb movements, and speech difficulties. Because they do not know enough words, are not ready, are frightened of making errors, and do not want their peers to laugh, students become anxious while speaking English in class.

Several problems in EFL at tertiary level have also been found. Typically, the duration designated for the development of oral communication abilities within English language curricula at Indonesian institutions of higher learning is restricted (Parudani, 2021). Approximately 90 minutes are allocated on a weekly basis throughout a 16-week period, resulting in a cumulative total of 21 hours. Two sessions within the semester are designated for mid-term and final assessments. In addition, the classrooms in Indonesian universities are commonly characterized by their considerable size and diversity, which presents further difficulties. This scenario highlights the necessity of offering further opportunities and promoting increased independence to students in order to enhance their oral communication abilities.

From the issues above, the researchers came up with the idea of experimenting a Dialogic Teaching strategy in a speaking class to improve students' speaking skills at a tertiary level education in West

Java. The strategy is expected to give students an opportunity to learn English language skills and other soft skills that in a good communication style, such as tolerance, reciprocity, critical thinking, and cooperation. This study is based on the theory of Dialogic Teaching strategy invented by Robin Alexander (Alexander, 2008).

Alexander claims that conversation and discussion have by far the greatest cognitive potential (Alexander, 2017) and that these types of talk are the kinds of talk which are most following conventional thinking on children's learning (Alexander, 2008). Students have greater control in constructing their knowledge and understanding when they participate in discussion and discourse, and these activities are more likely to progress students' reasoning on a particular subject or concept. Alexander (2018) outlined five tenets when engaging in dialogic instruction. What makes up dialogic education is described in Table 1 below.

Table 1. *Principles of dialogic teaching (Alexander, 2018)*

Principle	Definition
Collective	The classroom is understood as a space of joint learning and inquiry
Reciprocal	Participants listen to each other, share ideas and consider alternative viewpoints
Supportive	Participants feel able to express ideas freely, without risk of embarrassment over 'wrong' answers, and they help each other to reach common understandings
Cumulative	Participants build on their own and each other's contributions and chain them into coherent lines of thinking and understanding
Purposeful	Classroom talk, though open and dialogic, is structured with specific learning goals in view

Dialogic instruction has its own unique signs and techniques. The indicators of dialogic teaching are as follows: authentic questions, where students express their thoughts with reasoning, as the dialogic teaching questions are structured to provoke thoughtful answers that are meant to provoke further new questions; uptake, where the speaker builds on what has been said; higher-order teacher feedback; and open discussion involving at least three participants who respond to each other in a sequential fashion for at least ten minutes. Numerous studies have shown the effectiveness of dialogic instruction in enhancing students' speaking skills. In addition, dialogic teaching is a

technique that aims to change classroom discourse away from memorization and toward fruitful dialogue between instructors and students. Alexander (2005) stated that the implementation of dialogic teaching in nine British schools in 2003 had a beneficial effect on planning practice, classroom discourse, children's motivation, and learning results.

Further, Alexander (2020) states that Dialogic Teaching utilizes the efficacy of conversation to captivate students' attention, provoke their cognition, enhance their comprehension, broaden their concepts, and construct and assess arguments, equipping them for continuous education and involvement in societal and democratic affairs. Dialogic Teaching is an instructional method that utilizes the potency of dialogue to actively include students in the process of acquiring knowledge. It engages pupils and stimulates their cognitive processes, so improving their comprehension of the subject matter. By creating a space for dialogue, it enables students to enhance their understanding of concepts and cultivate their ability to think critically by constructing and assessing arguments. This approach not only trains students for continuous learning but also empowers them to engage actively in social and democratic procedures. Dialogic Teaching is a complete instrument that promotes holistic education by fostering both academic advancement and civic participation.

Vrikkie et al. (2018) revealed that conversation frequently included a substantial dialogic component, with frequent instances of elaborated and reasoned speech. Their data revealed pockets of excellence among high-frequency forms that substantially varied across classrooms. This finding is a significant and original contribution to the field, as it contradicts what previous observational studies have suggested. Teachers played a crucial role in facilitating this dialogue; consequently, there are significant implications for teacher education and professional development in helping practitioners recognize the significance of using high-quality talk during instruction. However, more investigation is required to determine the precise effects of various programs on dialogue use.

