

Portraying The Use Of Conversation Simulation In Indonesian Speaking Classroom

Menggambarkan Penggunaan Simulasi Percakapan di Kelas Berbicara Bahasa Indonesia

Roizul A'la¹, Oktavia Widiastuti², Maria Purnawati³

¹⁻³(Prodi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra,

Universitas PGRI Kanjuruhan Malang, Indonesia)

e-mail: oktavia_widiastuti@unikama.ac.id

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran berbicara bahasa Inggris kejuruan siswa kelas sebelas di sebuah SMK di Malang melalui penerapan metode simulasi percakapan. Banyak siswa EFL mengalami kesulitan dalam berbicara bahasa Inggris karena keterbatasan kosakata, rendahnya rasa percaya diri, dan kurangnya kesempatan untuk berkomunikasi secara nyata. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan observasi kelas dan wawancara sebagai sumber data. Hasil penelitian menunjukkan bahwa metode simulasi percakapan meningkatkan interaksi siswa di kelas dan memperbaiki kemampuan berbicara mereka, termasuk kelancaran, pengucapan, kosakata, dan kepercayaan diri. Selain itu, suasana kelas menjadi lebih aktif dan komunikatif. Penelitian ini menyimpulkan bahwa simulasi percakapan merupakan metode yang efektif untuk mendukung pengembangan bahasa Inggris kejuruan siswa dan meningkatkan interaksi di kelas.

Kata Kunci: interaksi kelas; observasi kelas; simulasi percakapan; wawancara; performa berbicara

Abstract

This study aims to describe the vocational speaking English learning process of eleventh-grade students at a vocational high school in Malang through the implementation of the conversation simulation method. Many EFL students face difficulties in speaking English due to limited vocabulary, low confidence, and lack of opportunities for real communication. This study employed a descriptive qualitative approach using classroom observations and interviews as the data sources. The findings show that conversation simulation increased students' classroom interaction and improved their speaking performance, including fluency, pronunciation, vocabulary, and confidence. Moreover, the classroom atmosphere became more active and communicative. This study concludes that conversation simulation is an effective method to support students' vocational English development and enhance classroom interaction.

Keywords: *classroom interaction; classroom observation; conversation simulation; interview; speaking performance*

INTRODUCTION

Speaking skill is one of the most important aspects in learning English as a Foreign Language (EFL), as it serves as the primary means for learners to express ideas, feelings, and information orally. In the EFL context, speaking ability is often regarded as an indicator of students' success in using the language communicatively rather than merely understanding language structures theoretically (Richards, 2017; Burns & Siegel, 2018). However, many recent studies indicate that EFL students still face various difficulties in developing their speaking skills in the classroom. These difficulties include low self-confidence, limited vocabulary mastery, fear of making mistakes, and anxiety when speaking in front of peers or teachers (Sato, 2019; Al-Hosni, 2018; Riandini, 2025). In addition, classroom instruction is often still oriented toward grammar mastery and written exercises, which limits students' opportunities to practice speaking meaningfully (Nation & Macalister, 2020; Richards & Rodgers, 2021). As a result, students may understand English conceptually but are not yet able to use it effectively in oral communication.

Classroom interaction plays a crucial role in the development of students' speaking ability. Through meaningful interaction, students are encouraged to produce language, express ideas, and respond to others' utterances, which are essential processes in second language acquisition (Ellis, 2018; Gass & Mackey, 2020). Recent studies have shown that interaction-based learning, such as group discussions, pair work, and communicative tasks, can increase students' participation and build their confidence in speaking English (Sato & Loewen, 2019; Huda, Yunus, & Romadhon, 2025). Therefore, speaking instruction needs to be designed interactively in order to actively engage students in authentic language use.

One teaching approach that is often seen as effective for developing speaking skills and increasing classroom interaction is conversation simulation. Through this method, students are given chances to practice English in simulated conversations that mirror real-life situations, which makes the learning process feel more relevant and grounded in actual use (Burns, 2019, Richards, 2017). In these activities, students are not only dealing with language forms, but also learning how to deliver ideas, respond to others, and work together with peers in communicative contexts that feel authentic (Harmer, 2017, Larsen-Freeman & Anderson, 2021).

