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GUIDED CONVERSATION TECHNIQUE IN EFL CLASSROOMS: SUPPORTING SPEAKING SKILLS DEVELOPMENT

by

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Abstract:

This study explored the implementation of guided conversation techniques in supporting speaking skills development among tenth-grade EFL students through a qualitative descriptive approach. Data were collected using semi-structured interviews and guided classroom observations. Findings indicated that the guided conversation technique positively influenced students' speaking proficiency, notably in fluency, vocabulary mastery, pronunciation, grammar, and sentence construction. Importantly, students reported increased confidence and reduced anxiety when speaking English, highlighting the emotional benefits of structured conversational practice. Observations also confirmed increased student participation, interaction, and engagement, supported by consistent and constructive teacher feedback. While some students still encountered challenges such as pronunciation difficulties and shyness, ongoing teacher support significantly mitigated these issues. Overall, the guided conversation technique emerged as a practical instructional approach, enhancing both linguistic skills and emotional readiness in EFL classrooms. Recommendations include incorporating differentiated scaffolding and further qualitative research in varied educational contexts.

Keywords: Confidence, EFL classroom, guided conversation, qualitative descriptive, speaking skills.

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi implementasi teknik guided conversation dalam mendukung pengembangan keterampilan berbicara siswa kelas sepuluh melalui pendekatan kualitatif deskriptif. Pengumpulan data dilakukan melalui wawancara semi-terstruktur dan observasi kelas terarah. Hasil penelitian menunjukkan bahwa teknik guided conversation memberikan pengaruh positif terhadap kemampuan berbicara siswa, terutama dalam aspek kefasihan, penguasaan kosakata, pengucapan, tata bahasa, serta kemampuan menyusun kalimat. Secara khusus, siswa melaporkan

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meningkatnya kepercayaan diri dan berkurangnya kecemasan dalam berbicara bahasa Inggris, yang memperlihatkan manfaat emosional dari praktik percakapan yang terstruktur. Hasil observasi juga memperlihatkan peningkatan partisipasi, interaksi, dan keterlibatan siswa dalam pembelajaran, yang didukung oleh umpan balik guru yang konstruktif dan konsisten. Meskipun beberapa siswa masih menghadapi tantangan seperti kesulitan pengucapan dan rasa malu, dukungan guru yang berkelanjutan mampu memitigasi permasalahan tersebut secara signifikan. Secara keseluruhan, teknik *guided conversation* terbukti efektif sebagai pendekatan pengajaran yang mampu meningkatkan keterampilan linguistik serta kesiapan emosional siswa dalam kelas EFL. Rekomendasi penelitian ini mencakup penerapan *scaffolding* yang terdiferensiasi serta perlunya penelitian kualitatif lanjutan pada konteks pendidikan yang lebih bervariasi.

Kata Kunci: *Guided conversation teknik, Kepercayaan diri, Kelas EFL, Keterampilan berbicara, Kualitatif deskriptif.*

INTRODUCTION

Speaking remains widely recognized as one of the most challenging skills for learners of English as a Foreign Language (EFL). Despite prolonged exposure and formal English instruction beginning from early education, many Indonesian students still find oral communication difficult in both formal and informal contexts. These difficulties typically involve linguistic barriers such as limited vocabulary, inaccurate pronunciation, and grammar issues. Additionally, students frequently experience psychological challenges such as anxiety, low self-confidence, and fear of making mistakes. Observations in EFL classrooms consistently highlight a notable shortage of structured and meaningful speaking practice, leaving students feeling underprepared and hesitant to engage verbally in English. Thus, addressing both linguistic and psychological obstacles is critically important in fostering effective oral communication.

Various qualitative studies have explored teaching strategies intended to enhance students' speaking performance. Kusumaningrat, (2021) noted that students who participated in guided conversations actively engaged in meaningful exchanges, leading to observable improvements in their vocabulary and sentence formulation abilities (Apriani & Wardana, 2024). Similarly, it was observed that guided conversation activities appeared to facilitate greater confidence and fluency among EFL students by providing structured opportunities for authentic interaction. Other researchers, such as Sitepu (2017) and Randong et al. (2013), also highlighted through classroom observations and students' reflections that guided conversations significantly helped students to overcome speaking difficulties, notably enhancing their comfort and fluency in speaking activities.

