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# LEARNING SPEAKING USING GUIDED CONVERSATION METHOD TO INCREASE STUDENT ABILITY TO COMPOSE A SIMPLE DIALOGE

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**Abstract**

This article explores the use of innovative strategies in improving learners' ability to create simple dialog among Grade 8 learners at SMP Muhammadiyah 2 Taman Sidoarjo. The main focus of this research is to apply project-based learning model combined with guided conversation technique in learning the material of asking and giving opinion. Project-based learning as a learning model aims to stimulate the activeness, creativity of students in completing the learning. Learners are guided to create text in the form of a simple dialog with the theme of asking and giving opinion and then practiced with peers. By using guided conversation techniques, learners are guided intently to achieve learning objectives. Learning begins with the use of ice breaking relevant to the material, triggering questions, video footage, imitating conversations based on the text that has been provided until the practice of making conversations is a form of guidance to students. The research method applied in this study carries a combinative approach between project-based learning models with guided conversation techniques. The observation results showed a significant increase in students' active participation during the learning process. Students were more actively involved in group discussions, questions, and assignments. They are not only the recipients of information, but also the main actors in their own learning. This increased participation indicates that the models and techniques


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used are able to create a learning environment that stimulates more intensive student engagement. The conclusion we can draw is that this innovative strategy proves that the use of project-based learning model with guided conversation technique can be an effective step in improving learners' ability in the creation of speaking text in English language learning.

**Keywords**: Guided Conversation, Project Based Learning, Active, Speaking

## INTRODUCTION

Learning speaking skills in language learning is often a challenge for most students. This skill requires more than just understanding grammar and vocabulary; students must also be able to apply their knowledge in real communicative situations. Along with the development of technology and globalization, the ability to speak in a foreign language is increasingly becoming an essential need in various fields.

However, various difficulties often arise when students learn to speak. First of all, the anxiety factor and lack of confidence can be a major obstacle. Students may feel afraid of making mistakes or becoming a laughing stock, so they are reluctant to speak actively. This can hinder the development of their speaking skills and hold back their true communicative potential. In Susanthi's article, it is mentioned that students' obstacles in learning English are low ability in speaking, inconsistency in English language habituation, limited vocabulary and low motivation in trying. (Susanthi 2020).

A common case encountered in class VIII students of SMP Muhammadiyah 2 Taman in English lessons is that students have difficulty in composing simple dialogs in English lessons. Based on literature review, observations and interviews with peer teachers and students, the causes experienced by students above are due to lack of vocabulary owned, lack of ideas or ideas, pronunciation problems and language barriers in students.(Pramustia Murti, Baso Jabu 2022). In addition, Ratna also revealed that the low motivation of students, anxiety, students' ability in grammar, vocabulary and pronunciation as well as the lack of conversation materials and the teacher's approach to teaching caused the difficulty of students in learning speaking through making dialogs. (Ratna Kurnia Dewi 2011).

Therefore, in the innovation of learning speaking students need to develop learning techniques that make students feel confident and able to compose simple sentence

structures and practice them. In addition, the learning techniques in question can increase the active role of students in examining and learning the knowledge presented. There are several learning techniques used in speaking materials, namely *guided conversation, short conversation, role play* and *rubric* techniques. (Perdana 2015).

Based on the observation on the literature, *guided conversation* learning technique is chosen as a learning technique on speaking materials because it has advantages that have a direct impact on students. According to Elwin, the advantages of *guided conversation* are that it involves the participation of all learners, makes it easier for learners to understand the material, helps learners to make mistakes, can provide direct feedback to learners. (Zebua 2019). *Guided conversation is a* technique used by teachers in a learning process to guide students, guide students as well as possible to get what they want (Shafira, Anggoro, et al. 2019). (Shafira, Anggoro, and Santoso 2021)..