Recent studies suggest that conversation simulation, along with other structured communicative activities, can help improve students' speaking fluency, confidence, and level of participation in class (Nation & Newton, 2020, Nur, 2025). This approach also supports the creation of a more communicative classroom atmosphere, where students act as active language users rather than passive receivers of information (Littlewood, 2019, Richards & Rodgers, 2021). With repeated exposure to simulated situations, students gradually become more comfortable using English for both functional and social purposes, which can be challenging at first but becomes more natural over time.

Despite these positive findings, studies that specifically examine the impact of conversation simulation on students' speaking ability and classroom interaction from a qualitative perspective remain relatively limited. Most previous research has focused on quantitative outcomes, such as test scores or achievement gains, while the learning process, changes in students' speaking behavior, interaction patterns, and students' responses during

speaking activities have not been extensively explored (Creswell & Poth, 2018; Merriam & Tisdell, 2019). Therefore, qualitative research that focuses on classroom processes and students' perceptions is still needed.

This take a look at aims to describe college students' speaking potential and lecture room interaction via the implementation of communication simulation at a senior high faculty in Malang. it is expected that this look at will make a contribution to the development of more interactive and communicative talking preparation techniques inside the EFL context. The research questions of this look at are as follows: (1) How is college students' speaking capacity in the course of the implementation of verbal exchange simulation? (2) What patterns of lecture room interaction emerge for the duration of verbal exchange simulation activities? (3) How do college students reply to the usage of communication simulation in English talking practise?

LITERATURE REVIEW

Speaking Skills in English Language Learning

Speaking skill refers to the ability to use language actively to express ideas, opinions, and feelings in oral form. In the context of English as a Foreign Language (EFL), speaking is not only about producing grammatically correct sentences. It also involves fluency, clarity of pronunciation, appropriate vocabulary use, and the ability to interact in real communicative situations, which often becomes the real challenge for learners (Burns, 2019, Richards, 2020). This shows that speaking skills cannot be developed through mechanical practice alone, but need learning activities that encourage students to use English in a meaningful and authentic way.

Apart from linguistic aspects, students' speaking skills are also influenced by affective factors such as self-confidence, motivation, and anxiety when speaking a foreign language. Students who experience high levels of anxiety or fear of making mistakes tend to avoid speaking and become less active during classroom activities (Al-Hosni, 2018, Sato, 2019, Riandini, 2025). This situation highlights the importance of the teacher's role in creating a safe and supportive learning environment, where students feel comfortable using English, even when their language is still imperfect. Over time, this kind of atmosphere can help students speak more confidently and participate more actively in class.

Speaking Performance

Speaking performance refers to students' ability to use English orally, which can be observed through several aspects, such as speaking fluency, clarity of pronunciation, accuracy in vocabulary use, and the comprehensibility of the conveyed message. In modern language learning, speaking performance is not always assessed based on perfect grammatical accuracy but rather on students' ability to convey meaning effectively and be understood by the interlocutor (Burns & Siegel, 2018; Richards, 2020).

In the EFL classroom context, the development of students' speaking performance is strongly influenced by the frequency of practice and the opportunities to speak provided during the learning process. Activities that offer direct speaking practice, such as discussions, pair work, and conversation simulations, can help students improve their speaking performance gradually (Nation & Newton, 2020; Richards & Rodgers, 2021). Therefore, teachers need to design learning activities that allow students to use English actively and

contextually.

Classroom Interaction in Language Learning

Classroom interaction plays a very important role in language learning because it allows students to develop their language abilities through active engagement and two-way communication. Interaction occurs not only between teachers and students but also among students through activities such as group discussions, pair work, and question-and-answer sessions (Ellis, 2018; Gass & Mackey, 2020). Through such interactions, students gain more opportunities to practice the target language authentically.