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Additionally, studies by Chou (2021) and Ding (2021) have underlined the qualitative benefits of structured speaking tasks in EFL contexts. Their findings revealed that guided interactions encouraged students to adopt effective communication strategies, such as asking follow-up questions, clarifying misunderstandings, and managing turn-taking during conversations. In virtual learning environments, Tran et al. (2024) documented students' reflections indicating that structured dialogues in online settings promoted meaningful exchanges and built students' conversational confidence. Similarly, Burns (2019), Prayogo & Agustin (2025), and Tanveer et al. (2021) emphasized dialog-based teaching strategies as qualitatively beneficial, fostering fluency, interaction, and student engagement within speaking tasks.

While previous studies frequently emphasize linguistic improvements, less qualitative research has explored the emotional dimensions associated with guided speaking activities. Studies by Inada (2021) and García-Monge et al. (2023), for example, have qualitatively examined students' experiences, noting that speaking anxiety, lack of confidence, and fear of error significantly influence students' willingness to participate in speaking activities. However, these emotional aspects have received comparatively limited attention within the context of guided conversational practice. It represents an important gap, considering that emotional readiness significantly shapes learners' actual engagement and participation in speaking activities.

The current qualitative study aims specifically to address this gap by exploring how students perceive and experience the implementation of guided conversation techniques in their EFL classrooms. It examines both linguistic dimensions, such as fluency, vocabulary development, pronunciation, and grammar, and emotional dimensions, including self-confidence, motivation, and anxiety reduction. Ultimately, the whole significance is a contribution of the authors to the body of knowledge as part of publishing studies in English under the vibes of Industrial Revolution 4.0 (Turmudi, 2020).

From a theoretical standpoint, this study draws on Vygotsky's Sociocultural Theory, particularly the concept of scaffolding, which underscores the importance of guided interaction within learners' Zone of Proximal Development (ZPD) (Vygotsky, 1978).

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Additionally, Swain's Output Hypothesis (Swain, 2007), highlighting the role of active speaking practice and feedback in developing language proficiency, further informs this research. Finally, Deci & Ryan's Self-Determination Theory (2000) provides insights into how fostering confidence and motivation may positively influence students' active participation and language use in classroom conversations. Through this lens, students learn most effectively when provided with structured support within their ZPD, where they can accomplish speaking tasks with guidance that they would not yet manage independently.

This qualitative inquiry contributes to English language education by providing teachers with a deeper understanding of how guided conversation activities might effectively support both linguistic and emotional aspects of students' speaking development. Practically, it offers teachers clear, contextually sensitive insights into implementing conversational scaffolding, adaptable to both traditional and digital teaching contexts. Theoretically, this study enriches the existing body of research on communicative language teaching by foregrounding the emotional dimensions of speaking practice, areas that have often been overlooked.

Thus, guided by the above rationale and identified research gap, this study explores the following central research question: **In what ways does the guided conversation technique effectively support the development of students' speaking skills in an EFL classroom?**

METHOD

Design

This study employed a qualitative case study approach (Creswell, 2012) to explore the implementation of the guided conversation technique in supporting EFL students' speaking skill development. The case study method was selected due to its suitability for an in-depth, context-rich exploration of a specific educational phenomenon—in this case, how guided conversation enhances students' speaking performance within authentic classroom interactions. According to Creswell (2003), a qualitative case study facilitates understanding of individual experiences and the meanings constructed by participants in response to specific social and educational conditions. Thus, this research specifically focused on capturing

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students' cognitive and emotional experiences related to the guided conversation technique in their EFL classrooms.

Participant

The participants consisted of 30 tenth-grade students (18 females and 12 males) from a public senior high school in Indonesia. They were selected through purposive sampling based on two primary criteria: previous experience with guided conversation activities and intermediate-level proficiency in English. These criteria ensured that participants were able to engage meaningfully and provide rich, descriptive accounts of their speaking experiences. The school's authorities granted ethical clearance, and informed consent was obtained from all participating students.

Instrument

To comprehensively explore the phenomenon under study, two qualitative instruments were utilized: semi-structured interviews and guided classroom observations.