Studies have shown that dialogic instruction encourages students to improve their speaking abilities as well as their critical thinking (Elhassan & Adam, 2017; Niknezhad et al., 2020), as well as an increase in students' talk and reasoning (Sedlacek & Sedova, 2017), communicative competence (Liubashenko & Kornieva, 2019), and

question (Davies et al., 2017). Davies et al. (2017) proved that the quality of questions students that ask in small group dialogic discussions has increased due to their study into how a teacher development program affects learners' dialogical discussion.

This study investigated how a teacher development program affects learners' dialogical discussion. The audio and video transcripts and conversations analysis revealed that instructors had a favorable impression of students engaging in discussions to progress their deeper thinking. Sedlacek and Sedova (2017) looked into whether or not participating in a teacher development program affects how effectively dialogic instruction is carried out. In order to accomplish this goal, eight instructors were video captured both before and after the professional development program to track changes in the conversation within the classroom. Following the completion of the professional development program, the results demonstrated that teachers who implemented dialogic practices saw an increase in student participation in the classroom and an improvement in the caliber of student talk regarding reasoning, discussion, and thought.

Halloush et al. (2021) stated that that the implementation of dialogic teaching successfully enhanced the students' speaking ability compared to the conventional method of instruction. They have concluded that this instruction technique is efficient and helpful in enhancing EFL students' speaking ability performance. Halloush et al. (2021) demonstrated an increase in fluidity, pronunciation, grammatical accuracy, vocabulary, and substance, which are the five components that makeup one's speaking ability. Cui and Teo (2020) critique four main models of dialogic education: dialogically organized instruction, thinking together, accountable discourse, and dialogic teaching. To make dialogic education more accessible and practical for instructors, a synthesis of these four models is presented, emphasizing their essential features and underlying principles. This includes cultivating a dialogic environment, establishing a teaching objective, and recruiting dialogic movements that collectively flow into and generate classroom conversation that encourages students to think critically and learn. It is anticipated that this synthesis and the excerpts of illustrative classroom dialogue will provide teachers with valuable insights into dialogic education and assist them in implementing dialogic education in their classrooms.

Little has been paid attention to the use of Dialogic Teaching strategy for improving speaking skills in English language teaching for adult learners. Thus, the researchers attempted to contribute to solving the problems of teaching speaking skills to adult learners by experimenting Dialogic Teaching to a group of tertiary students in a university in West Java, Indonesia. It is expected that the use of Dialogic Teaching strategy will help solve speaking problems and give some insights into the knowledge of Dialogic Teaching strategy, especially from an Indonesian context. To reveal students' perceptions of the implementation of Dialogic Teaching strategy, the study uses a research question: how do students perceive the implementation of Dialogic Teaching strategy to improve students' speaking skills?

METHOD

In this study, a mixed methods explanatory design through time series experiments was used. The research design will be illustrated in the figure 1 below.

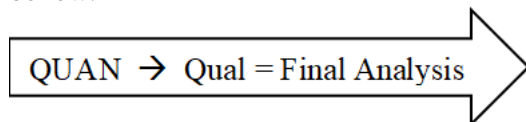


Figure 1. *Explanatory research design (Creswell, 2012).*

The quantitative data is the main data and the qualitative is the secondary one. The qualitative data was collected after the quantitative data had been successfully collected through the experiment of Dialogic Teaching in a classroom. Creswell (2012) states that in any given experiment, the number of participants may be limited and it may not be possible to involve more than one group. In this case, researchers studied a single group using a within-group experimental design. When an experimental researcher has access to only one group and can study them over a period, a time series design is a good experimental approach.

A time series design consists of studying one group, over time, with multiple pre-tests and post-tests measures or observations made by the researcher. This design does not require access to large numbers of participants, and it requires only one group for the study. This procedure consists of studying one group consisting 24 students, obtaining multiple pre-test measures for a period of time, administering an intervention (or interrupting the activities), and then measuring outcomes (or post-tests) several times. Data analysis in this example consists of examining difference scores between the pre-tests and post-tests scores and

using the pre-tests as covariates. This process can be seen in the table 2 below.

Table 2. *Time series experimental design by Creswell (2012)*

Select Participant Group	Pretest Measure or Observations for n	Pretest Measure or Observations for n	Pretest Measure or Observations for n
Intervention			
Posttest Measure or Observations for n	Posttest Measure or Observations for n	Posttest Measure or Observations for n	Posttest Measure or Observations for n
Times Series Experimental Design			
<i>Interrupted Time Series Design</i>			
Time			

In this study, the quantitative data was garnered from an experimental design with time-series method. In this method, the researchers conducted pre-test thrice at the beginning of the semester and post-test thrice at the end of the semester. In the middle of the semester, the researcher conducted an experiment by teaching students through Dialogic Teaching to see if such a teaching strategy worked well for the students. Thus, the statistical data was factored in from the three pre-tests and three post-tests by using an SPSS program.