With the problems that occur in students, the challenge faced is how to make students active and dare to try to start speaking in English. At this point the role of the teacher is vital to the learning process. It is not enough for the teacher to be a teacher in the classroom but to function as a facilitator, demonstrator, motivator and at the same time as an assessor in the classroom. And of course the lecturers and student teachers as mentors during the research process. The process behind the scenes to prepare the learning process was quite long. Making teaching modules as a reference for teaching activities so that they are structured and run effectively. Creating teaching media that is attractive to students in learning later. And of course preparing the assessment points of students as a whole to the learning process.

The results of this study are expected to be able to provide benefits to personal teachers peers and institutions. In addition, the benefit can be taken is to increase the courage of students in speaking in English language learning.

## METHODS

In the *role play* learning practice, the teacher applies a *project-based learning* model. By using the learning model in question, students are expected to be able to be more active by discussing with friends to complete the project that has been determined and implement it in everyday life. In learning activities using the project-based learning model, teachers must

pay attention to the learning syntax. The syntax used in this study is as follows (Nirmayani, Putu, and Prastya 2021):

1. Start with the essential question whose activity is to facilitate learners regarding the project that will be carried out in the form of a theme or topic.
2. Design a plan for the project with activities to design the steps to complete the project and manage it.
3. Create schedule is a form of assistance to students by scheduling
4. Monitor the students and the progress of the project facilitate learners in implementing the project design that has been made.
5. Assess the outcome at this stage learners present their work and the teacher can begin to assess.
6. Evaluate the experience is the last stage in the form of reflection on the project that has been made.

The teaching material used is *Asking and Giving opinion* with the help of video media, PPT and *Quizizz*. The application of media is very important for students to help visualize teaching material and make it easier to understand. The role of technology by using digital media is a habit for teachers and students in implementing 21st century learning. (Rahmadi 2019).

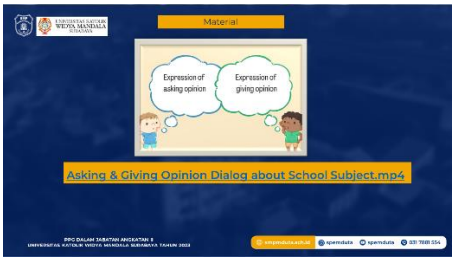
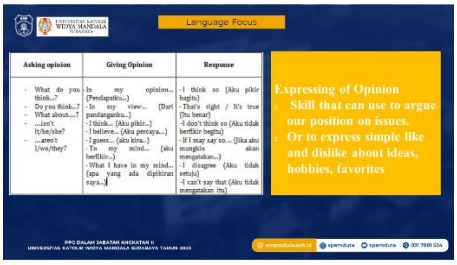
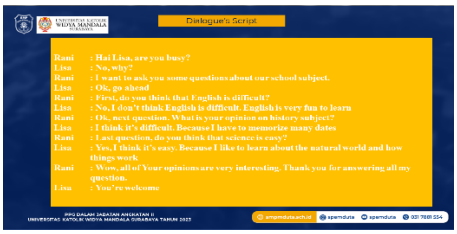
## RESULTS

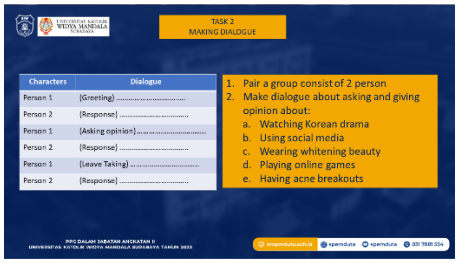
Speaking Learning Using the Roleplay Method used to increase the courage of students to speak in English lessons includes *guided conversation*, using teaching media in the form of animated videos, PPT, Quizizz in learning with *project-based* learning methods, equipped with interesting LKPD and assessment in the form of peer and self-assessment, and teacher assessment.

The process of learning activities carried out by teachers in the classroom consists of opening, Start with the essential question, Design a plan for the project, Create a schedule, Monitoring the progress of the project, Assess the outcome, Evaluate the experiences and closing (can be seen in table 1).