Recent studies have shown that effective classroom interaction can create a communicative and participatory learning atmosphere. When students are actively involved in interaction, they become more accustomed to using English spontaneously and meaningfully, which has a positive impact on the improvement of speaking performance (Sato & Loewen, 2019; Littlewood, 2019). Thus, classroom interaction is an essential factor in developing students' speaking skills in EFL learning.

Conversation Simulation as a Teaching Method

Conversation simulation is a teaching method that places students as active participants in communicative situations resembling real-life contexts. Through this method, students are required to play specific roles and use English according to predetermined situations, allowing the language to be used functionally and contextually. In this way, conversation simulation helps students understand how language is used in social interaction rather than merely as isolated linguistic structures (Burns, 2019; Larsen-Freeman & Anderson, 2021). In English language teaching, the conversation simulation method is implemented through several systematic stages. The first stage is the preparation stage, in which the teacher explains the learning objectives, introduces the topic of the conversation, and provides relevant vocabulary and expressions related to the simulated situation. The teacher also presents example dialogues or models to help students understand the context of the conversation and the roles they are expected to perform.

The next stage is the simulation stage. In this stage, students do conversation simulations based on the roles and situations given by the teacher. For example, some students act as a customer and a shop assistant, while others play the roles of a doctor and a patient. Students speak directly in English, either in pairs or in groups. This gives them more chances to practice speaking actively. At this stage, students use the vocabulary and expressions they have learned, while slowly improving their fluency and pronunciation when speaking.

The last stage is the reflection and feedback stage. In this stage, the teacher gives feedback on students' speaking performance, especially on vocabulary use, pronunciation, and fluency. Students are also asked to think about their learning experience during the conversation simulation activities. Through this process, students become more aware of their speaking progress and can see which parts still need improvement.

Based on these stages, conversation simulation can be understood as a teaching method that emphasizes students' active involvement in the communication process. This method provides students with opportunities to learn speaking through direct experience and social interaction, thereby supporting the development of speaking skills and classroom interaction in English as a Foreign Language learning.

RESEARCH METHOD

This study employed a descriptive qualitative method to gain an in-depth understanding of how English-speaking skills were taught through the conversation simulation method. The focus of this study was not on statistically measuring students' speaking improvement, but on describing how the method was implemented in the classroom and how it influenced students' speaking performance. It also looked at classroom interaction during the learning process, which became an important part of the observation.

A qualitative approach was chosen because this study emphasizes learning phenomena that occur naturally in the EFL classroom. Through this approach, the researcher was able to explore students' behavior and their responses to the learning activities. The interaction between students and the teacher was also observed, in a way that allowed the process to be seen more clearly and in context. Using a descriptive qualitative method, the researcher systematically described the learning process based on empirical data obtained directly from real classroom situations, so the findings reflect what actually happened during the lessons (Creswell & Poth, 2018).

Furthermore, this method was considered appropriate because the study aimed to understand students' learning experiences and how they perceived the use of conversation simulation in speaking instruction. The attention was not only on what students learned, but on how they felt during the process, how they reacted to the activities, and how their participation changed over time. Through a qualitative approach, the researcher was able to capture changes in students' behavior, such as growing self-confidence, greater willingness to speak, and more active involvement in classroom interaction, aspects that are not always captured through written tests. Because of this, the descriptive qualitative method was considered suitable for providing a comprehensive description of how conversation simulation was implemented in English speaking instruction (Tracy, 2020, Miles, Huberman, & Saldaña, 2020).

In addition, the qualitative method made it possible for the researcher to gain deeper insight into the instructional strategies used by the teacher. It also showed how these strategies supported students' engagement in speaking activities. By closely observing classroom practices, the researcher was able to see how conversation simulation activities were designed and carried out. Some of them were adjusted to match students' language proficiency levels. This kind of detailed observation helps explain how the method supports meaningful communication and interaction in the EFL classroom, rather than focusing only on accuracy (Burns, 2019).