As to the quantitative data instrumentation, this study used an adapted speaking skills assessment instrument from Brown (2007), Folse (2006) and Harris (1974). The instrument consists of four components, including fluency, pronunciation, grammar, and vocabulary. The researchers made some adaptations to fit the goal of the study and to make speaking skills assessment easier. Table 3 below is an adapted speaking assessment rubric that is simplified.

Table 3. *Speaking assessment rubric adapted from Brown (2007), Folse (2006) and Harris (1974)*

Fluency	Pronunciation	Grammar	Vocabulary
1-5	1-5	1-5	1-5

The speaking assessment rubric has four components (fluency, pronunciation, grammar, vocabulary) and each of them has a score ranging from 1 – being lowest – and 5 being highest. The process of adapting a speaking evaluation rubric offers concise instructions to students for enhancing their speaking skills and facilitates the provision of positive evaluations. The use of the speaking assessment rubric enables the facilitation of a more efficacious learning encounter, while

concurrently ensuring equitable and unbiased evaluation for our students.

Similarly, Johnson and Christensen (2014) maintain that researchers can improve experiments further by conducting interviews (one-to-one or focus group discussion) to get at the research participants' perceptions and meanings that lie behind the experimental research findings. As experiments involve featured process elements (i.e. the development of the participants as a result of the treatment), including a qualitative phase to explore the nature of such processes is a natural and potentially highly fruitful design that can greatly enhance the study's internal validity (Dornyei, 2007).

Despite using mixed methods research design, this article will focus only on the results of the qualitative data gathered from a focus group discussion to reveal students' perceptions of the implementation of Dialogic Teaching strategy. This is aimed at answering the research question for the qualitative data, which is: how do students perceive the implementation of Dialogic Teaching strategy to improve students' speaking skills?

To collect the qualitative data, the study used a qualitative methodology to capture the participants' perceptions using a descriptive narrative method. Dornyei (2007) asserts that qualitative study is used by researchers to comprehend the significance attributed by individuals to their understanding and experience of the world. This strategy is used to extract the core elements and fundamental aspects of the participant's interpretations (Saldaña, 2011). The researchers carefully examined, scrutinized, and deciphered the perceptions of students regarding the implementation of Dialogic Teaching strategy at a speaking class at a university.

This study examined how students perceive the implementation of Dialogic Teaching strategy – revealing whether it has been a success or otherwise. Using a focus group discussion employing open-ended questions within a semi-structured interview protocol, this study enables the researchers to explore unexpected themes and fully understand the perspectives of the participants (Zhang & Wildemuth, 2009). Since the study covers six participants for the focus group discussion, its scale falls under the category of modest. However, this is not a concern in qualitative study since its primary objective is to encourage respondents to express their thoughts and opinions in detail on a particular scenario or program (Boyce & Neale, 2006).

This study used a purposive sample strategy, selecting six students out of twenty-four students as participants from a university in West Java. The participants are the students who were sitting at fifth semester at the time of data collection, suggesting that they had the ability to articulate their perceptions effectively. They represent levels of performance in a speaking class, ranging from low, middle to high performing tier. This rank was taken from the pretest and posttest scores within the qualitative data results. Table 4 displays the participants' profile, including their name, semester, and level of speaking performance. In order to safeguard the individuals involved and mitigate any possible future hazards, the identities of participants have been replaced by pseudonyms.

Table 4. *Participants' profile*

Name	Semester	Level of performance
Alice	5	Low
Adam	5	Medium
Brooklyn	5	High
Billy	5	Low
Caroline	5	Medium
Clayton	5	High

The participants mentioned above were chosen based on their speaking scores and their characteristic of being articulate from each performance level. This allowed the researchers to explore their perspectives on the implementation of the Dialogic Teaching strategy in a speaking class. The chosen participants are a representation of students who exhibit low, medium, and high levels of performance in speaking, as determined by their observed performance during classroom activities. This sample aims to depict the perceptions on the implementation of the Dialogic Teaching strategy across three levels of speaking skills performance. This study aims to provide a comprehensive and detailed account of the phenomena, while also minimizing any biased perceptions.