**Table 1.** Learning activities (Syntac, activities and note)

| NO | SYNTAC | ACTIVITIES | NOTE |
|---|---|---|---|
| | Opening | 1. Teacher greets students.<br>2. Teacher ensures students are psychologically and physically ready to learn.<br>3. One of the students leads the prayer<br>4. Teacher takes students' attendance<br>5. Teacher gives apperception (review previous material and give some learning motivations).<br>6. Teacher gives ice breaking game related to learning materials<br>7. Teacher informs students the goals of the lesson they are going to learn and how they can apply it in the real life.<br>8. The teacher stimulates students' knowledge towards using asking and giving opinions by linking into daily life. | 1. Students are given an ice breaking game with the theme "sit and stand". This game is to ensure student readiness as well as an apperception of the material. (Marzatifa and Agustina 2021)<br> |
| | Start with the essential question | 1. Students are given several pictures that are related to the material in general to raise<br>their attention and interest. These activities could be as diagnostic assessment<br>2. Students are stimulated to actively participate in the brainstorming activity by<br>answering some questions.<br>a. What do you know about the picture?<br>b. What is the product for? Do you use it every day?<br>c. What is your opinion about the product for?<br>3. Students start to discuss about the topic | 1. Students are given a triggering question to provide an initial overview of the material to be given. The questions given are also a form of assessment of students' initial abilities. (Pandu, Purnamasari, and Nuvitalia 2023).<br><br> |

| | | | |
|---|---|---|---|
| | Design a plan for the project | 1. Students watch some videos about the conversation of using asking and giving<br>opinion and ask students to pay attention to it.<br>2. Teacher gives detailed explanation about language focus of asking and giving opinion<br>3. Students evaluate that they have learned by language focus in the expression.<br>4. Students are given the dialogue's script and try to repeat and practice with<br>their friend<br>5. Students do the task via Quizizz.com to check student understanding<br>6. Students are divided into pairs and seen a picture with the example of dialogue and asked to pay attention to it.<br>7. Students make and practice the dialogues of asking and giving opinions depending on the pictures. | 1. Learners identify problems by being given a video related to the material. And after that learners are given an understanding by explaining the material asking and giving opinion.<br><br><br>3. Students are explained the use of the expression asking and giving opinion<br><br>4. Learners begin to be guided by being given a script that has a video to practice with friends<br><br>5. Students' understanding of the material is reinforced by giving a quiz in the Quizizz application as a form of TPACK implementation. |

| | | | |
|---|---|---|---|
| | | | <br>6. Learners are given another example of how to use the expression asking and giving opinion based on the picture.<br>Learners practice in conversation based on pictures and dialog examples<br><br>7. Learners start to be given pictures and start practicing using the examples given without using text.<br> |
| | Create a schedule | 1. Teacher then tells students they are going to do a project in pairs (making a dialogue about asking and giving opinions).<br>2. Students in groups begin to discuss preparing materials and scenarios.<br>3. Teacher and students make an agreement for the time line.<br>4. With their group, students compose at least the outline of the dialogue | 1. Learners are tasked with creating a simple dialog about asking and giving opinions based on the given theme.<br> |

| | | | |
|---|---|---|---|
| | Monitoring the progress of the project | 1. Students and their partners continue the planned project<br>2. The teacher asks about the progress of the project the students are working on<br>on<br>3. The teacher monitors students' activity during project creation.<br>4. The teacher guides the experiencing group through difficulties<br>5. Teacher motivates each group | 1. Learners are guided by groups in dialog creation<br> |
| | Assess the outcome | 1. Students practice the dialogue with their group.<br>2. Teacher guides to student self-assessment<br>3. Teacher gives students assessment | 1. Learners practice the conversation that has been made in front of the class.<br>2. Personal, peer and teacher assessments are given. |
| | Evaluate the experiences | 1. Teacher shows some dialogues of student's project result<br>2. Teacher provides feedback on it<br>3. Teacher evaluates all learning process<br>4. Teacher rewards those who have done well and on time | 1. Learners show one of the student's work as a form of evaluation and give appreciation for what has been done. |
| | Closing | 1. Teacher reviews today's lesson.<br>2. Teacher and students reflect on what they have learned that day.<br>3. Teacher informs students about the material that will be discussed next week.<br>4. One of the students leads the prayer.<br>5. The teacher dismisses the class with greetings. | 1. The lesson ends with a review and apperception of the learning that has been done. And provide an overview for the next material. |