Finally, the use of a descriptive qualitative approach allows the researchers to present the findings in the form of detailed descriptions and interpretations rather than numerical data. This approach supports the exploration of complex classroom phenomena, including interaction patterns, student participation, and communicative behavior during speaking activities. As a result, the research findings provide a comprehensive portrayal of the teaching and learning process through conversation simulation and offer valuable insights for English teachers who wish to apply similar methods in their speaking instruction (Denzin & Lincoln, 2018).

PARTICIPANTS

The research was conducted at a vocational high school located in Malang, Indonesia. The participants were twenty students from the eleventh grade who took part in English speaking lessons that applied the conversation simulation method. These students were selected because they already had sufficient experience in learning English and were actively involved in speaking activities in the classroom, which made them relevant to the focus of the study.

At this level, students are generally expected to be able to express ideas orally. They should also be able to respond to questions and interact with their peers using English in different communicative situations. In qualitative research, the number of participants is not intended to support statistical generalization. Instead, it is aimed at obtaining rich and in-depth data from a specific research context. For this reason, the involvement of twenty participants was considered adequate to provide meaningful insights into students' speaking performance, patterns of interaction, and their responses during the implementation of the conversation simulation method (Merriam & Tisdell, 2016).

The participants were selected through purposive sampling, as they met criteria that were closely related to the objectives of the study. The students were chosen based on their active participation in speaking activities and their willingness to engage in conversation simulation tasks. This sampling technique allowed the researcher to focus on participants who could provide relevant and detailed information about the implementation of the method and the learning process itself, rather than on a larger group with less contextual depth (Creswell & Poth, 2018).

Furthermore, the selection of eleventh-grade students was considered appropriate because they had developed basic English proficiency and were familiar with classroom communication in English. Their level of language ability allowed them to participate more effectively in simulation activities that required interaction, role-taking, and spontaneous oral responses. As a result, the data collected from these participants reflected authentic classroom communication practices in an EFL context.

Finally, involving a manageable number of participants allowed the researcher to conduct detailed observations and gain a deeper understanding of individual and group interactions during the learning process. This also enabled the researcher to capture variations in students' speaking behavior, confidence levels, and interaction styles. Through close observation and analysis, the study was able to provide a comprehensive description of students' participation and responses during the implementation of the conversation simulation method (Denzin & Lincoln, 2018).

INSTRUMENTS

The instruments used in this study were classroom observation and interviews. The classroom observation instrument employed a checklist entitled "*Classroom Observation of Speaking Activities*", which consisted of items related to students' participation, interaction patterns, and speaking performance. This instrument enabled the researcher to collect direct data on how students engaged in speaking activities and interacted with their peers during the English learning process.

The interview instruments consisted of open-ended questions administered to both the teacher and students. The student interviews aimed to explore their experiences, perceptions, and responses toward

the implementation of the conversation simulation method. Meanwhile, the teacher interview was conducted to obtain the teacher's perspectives on students' speaking development, classroom interaction, and the effectiveness of the conversation simulation method in supporting English speaking instruction. Together, these instruments provided comprehensive data on students' speaking performance, classroom interaction, and the effectiveness of the conversation simulation method in English as a Foreign Language learning.

DATA COLLECTION

Data collection in this study was carried out using two main techniques, classroom observation and semi-structured interviews. These two techniques were used to gather clear and detailed data related to the use of the conversation simulation method, students' speaking performance, and the interaction patterns that appeared during the learning process. By combining observation and interviews, the researcher was able to obtain information that supported each other and gave a better understanding of what happened in the classroom.

Classroom Observation

Classroom observation was conducted across several speaking English lessons where the conversation simulation method was applied. During these sessions, the researcher acted as a non-participant observer, observing the teaching and learning process directly without taking part in the instructional activities. This observation was intended to capture an authentic picture of how the conversation simulation method was implemented by the teacher and how students were involved in the speaking activities.

The observation focused on students' speaking performance, including fluency, clarity of pronunciation, and vocabulary use. It also looked at how confident students appeared when speaking English, which often influenced their participation. In addition, attention was given to classroom interaction patterns, both among students and between students and the teacher during the simulation activities. The researcher also observed students' level of participation, their willingness to speak, and how they responded to instructions and roles assigned in the conversation simulations, as these aspects helped explain how the activities worked in practice.