A focus group discussion interview technique, consisting of 5 questions, was used to elicit participants' perceptions on the implementation of the Dialogic Teaching strategy in a recently attended speaking class. The study included several facets, such as the participants' overall perceptions on the implementation of the Dialogic Teaching strategy, their preferences and criticisms about it, and their suggestions for improvements. This investigation sought to determine participants' perceptions about the implementation of the

Dialogic Teaching strategy, specifically in relation to its effectiveness in enhancing speaking skills.

Before gathering the data, the researchers delivered consent letters to the participants in order to get their consent to take part in the study. Following the explanation of the study's objective and obtaining consent, the researchers conducted a 30-minute focus group discussion at the university as scheduled. Prior to the commencement of the focus group discussion, the researchers provided the participants with concise information explaining the purpose of the study, its importance, and the protocols in place to ensure the safety of the human subjects and avoid any potential harm. Prior to starting the interview, permission to record the discussion using a voice recorder was requested and obtained, and the recording began subsequent to reaching an agreement. In order to augment the focus group discussion session, note-taking was also conducted. The recordings and notes helped the researchers in achieving transcription with a high level of precision. In order to protect the identities of the participants and minimize any threats, pseudonyms were assigned to each individual involved in the study. The pseudonyms used were Adam, Alice, Brooklyn, Billy, Clayton, and Caroline. In order to maintain a calm but attentive atmosphere during the focus group discussion, the researchers explicitly stated that their participation in the discussion would not impact their speaking scores. Additionally, participants were given the freedom to express themselves in a language they were most comfortable with. Consequently, the focus group discussion proceeded well according to the intended plan.

The researchers used the theoretical framework developed by Miles, Huberman, and Saldaña (2014) for the purpose of data analysis. This framework encompasses many stages, including data condensation, data classification, data presentation, data interpretation, and conclusion drawing or verification. The transcribed interview data were sent via the WhatsApp instant messaging service to the interviewees for the purpose of verification. Upon obtaining their approval, the researchers meticulously examined the data, carefully categorizing significant information thematically using a table. The classification process resulted in the identification of three primary themes: the participants' overall views of the implementation of the Dialogic Teaching strategy, their preferences and criticisms about it, and their suggestions for future improvements. To provide a more precise analysis, the categories

from each transcript were consistently compared in order to identify a complete pattern, allowing for suitable interpretation of each category. In order to increase the reliability of the study, peer debriefing and double crosscheck were used. This included sharing the analytic findings with all co-researchers to get more insights into the data and validating it with the participants to ensure its accuracy. Once they gave their agreement, a visual conclusion was made to aid in explaining future assertions. The purpose of this strategy was to prevent any inaccuracies, distortions, or deceptive interpretations (Lichtman, 2010).

RESULTS AND DISCUSSION

Students do not crack under pressure

The thorough analysis and findings of this study offer persuasive proof that a substantial majority of students experience an increase in their motivation levels when they are exposed to high-pressure scenarios that require exceptional performance. This fascinating occurrence was not only a statistical finding but was also supported by the personal experiences of the students participating in the study.

A student named Billy offered a perceptive description of his personal experience. Billy, a diligent and committed student, discovered that his motivation levels significantly rose when he encountered strict deadlines for completing his assignments. He openly expressed his viewpoint, asserting that the approaching deadlines, instead of causing stress, served as a catalyst that motivated him to provide his utmost effort. He stated:

“We must prepare material regularly, which can be challenging, but it is a valuable opportunity for our growth and development. We acquire knowledge from experiences. Through consistent practice, the presence of pressure, and receiving constructive criticism, I enhanced my abilities”. [Billy]

Billy emphasizes the significance of consistent preparation and the worth it contributes to his personal maturation and advancement. Regular preparation entails a steadfast endeavor to accumulate, comprehend, and utilize knowledge. The process can be arduous due to the intricacy of the material, time limitations, or other variables.

Nevertheless, these challenges serve as catalysts for personal development rather than obstacles. They compel him to venture outside his comfort zones, compelling him to engage in critical thinking, problem-solving, and adaptability to

unfamiliar circumstances. Conquering these obstacles not only improves his understanding and abilities, but also cultivates resilience, determination, and self-assurance.

Similarly, Alice, another student who took part in the survey, shares a belief that is consistent with the study findings. She strongly believes that the pressure imposed on her by her lecturer acts as a substantial source of motivation for her. Alice believes that instead of discouraging her, this pressure serves as a motivating factor that pushes her to thrive in her academic endeavors. She perceives this pressure as a catalyst for her motivation to surpass her own goals and attain higher levels of academic achievement. Correspondingly, Alice adheres to a similar belief as the following.