Semi-structured interviews were employed to gather in-depth, qualitative data directly from students about their personal experiences, perceptions, and reflections on participating in guided conversation activities. The interviews were designed with 15 open-ended questions that enabled rich, detailed, and reflective responses, allowing flexibility for students to articulate their own interpretations and feelings about their experiences. The full interview guideline and texts are available in appendix 1 and 2.

Guided classroom observations complemented the interview data by providing contextual insights. Observations were aimed at describing actual student-teacher interactions, student participation, communication dynamics, and classroom practices during guided conversation sessions. Field notes were collected to capture these nuanced aspects of classroom activities, thus providing a rich contextual background to support the students' self-reported experiences.

To ensure the trustworthiness and rigor of the instruments, expert validation was carried out by two senior lecturers specializing in English education. These experts reviewed

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the semi-structured interview guide and observation protocol to confirm their appropriateness and ability to capture the intended qualitative data effectively.

Data collection technique

The study utilized two main qualitative data collection techniques: semi-structured interviews and guided classroom observations, each designed to capture different yet complementary dimensions of students' lived experiences and perceptions.

Semi-structured interviews were conversationally conducted face-to-face, providing students with opportunities to discuss their feelings, experiences, and reflections freely. The questions focused on areas such as changes in confidence, perceived improvement in fluency and vocabulary, challenges encountered, and the role of teacher feedback. Interviews were audio-recorded with participants' consent, allowing accurate transcription for subsequent thematic analysis.

Guided classroom observations were carried out during English classes in which the guided conversation technique was implemented. The researchers acted as non-participant observers, systematically documenting classroom activities using detailed field notes and observation checklists. Specific attention was paid to students' behavior, interactions, participation patterns, peer collaboration, teacher scaffolding, and the classroom atmosphere. Observations provided a comprehensive narrative description of how students actively engaged in speaking activities within real-time classroom contexts.

Data analysis technique

Data collected from interviews and observations were analyzed using thematic analysis based on the six-phase model proposed by Braun and Clarke (2006). These phases included: (1) familiarization with the data through careful reading of interview transcripts and field notes, (2) generating initial codes by highlighting recurring and meaningful elements from the raw data, (3) searching for themes by grouping related codes and identifying underlying patterns, (4) reviewing themes by cross-checking for coherence and relevance, (5) defining and naming themes to clearly describe the essence of the findings, and (6) producing a comprehensive, descriptive narrative in the final report.

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Interview transcripts were coded manually to identify themes reflecting students' experiences. Identified themes included students' increased confidence, fluency enhancement, vocabulary enrichment, challenges faced, and responses to teacher feedback. Direct quotations were included to represent students' voices and experiences authentically.

Observation field notes were similarly analyzed to identify emergent patterns regarding student engagement, interaction, participation, teachers' scaffolding practices, and the classroom atmosphere. Observational data provided context-specific examples to substantiate findings from interviews. They offered rich descriptions of how students engaged practically with the guided conversation technique.

To enhance the credibility and trustworthiness of the findings, triangulation of data sources (interviews and observations) was conducted. This process involved cross-checking insights from different sources to ensure that interpretations and conclusions accurately represented the participants' experiences. Triangulation helped to confirm the consistency and depth of the qualitative insights. It strengthened the overall trustworthiness of the research outcomes. Finally, the management of citing sources employs Mendeley Desktop (Turmudi, 2020). This model ensures the accuracy of in-text citations and the list of references.

RESULT AND DISCUSSION

Result

This study employed a descriptive qualitative approach to explore how the guided conversation technique supports the development of speaking skills among tenth-grade EFL students. Data were collected through semi-structured interviews and guided classroom observations. The findings are presented thematically below, reflecting insights drawn from both students' experiences and classroom interactions.

1. Insights from semi-structured interviews

Semi-structured interviews were conducted with selected students to deeply explore their personal experiences and perceptions regarding guided conversation activities. Thematic analysis revealed several key categories, as presented in Table 1.