## DISCUSSION

Learners who show enthusiasm in participating in learning activities indicate that the learning approach adopted succeeds in arousing their interest. When educators do not rely solely on the lecture method, but also actively engage learners, this creates a dynamic learning environment. This approach allows learners to be more engaged and interact with the material, improving the quality of their understanding. Learners' enthusiasm can be used as a positive indicator that learning has become more interesting and relevant to them. (Ratminingsih et al. 2023)..

Learner-centered learning is a key point in developing students' skills and understanding. When learners are placed at the center of the learning process, they have more control over their own learning. This creates opportunities for learners to explore their personal interests and abilities, thus increasing their intrinsic motivation to learn. Learner-centered learning also encourages the application of concepts in the context of everyday life, making learning more relevant and meaningful. (Huda 2023).

Collaborative activities such as group discussions play an important role in building learners' social and intellectual skills. When learners are active and work together in answering the Learner Worksheet (LKPD), they are not only receiving information, but also engaging in critical and creative thinking processes. This engagement stimulates the exchange of ideas and views, helping learners to see a problem from multiple perspectives. This kind of collaborative activity infuses learning with interpersonal interactions and improves students' thinking skills. (Ani 2018).

The increased motivation of learners indicates that the implemented learning approach has a positive impact on the level of students' desire to learn. In comparison to the lecture method which may be less stimulating and interactive, methods that encourage learners' active participation tend to be more effective in maintaining and increasing students' motivation. This confirms that learning approaches that are responsive to learners' needs can trigger positive changes in their learning attitudes and motivation. (Sutiah 2020).

The use of TPACK-based media, such as videos, PPT, and Quizizz, has a positive impact on the level of engagement and focus of learners in understanding the material. Visual media such as videos and PowerPoint presentations are able to convey information in a more dynamic and interesting way. Learners tend to be more focused and engaged in

the learning process when the material is presented through various types of media. Quizizz as an interactive tool can also increase students' motivation to follow the learning and test their understanding instantly, creating a more interactive and responsive learning experience. (Rahmawati, Ramadhani, and Saputra 2023)..

Group discussion activities are an indicator of learners' activeness and enthusiasm in participating in learning. When learners feel involved in group discussions, they not only understand the material better but also build social and cooperation skills. The initiative to come forward and display the results of group discussions shows that learners feel responsible for their own learning, creating a dynamic and collaborative learning environment. (Patandean and Indrajit 2021)..

Providing assistance in project development provides meaningful support for learners. By receiving direct guidance, learners can overcome obstacles and optimize their potential in completing the project. It also creates space for personal growth and broader skill development. Therefore, mentoring in project development is not just technical assistance but also helps learners to develop their creativity and problem-solving skills. (Mukhlifida 2021).

Deeper student understanding can be achieved through providing relevant and contextual understanding. Materials that are connected to real situations or students' daily experiences can improve their understanding. By providing relevant understanding, learners are better able to absorb concepts and relate them to the context of their lives, creating a deeper and more meaningful understanding. (Supraba et al. 2022).

## CONCLUSIONS

The impact of the results of the action on the steps of activities carried out through the *project-based learning* model with *guided conversation* techniques to increase students' courage to speak in English lessons is:

1. Students look enthusiastic in participating in learning activities because educators do not only lecture
2. Learner-centered learning
3. Learners look active and cooperate in group discussion activities, this can be seen when they answer LKPD collaboratively, think critically and creatively.

4. Learners' motivation increased compared to before when using the lecture method.
5. The use of TPACK-based media (video, PPT and Quizizz) can attract the attention of students so that they are more focused on understanding the material.
6. Learners look active and eager to come forward to show the results of their group discussions.
7. Learners get assistance in making projects
8. Students' understanding is more in-depth with the provision of some relevant insights

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