“This strategy is highly effective. The assessment provided is greatly beneficial to me personally. I am focused on ensuring that I pay attention to the correct form of pronunciation. It can be challenging, but it motivated me to improve”. [Alice]

Alice confirms the efficacy of a specific approach. This implies that she has assessed the approach and determined that it is effective in accomplishing its intended objective. The efficacy of a technique can be assessed through multiple criteria, including its efficiency, its capacity to yield desired outcomes, and its adaptability across diverse contexts. Her endorsement of the method's efficacy demonstrates her contentment with these attributes and her assurance in employing the method. Likewise, Clayton holds a comparable viewpoint as the following.

“There's lots of nervousness. Usually, the presenter goes to the front with a lecturer next to him and then we pay attention to him. But in this course, I feel cared for from all aspects. I turned pressure to motivation.” [Clayton]

Clayton displays signs of apprehension, a typical response to unfamiliar or demanding circumstances. These emotions can materialize in a bodily manner, as seen by the perceptions of warmth and chilliness. This implies that he is venturing beyond his familiar territory, which can be an anxiety-inducing ordeal.

Nevertheless, these emotions also indicate personal development and acquisition of knowledge. They suggest that he is expanding his limits and exploring uncharted ground, which is

frequently where the most profound learning takes place.

Studies conducted by Beilock et al. (2007), Sharon (2018), and Sosnowski and Brosnan (2023) have shown that pressure may improve student performance by intensifying concentration and fostering a heightened feeling of urgency. Increased pressure may enhance focus, enabling pupils to effectively prioritize activities and allocate their efforts more efficiently. This may result in enhanced performance and the cultivation of resilience and adaptation under high-pressure circumstances. Nevertheless, it is crucial to maintain a harmonious equilibrium of pressure levels in order to avoid pupils from experiencing a sense of being overwhelmed. In addition, the feeling of urgency caused by pressure may assist students in effectively arranging and prioritizing their tasks, resulting in enhanced time management and less stress. These results emphasize the need of educational environments that foster students' inclination to challenge themselves while offering the essential resources and assistance to properly cope with stress.

Confidence gets boosted

Participating in discussions with classmates can greatly enhance students' self-assurance. This interaction offers a secure setting for students to articulate their ideas, inquire, and gain knowledge from one another. By expressing their thoughts and receiving input, individuals enhance their comprehension of the topic at hand and their own educational development. Engaging in this active participation enables individuals to conquer their apprehension of making errors and fosters a greater willingness to express their thoughts without inhibition. Over time, engaging in open discourse cultivates self-assurance, empowering students with the ability to communicate effectively in a wide range of environments. In a statement, Adam said:

“Upon completing this course, I noticed a significant change. When I addressed audience, I experienced a decrease in nervousness. It decreased from 2 minutes to 1 minute, and eventually down to just 30 seconds.” [Adam]

Adam demonstrates his self-evaluation of his public speaking abilities prior to enrolling in a speaking course facilitated by Dialogic Teaching. He acknowledged his initial anxiety and self-doubt, particularly in the first one to two minutes of his remarks. This level of self-awareness is

essential as it demonstrates his comprehension of his own capabilities and limitations, as well as his determination to enhance them.

Adam proceeds to recount his encounter during the preliminary phases of his presentations. He experienced feelings of anxiety, tremors, and a lack of self-assurance. Nevertheless, as he persisted in speaking, he grew accustomed to participating in dialogue. This implies a process of adjustment and acquisition of knowledge, wherein he successfully handled his initial uneasiness and grew more at ease with public speaking. Alice also maintains a similar point of view by saying:

“In this learning method, the development that I experienced was that in the beginning, going forward, it was really a struggle to breathe. As time went by, I could manage my nervousness. Thus, I become more confident afterwards.”
[Alice]

Alice reflects on her earliest encounters with a specific learning methodology. Alice characterizes it as a respiratory challenge, which could serve as a metaphor for experiencing a sense of being overwhelmed or stressed. Indications point to the fact that the learning approach posed difficulties for her initially, either because of its intricacy, the speed at which it was presented, or her lack of knowledge with the topic. Nevertheless, her persistence and tenacity are evident in her decision to persist with the approach despite the initial challenges. Over time, Alice successfully controlled her anxiety. This suggests that she created tactics to deal with the obstacles she encountered.

These measures could encompass methods to alleviate her anxiety, such as practicing deep breathing or engaging in mindfulness exercises, as well as scholastic approaches, such as deconstructing intricate assignments into more manageable components or requesting assistance when necessary. Her gradual improvement in handling her anxiety demonstrates her flexibility and ability to control herself, both of which are crucial abilities for effective learning.