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Table 1. Categories identified from student interviews

No.	Interview Category	Descriptive Summary
1.	<i>Emotional Perception and Self-Confidence</i>	<i>Most students expressed improvement.</i>
2.	<i>Improvement of Speaking Skills</i>	<i>Students indicated clear progress.</i>
3.	<i>Students' Challenges in Speaking</i>	<i>Several students reported barriers.</i>
4.	<i>Improved Listening Skills, Pronunciation, Grammar, and Vocabulary Acquisition</i>	<i>Widely observed improvements</i>
5.	<i>Fluency and Students' Comprehension</i>	<i>Generally improved fluency reported</i>
6.	<i>Feedback Acceptance and Optimism on Future Speaking Ability</i>	<i>Positive acceptance by most students</i>

Further, the detail result of semi-structure interview is available in appendix 3 (Table 3. Results of students interviews). Several key themes emerged from these conversations. However, the some brief results are presented below based on keyterms.

Students' emotional perceptions and confidence

Most students reported a notable increase in their confidence after participating in guided conversation activities. They described feeling less anxious and more comfortable expressing themselves in English. For example, one student remarked,

"I feel more confident now when speaking English, even though I sometimes still hesitate a little. Overall, I enjoy speaking more because I feel supported."

Another student emphasized:

"Before guided conversations, I was shy, but now I am not afraid to speak in class."

These reflections highlight how structured conversational practice positively influenced students' emotional readiness and confidence.

Improvements in speaking skills

Students perceived clear improvements in their fluency, vocabulary, and ability to construct sentences after engaging in guided conversation sessions. They explained that structured dialogues allowed them to use new vocabulary naturally and improve their sentence structure gradually. One student stated:

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"Now I find it easier to use new words in sentences because we practiced them during the guided conversations."

Another student expressed:

"Speaking feels smoother now; I do not get stuck as often."

Challenges experienced by students

Despite generally positive experiences, several students still faced challenges, especially concerning pronunciation and vocabulary. One student mentioned,

"Sometimes it is hard to find the right words because I do not know enough vocabulary yet."

Another explained:

"Pronunciation is still difficult for me, but the teacher's help makes it easier to correct my mistakes."

These insights underscore common linguistic challenges that learners face. However, students also emphasized how timely teacher support significantly helped them navigate these difficulties.

Enhanced listening skills and language acquisition

Students also described improvements in related language skills, such as listening comprehension and pronunciation, due to repeated interaction during guided conversations. One student noted,

"My pronunciation is clearer because I listen and imitate during conversations."

Another reflected:

"I understand my classmates better now; listening during guided dialogues really helps me to grasp more vocabulary and grammar naturally."

Fluency and comprehension

Many students expressed increased fluency and improved comprehension during conversations. They described guided conversations as providing meaningful practice, enabling smoother, more fluid interactions. A student shared:

"I feel that my speech is more fluent, and I understand conversations better because we practice regularly."

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Feedback acceptance and future speaking optimism

Students valued the feedback provided by teachers, finding it constructive and motivating. They expressed optimism about their future speaking abilities, highlighting how guided conversation sessions encouraged ongoing improvement. For instance, one student commented:

"I really appreciate teacher feedback; it helps me correct myself and makes me feel confident about my future speaking skills."

2. Observational insights

Classroom observations strongly aligned with insights from student interviews. During guided conversation sessions, students actively engaged in structured dialogues, frequently interacting in English with peers and teachers. Researchers noted increased student enthusiasm, participation, and frequency of English use throughout the sessions.

Observations highlighted the teacher's pivotal role in creating a supportive environment, gently correcting pronunciation mistakes, supplying relevant vocabulary, and providing encouragement. Students who had initially appeared reserved gradually demonstrated increased willingness to participate. Observational notes captured instances of students enthusiastically exchanging ideas in English, reflecting both improved language skills and reduced speaking anxiety.

Additionally, students visibly enjoyed the conversational activities. Field notes described the positive classroom atmosphere, exemplified by students smiling, laughing, and engaging enthusiastically. One student was noted saying,

"I really enjoy talking with my friends in English; it is fun and makes me feel good about my speaking skills."

Several instances of scaffolding were observed during the guided conversation sessions. For example, when students struggled to find appropriate vocabulary, the teacher provided suggested words or phrases relevant to the conversation topic. In cases where students mispronounced words, the teacher modeled correct pronunciation and encouraged students to repeat. Additionally, students who initially appeared hesitant were observed gradually participating more actively after receiving encouragement and guided prompts from

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the teacher. These classroom interactions reflected the teacher's ongoing role in providing scaffolding support to help students progress in their speaking abilities.