Dialogic teaching, as examined by Alexander (2020), García-Carrión et al. (2020), Kim and Wilkinson (2019), Oldehaver (2023), and Toro (2021), greatly enhances students' self-assurance through the encouragement of active engagement, the development of critical thinking and problem-solving abilities, the enhancement of communication skills, and the facilitation of comprehension and learning. This pedagogical

strategy revolutionizes the dynamics of the classroom, as the instructor assumes the role of a facilitator, empowering students to actively participate in their own learning journey. The strategy emphasizes the importance of debate and discussion, resulting in a cooperative and ever-evolving learning process where students are not only passive consumers of information but active participants.

Presenting ideas in a creative fashion

Introducing concepts in the classroom stimulates students to access their creative potential. In their pursuit of effective communication, individuals endeavor to employ inventive methods to express intricate ideas, utilizing techniques such as storytelling, visual aids, demonstrations, and even technology. Engaging in this creative process not only enhances the appeal of their presentations but also enhances their comprehension of the subject matter.

Moreover, it cultivates the ability to think critically and solve problems as individuals tackle the task of articulating their thoughts in a lucid and persuasive manner. In the end, the classroom serves as a stage for students to showcase their creativity, enhancing their educational journey and cultivating a climate of ingenuity. In a statement, Clayton argued:

“The teaching strategy gave me a wealth of knowledge, especially in presenting ideas in front of the class. For instance, I became creative with PowerPoint presentation. Creating a PowerPoint presentation demands careful consideration and creativity to effectively convey the intended message.” [Clayton]

Clayton initially demonstrates the importance of learning techniques, specifically in improving verbal communication. His recognition of the significance of structured learning systems in gaining and honing abilities is evident. His emphasis on verbal communication demonstrates a comprehension of its importance in effectively transmitting ideas. Furthermore, it suggests that he places importance on social connections and is enthusiastic about enhancing his proficiency in communicating effectively and convincingly. In the same way, Caroline has a similar perspective as stated below.

“I find that Dialogic Teaching has created a fresh environment for me. As someone not naturally comfortable speaking before a large group, I find this strategy a game-changer. It

enabled me to improve my presentation skills and pronunciation and grammar.” [Caroline]

Caroline suggests that Dialogic education has generated a novel atmosphere for her. Dialogic education is an interactive method that promotes open-ended debates and fosters critical thinking among students. Her admiration for this approach indicates that she esteems a learning atmosphere that encourages active participation and analytical thinking. Furthermore, it suggests that she is receptive to novel pedagogical approaches and possesses the capacity to adjust to diverse educational settings.

The study reveals that students have embraced innovative methods to proficiently convey information. During the classroom observation, it was found that students employed some ways to convey their messages creatively. First, they used quizzes, polls, or Q&A sessions into presentations to actively involve the audience and improve their capacity to remember the topic. Second, they used pertinent visuals and videos to enhance the attractiveness and efficacy of their presentations. Third, they used personal experiences that served to develop a rapport with the audience, enhancing the message's relatability and captivation. Fourth, they used models or replicas to effectively communicate intricate topics, hence enhancing audience understanding. Finally, they conveyed concepts by practical demonstrations, providing a concrete and experiential method of education, improving comprehension of theoretical concepts, and catering to those who learn best through visual and physical activities.

Engaging in dialogic communication

Dialogic teaching greatly improves student engagement in classroom conversations. This technique, defined by interactive discourse and engaged involvement, fosters students' ability to articulate their ideas, challenge presuppositions, and investigate a wide range of viewpoints. Through participating in these intellectual exchanges, individuals develop a stronger commitment to the process of learning.

Dialogic teaching's dynamic character fosters critical thinking, enhances comprehension, and renders learning more significant and applicable. Moreover, it cultivates a feeling of camaraderie as students acquire the skills of active listening, appreciation for diverse perspectives, and cooperation in pursuit of mutual comprehension. Dialogic teaching ultimately converts the classroom into a dynamic learning community,

catching students' curiosity and igniting their enthusiasm for learning. In a statement, Billy stated:

“I think this teaching strategy is innovative. Actually, I tend to be quieter and not engage in conversations that much. However, in this course, I frequently engaged in discussion voluntarily. I enjoyed sharing ideas in class a lot more.” [Billy]