3. Synthesis of results: confidence and motivation

The triangulation of interviews and observational data confirms that the guided conversation technique qualitatively enhanced students' speaking confidence and motivation. In contrast, some students acknowledged ongoing challenges such as pronunciation difficulties or moments of hesitation; the structured, supportive conversational practice provided sufficient scaffolding to overcome these issues gradually. Regular feedback and repeated practice sessions allowed students to gain confidence progressively and develop a genuine enjoyment of speaking English.

Overall, the findings reveal that the guided conversation technique effectively supports both linguistic and emotional dimensions of students' speaking skills. The structured yet interactive nature of the activities helped learners to feel more competent and emotionally secure when speaking, fostering positive attitudes towards English conversations in class.

Discussion

The primary purpose of this qualitative study was to investigate how students perceive and experience guided conversation techniques in their EFL speaking development. The findings illustrate that students experienced significant enhancements in their speaking skills, particularly fluency, vocabulary usage, and overall confidence through regular guided conversational practice.

These findings resonate with several previous qualitative studies. For instance, Morales (2015) and Syaifuddin (2023) qualitatively described how guided conversational tasks fostered active participation, vocabulary acquisition, and collaborative interactions among learners. Similarly, Kusumaningrat, (2021) highlighted students' increased willingness to engage in structured dialogues due to reduced anxiety and a supportive learning environment. Tanveer et al., (2021) also qualitatively observed that structured dialogue practices positively influenced students' motivation, reduced language interference, and improved classroom participation.

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The crucial role of teacher facilitation noted in this study aligns closely with insights from Ding (2021), who emphasized qualitatively how supportive teacher-student interactions help create a positive, motivating learning atmosphere. Kardena, (2020) further suggested that constructive feedback significantly enhances student confidence and encourages continued engagement, points clearly echoed in the current study's findings. According to Rezki, Melani, and Roza (2024), Teacher feedback plays a crucial role in enhancing students' English speaking ability, as teachers serve as facilitators, mentors, and companions.

The role of the teacher as a facilitator in this study strongly reflects Vygotsky's concept of scaffolding within the Zone of Proximal Development (ZPD). According to Vygotsky (1978), learning occurs most effectively when students are supported to perform tasks slightly above their current competence level, with appropriate guidance. In the context of this research, the guided conversation technique functioned as an instructional scaffold, where the teacher provided modeling, prompts, vocabulary support, and corrective feedback to help students gradually develop greater speaking competence. For instance, during classroom observations, teachers were seen giving students example sentences, suggesting vocabulary choices, and rephrasing student responses to maintain communication flow—all of which represent forms of scaffolding. These support mechanisms were gradually reduced as students gained more confidence and linguistic control, allowing them to engage in conversations more independently. This progression aligns with the principles of scaffolding, where teacher assistance is tailored to students' immediate learning needs and is systematically withdrawn as learners gain mastery. Thus, the application of guided conversation in this study not only promoted linguistic improvement but also illustrated how scaffolding within the students' ZPD facilitates both language development and emotional readiness to speak in EFL contexts.

Additionally, guided conversation activities provided meaningful and structured opportunities for authentic interaction, aligning theoretically with Swain's Output Hypothesis (2007). Students actively produced language, received timely feedback, and adjusted their linguistic output, facilitating deeper learning. Likewise, Vygotsky's Sociocultural Theory and the concept of scaffolding (Vygotsky, 1978) proved highly relevant, highlighting the critical role of teacher guidance in enabling students to speak confidently within their zone of

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proximal development (ZPD). Deci and Ryan's (2000) under their theories “self-determination theory,” also informed the interpretation, emphasizing that structured conversational activities satisfied students' needs for competence, autonomy, and relatedness, thereby enhancing intrinsic motivation for speaking English.

Despite these positive qualitative insights, the current study acknowledges several limitations. Firstly, the research context involved only a single classroom setting, restricting broader contextual understanding. Secondly, this qualitative exploration exclusively focused on speaking skills without integrating listening or reading, potentially overlooking how interconnected language skills might mutually enhance speaking. Lastly, students identified ongoing challenges such as pronunciation difficulties and occasional anxiety, suggesting future exploration of differentiated scaffolding methods to address diverse learner needs more effectively.