Billy initially explores the correlation between the learning approach and his individual interests. This implies that he recognizes the importance of the learning process not only for its academic benefits, but also for its applicability to his individual interests. This suggests that he is an actively involved student who actively looks for links between academic material and his personal interests. This technique has the potential to increase motivation, enhance comprehension, and enhance the enjoyment of the learning process. Similarly, Brooklyn said:

“There are numerous advantages to be gained, particularly in personal growth. For instance, individuals who lack experience in public speaking can benefit from this course, as it guides them in improving their speaking skills.” [Brooklyn]

Brooklyn recognizes the multitude of benefits that can be obtained, especially in terms of individual development. This indicates that Brooklyn acknowledges the significance of experiences and opportunities that contribute to individual growth. Personal development frequently entails the improvement of diverse skills and capabilities, along with an augmentation in self-awareness and comprehension. Her acknowledgment of these benefits suggests that she highly regards the process of self-improvement and is receptive to opportunities for learning that can enhance her personal development.

Dialogic teaching gives benefits to students in several ways. First, it encourages active involvement, cultivating a feeling of possession and involvement in the educational process (Alexander, 2020). This teaching strategy improves cognitive abilities such as critical thinking and problem-solving by prompting pupils to scrutinize, assess, and integrate information (Fisher, 2007). Second, it enhances communication abilities by promoting the articulation of thoughts and ideas in a concise and coherent manner (Rapanta et al., 2021). Third,

studies suggest that students who are exposed to dialogic education have significant enhancements in understanding and practical learning when compared to their counterparts in traditional classrooms (Kazepides, 2012).

Alexander's (2020) study emphasizes that the implementation of dialogic education has a substantial positive impact on students' academic achievements in two specific domains. Firstly, it facilitates comprehension by enabling students to actively engage with and interpret the subject matter via discourse and discussion, resulting in a more profound knowledge of the issue. Secondly, it fosters instrumental learning by facilitating the acquisition of practical skills such as problem-solving, critical thinking, and communication. Dialogic education offers many opportunities for students to engage in practice and enhance these abilities within a nurturing and cooperative setting.

Considering balancing theory with practice

The provision of theories in the classroom is essential for the academic advancement of students. Theories provide a methodical and organized approach to comprehending different occurrences. They offer a structure for students to comprehend the information they come across, aiding them in arranging their knowledge and establishing links between various concepts.

Moreover, theories promote the development of critical thinking skills by prompting students to challenge assumptions, assess evidence, and contemplate alternate viewpoints. Through active involvement with theories, students not only enhance their comprehension of the subject matter but also cultivate the cognitive skills essential for continuous learning throughout their lives. For this regard, Caroline said:

“In my view, I would appreciate and expect a more formal approach to learning, focusing on presenting the material, followed by ample opportunities and longer duration for practice and reinforcement.” [Caroline]

Caroline favors a more formal approach to learning. This implies that she places importance on having a well-organized and structured approach to her educational endeavors. She probably values the presentation of learning materials in a methodical and organized way, as it facilitates a comprehensive comprehension of the topic.

Caroline highlights the significance of effectively delivering the content during the

learning process. This suggests that she places importance on the conveyance of information. The effectiveness of education is determined not only by the content being taught, but also by the instructional methods employed. She may have a preference for lectures, demonstrations, or other instructional techniques that effectively convey the information. Similarly, Brooklyn said;

“Maybe, in my opinion, it would be better to continue with practice for a longer duration after the presentation of the material. So, every student can apply the material that has just been presented well.” [Brooklyn]

Brooklyn proposes that it could be advantageous to lengthen the duration of practice after the presenting of material. This suggests that she places importance on the practical use of information and holds the belief that increasing the amount of time spent practicing could improve this. She appears to comprehend that achieving mastery requires not only comprehension, but also repeated implementation and practice.

Brooklyn establishes a clear link between the way information is presented and the subsequent application or use of that information. This indicates that she views the two as an ongoing sequence - the delivery of information is insufficient without the chance to put into action and reinforce what has been acquired. This demonstrates a comprehension of the learning process as being fluid and mutually influential.

Ensuring a harmonious integration of theory and practice in speaking courses is of utmost importance due to several reasons (Albino, 2017; Kasmaini et al., 2023; Kahng, 2019). Theoretical knowledge serves as a structural basis for comprehending the fundamental principles of successful speaking, while practical application enables students to apply these ideas, so improving their speaking proficiency. Engaging in practical tasks allows students to get feedback, which assists them in identifying their areas of strength and areas that need work. Consistent practice is crucial for developing confidence and expertise in communicating. Ultimately, the combination of academic understanding and practical practice empowers students to proficiently use their speaking abilities in real-life situations.

Bringing classroom out

Engaging in outings can greatly enhance students' proficiency in spoken English. They offer practical situations in which students can practice and utilize

their language abilities in a variety of real-life scenarios. Engaging in social interactions with diverse individuals during excursions exposes students to a wide range of accents, dialects, and colloquial expressions, so improving their ability to understand spoken English and communicate effectively.

Moreover, excursions frequently necessitate students to proficiently converse in order to traverse unfamiliar surroundings, hence enhancing their self-assurance in utilizing the English language. These experiences have the potential to enhance language acquisition by making it more captivating and significant, ultimately resulting in enhanced English-speaking proficiency. In a statement, Clayton said:

“I think there should be a new nuance to the class activity, such as holding speaking class outdoors. If you're outside, you can feel like a tour guide.” [Clayton]

Clayton expresses a desire to incorporate a novel aspect into his educational journey. This indicates that he is receptive to novel ideas and willing to engage in experimental approaches during his scholastic pursuit. He is dissatisfied with the current state of affairs and is actively pursuing methods to improve his learning.

Clayton suggests the concept of engaging in conversations or acquiring knowledge in an outdoor setting as a means to introduce this fresh subtlety. This suggests that he places importance on experiential learning and holds the belief that altering the environment can have a substantial influence on the learning process. He recognizes the promise of the outdoors as an educational environment where tangible skills can be cultivated. Similarly, Adam said:

“Maybe if applied to earlier semesters, say, semester 3, it would be an exciting experience learning public speaking outside. The audience is not only classmates but random people who come to watch us. So, it will be an interesting experience.” [Adam]

Adam proposes that implementing this learning approach with younger cohorts, such as those in the third semester, could be a stimulating endeavor. This suggests that he has confidence in the flexibility and openness of younger children to embrace innovative approaches to learning. He seemed to comprehend that being exposed to such events at an early stage can be advantageous.

Adam suggests the concept of acquiring public speaking skills in a non-traditional educational environment. This demonstrates his appreciation for tangible experiences and his belief in their substantial contribution to the learning process. He appears to value the distinctive difficulties and possibilities that outdoor public speaking can provide.

Participating in discussions at well-known tourist sites may greatly improve students' ability to communicate orally in some ways (Cronin, 2022; Doff, 2022; Khasbani and Seli, 2021; Mahtawarmi, 2019). First, engaging in real-life scenarios offers excellent practical experience and chances to use communication abilities in a wide range of unanticipated settings. Second, engaging with persons from many cultures broadens students' outlooks and enhances their communication skills. Third, being exposed to many accents, dialects, and expressions improves the process of acquiring language skills. Fourth, consistent practice, particularly in unforeseen circumstances, enhances one's confidence in oral communication abilities. Fifth, engaging in conversations provides prompt feedback, allowing students to see areas for development and adapt their speaking abilities appropriately.

However, the study revealed that arranging excursions for the university's public speaking class poses some substantial difficulties. First, students from disadvantaged backgrounds may have difficulties in taking part in these excursions owing to financial limitations, since these activities sometimes include extra expenses for travel, food and entrance fees. Second, the university's secluded position away from popular tourist destinations poses challenges in organizing such outings, therefore restricting students' chances to use their academic expertise in practical contexts. Third, the stringent academic deadlines might make it arduous, if not unattainable, for students to engage in these activities.

CONCLUSION

It was found that the students responded positively to the implementation of the Dialogic Teaching strategy. This teaching strategy, which emphasizes dialogue and interaction in the classroom, was well-received by the students. They enjoyed the interactive nature of the lessons and the opportunity to engage in meaningful discussions. This was despite some recommendations they proposed, suggesting that while they appreciated the strategy, they also saw room for improvement and refinement. The implementation of Dialogic

Teaching strategy may therefore be applied to any tertiary level education regardless of students' semester and speaking quality. The students may feel the benefits of being used to speaking in public, in front of their classmates particularly, after the speaking class is completed. Moreover, a more engaging speaking class can be done in the future by using Dialogic Teaching strategy that uses student-proposed topics so that the students will have class ownership and complete engagement to the class. Lastly, future researchers may conduct a study to three tiers of students' speaking performance to test out Dialogic Teaching strategy using a quasi-experimental design with one control group and one experimental group for more precise results. This will help reveal the challenges and possible solutions faced by students of each English performance tier.

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