In conclusion, this study qualitatively affirms the effectiveness of the guided conversation technique in promoting EFL students' speaking skills, particularly regarding fluency, vocabulary usage, and self-confidence. The findings underscore the value of structured conversational practice and supportive teacher facilitation for enhancing students' linguistic abilities and emotional readiness. Future qualitative research is recommended to include broader participant groups, longer study durations, and more comprehensive explorations involving integrated language skills. Such studies could further illuminate the holistic impact of guided conversation on EFL learners' speaking proficiency and motivation.

CONCLUSION AND SUGGESTION

Conclusion

This study qualitatively confirms that the guided conversation technique serves as an effective instructional strategy to support EFL students' speaking skill development (see appendix 4 and 5). The findings highlight meaningful improvements observed in students' speaking accuracy, fluency, vocabulary mastery, and, notably, their self-confidence. Structured dialogues combined with consistent and supportive teacher interactions enabled students to express their ideas more clearly and actively participate in meaningful conversations within classroom settings.

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The insights drawn from student interviews and classroom observations indicate that guided conversation activities are not only beneficial for linguistic growth but also crucial in fostering students' emotional readiness. By providing structured yet flexible speaking opportunities, the technique effectively reduced anxiety, increased motivation, and encouraged students to speak English more confidently. Therefore, guided conversation emerges as a valuable pedagogical approach, capable of enhancing both the cognitive and affective dimensions of learners' speaking development in EFL classrooms.

Limitation

Despite these positive qualitative findings, several limitations must be recognized. First, the study's context was limited to one particular school. It involved a specific group of tenth-grade students, potentially limiting deeper contextual understanding or applicability to other educational environments. Second, the relatively brief duration of the study may not have fully captured long-term developments or sustained changes in students' speaking abilities and confidence.

Additionally, while many students described noticeable gains in confidence and linguistic competence, some continued to experience challenges, including persistent shyness, hesitation in speaking, and uneven participation, especially among students with lower proficiency levels. These challenges suggest the importance of providing differentiated instruction, tailored scaffolding, and additional emotional support to meet diverse learner needs.

Future qualitative research could benefit from a more extended period of observation, inclusion of diverse educational settings, and potentially integrating multiple language skill areas, such as listening and reading, to better understand the holistic impacts and long-term effectiveness of guided conversation techniques.

Implication

The findings of this qualitative study carry important implications for classroom practices and the broader methodology of English language teaching. The guided conversation technique has demonstrated its potential to foster a more communicative, interactive, and emotionally supportive classroom environment. Teachers are encouraged to

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integrate this structured yet flexible approach into their teaching practices, thereby helping students build linguistic proficiency and communicative confidence simultaneously.

Professional development for teachers should emphasize the skills necessary to effectively implement guided conversation activities, including strategies for providing constructive, confidence-building feedback, managing diverse student proficiency levels, and selecting discussion topics relevant and engaging for students. Broadly, the study underscores the value of adopting student-centered communicative approaches in language teaching, enabling educators to create authentic speaking opportunities that reduce anxiety, foster engagement, and promote sustained motivation for language learning.

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APPENDICES

Appendix 1

Table 1. Students' interviews guidelines

Components of Interviews	No. Item	Total Items
<i>Emotional Perception and Self-Confidence</i>	1.2.3	3
<i>Improvement of Speaking Skills</i>	5.12.14	3
<i>Students' challenges in Speaking</i>	4	1
<i>Improved listening skills, pronunciation, grammatical and vocabulary acquisition</i>	6.7.8.9	4
<i>Fluency and Student Comprehension</i>	10.11	2
<i>Feedback acceptance and Optimism on Future Speaking Ability</i>	13.15	2
Total Items		15

Appendix 2

Table 2. Students' interviews

No	Questions
1.	How did you feel after participating in the conversation session in the class?
2.	Do you feel better at speaking English after this session?
3.	Do you feel more confident speaking in English after the session?
4.	Are there any parts that you find difficult to speak?
5.	Did you find it easier to speak in a small group than in front of the class? Why?
6.	Did you feel better at listening to others speak after this session?
7.	Do you feel that your pronunciation is better after the session? Why?
8.	Are there any grammatical mistakes that you used to make before, but now you can avoid after the guided conversation session?
9.	How much new vocabulary did you learn during the guided conversation session?
10.	Do you feel more fluent in speaking English after this session?
11.	How well did you understand what your friends were saying during the conversation session?
12.	Did you find it easier to follow the conversation in English after this session?
13.	How did you feel when the teacher gave you feedback after the conversation session?
14.	Do you feel that this guided conversation session can help you improve your speaking performance?
15.	After participating in this conversation session, how do you see your future speaking ability in English?

Appendix 3**Table 3. Results of students interviews**

No.	Interview Category	Frequency	Percentage
1.	<i>Emotional Perception and Self-Confidence</i>	4	80.0%
2.	<i>Improvement of Speaking Skills</i>	4	80.0%
3.	<i>Students' Challenges in Speaking</i>	2	40.0%
4.	<i>Improved Listening Skills, Pronunciation, Grammar, and Vocabulary Acquisition</i>	4	80.0%
5.	<i>Fluency and Students' Comprehension</i>	3	60.0%
6.	<i>Feedback Acceptance and Optimism on Future Speaking Ability</i>	4	80.0%

Appendix 4**Table 4. Students' Questionnaires**

No.	Statement	SA	A	N	D	SD
1.	The guided conversation method makes me more confident when speaking in English.	30%	36.7%	30%	3.3%	0%
2.	I feel that structured conversation helps me understand new vocabulary better.	40%	46.7%	13.3%	0%	0%
3.	Small group discussions during guided conversation sessions increase my engagement in learning.	16.7%	53.3%	26.7%	0%	3.3%
4.	I am more motivated to speak in English after the guided conversation session.	43.3%	33.3%	23.3%	0%	0%
5.	This method helps me to improve my pronunciation in English.	40%	53.3%	6.7%	0%	0%
6.	I feel more comfortable interacting with my friends in English after using this method.	16.7%	23.3%	53.3%	6.7%	0%
7.	The guided conversation	13.3%	33.3%	46.7%	6.7%	0%

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	sessions provide an opportunity for me to speak more in class.					
8.	I feel that the teacher provides enough support during guided conversation sessions.	53.3%	36.7%	10%	0%	0%
9.	I can express my ideas and opinions better after the session.	16.7%	46.7%	30%	6.7%	0%
10.	The guided conversation method makes learning English more fun.	40%	30%	30%	0%	0%
11.	I felt that the feedback from my classmates during the session was helpful in improving my speaking ability.	23.3%	56.7%	20%	0%	0%
12.	Structured conversations help me overcome my fear of public speaking.	20%	23.3%	46.7%	6.7%	3.3%
13.	I practiced speaking English outside of class more often after following this method.	16.7%	13.3%	50%	20%	0%
14.	I feel that the guided conversation sessions improved my listening skills too.	30%	53.3%	13.3%	3.3%	0%
15.	This method is in line with my way of learning who prefers to learn through social interaction.	30%	33.3%	26.7%	10%	0%
16.	I feel that discussion-based learning can improve my critical thinking skills.	26.7%	50%	23.3%	0%	0%
17.	Guided conversation sessions make me more responsible for my own learning process.	23.3%	46.7%	30%	0%	0%
18.	I would recommend the guided conversation method to my friends to learn English.	30%	23.3%	40%	6.7%	0%
19.	This method helps me understand the context of using English in everyday situations.	30%	46.7%	20%	3.3%	0%
20.	Overall, I am satisfied with the learning experience using the guided conversation method.	46.7%	30%	23.3%	0%	0%

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Appendix 5

Table 5. Results of students' questionnaires

No.	Questionnaires Category	Meam Score	Agree Percentage
1.	<i>Measuring students' confidence level</i>	3.88	66.8%
2.	<i>Vocabulary Comprehension and Mastery</i>	4.17	85%
3.	<i>Measuring students' motivation level</i>	3.9	64.4%
4.	<i>Social Interaction</i>	3.77	63.3%
5.	<i>Support provided by the teacher</i>	4.43	90%
6.	<i>Assessing students' Learning Independence</i>	3.48	50%
7.	<i>Measuring students' general satisfaction with guided conversation</i>	3.93	65%
8.	<i>Critical Thinking Skills</i>	3.98	76.7%