Through classroom observation, the researchers were able to collect authentic and natural data regarding students' behaviour and the dynamics of learning that occurred in the classroom. This observation allowed the researchers to directly examine how students used English in simulated communicative contexts and how the classroom atmosphere was shaped during the implementation of the conversation simulation method (Fraenkel, Wallen, & Hyun, 2019).

Semi-Structured Interviews

To complement the data obtained from classroom observation, semi-structured interviews were conducted after the completion of the conversation simulation learning activities. The interviews involved ten eleventh-grade students who were purposively selected based on their level of participation in speaking activities, including both active and less active students. In addition, one English teacher who taught the class was also interviewed to obtain supporting data from the teacher's perspective.

The interviews with students consisted of ten open-ended questions aimed at exploring their learning experiences during the implementation of the conversation simulation method.

The questions focused on students' feelings when speaking English, their level of participation in classroom activities, and the changes they perceived in their speaking ability, particularly in terms of fluency, pronunciation, vocabulary use, and self-confidence. The interviews also explored the difficulties or challenges faced by students during the conversation simulation activities.

Meanwhile, the interview with the English teacher also consisted of ten questions that focused on the teacher's perspectives regarding the implementation of the conversation simulation method in teaching speaking. The questions addressed the teacher's role in designing and conducting the simulation activities, observed changes in students' speaking performance, classroom interaction during the learning process, as well as challenges encountered in applying the method.

The interview questions were developed based on theories of speaking skills, particularly the components of speaking such as fluency, pronunciation, vocabulary, and self-confidence, and were adapted from previous studies related to communicative language teaching and conversation simulation. The questions were then modified to suit the context of the present study. All interviews were conducted individually in a relaxed atmosphere, lasted approximately 15–20 minutes, and were audio-recorded with participants' consent to ensure the accuracy and completeness of the data for further analysis (Kvale & Brinkmann, 2018).

DATA ANALYSIS

The data analysis in this study was conducted through an in-depth examination and systematic organization of the data in accordance with the research objectives. The analyzed data were obtained from classroom observations and interviews collected during the implementation of the conversation simulation method in teaching speaking. Classroom observations were conducted in three meetings, each of which employed a different conversation simulation topic, namely self-introduction, daily activities, and introducing others.

At the initial stage of data analysis, the researcher repeatedly read and reviewed all the collected data to gain a comprehensive understanding of the speaking learning process, students' behavior during speaking activities, and the responses that emerged throughout the implementation of the conversation simulation. This process was carried out to ensure that the researcher fully understood the learning context and the actual classroom conditions.

After obtaining a general understanding of the data, the researcher focused the analysis on data that were directly related to students' speaking skills. The analysis concentrated on students' oral use of English during the conversation simulation activities. The analyzed aspects included speaking fluency, clarity and accuracy of pronunciation, appropriate vocabulary use according to the conversational context, and students' level of self-confidence when speaking in front of their peers or groups. Data that were not directly related to speaking skills were excluded from the analysis.

In addition to students' speaking performance, the data analysis also focused on oral interaction that occurred in the classroom during speaking lessons. The researcher looked at how students took part in conversations, how they responded to questions or statements from their peers, and how collaboration among students was formed during the conversation simulation activities. Interaction between the teacher and students was also examined,

especially in relation to instructional guidance, oral feedback, and the encouragement given by the teacher to support students in speaking English more confidently.

Furthermore, the researcher grouped significant findings based on similarities in patterns and tendencies that appeared during the speaking activities across the three simulation topics. This process made it possible to identify changes in students' speaking behavior. Some students showed a stronger willingness to speak. Others became more fluent in expressing their ideas, and students who were previously passive began to participate more actively in classroom interaction.

The final stage of data analysis focused on interpreting and presenting the findings in a descriptive manner. The results were presented as narrative descriptions that reflected what actually happened during speaking instruction in the classroom. To strengthen the interpretation, the findings were supported by data from classroom observations and excerpts from interviews. Through this approach, the data analysis provided a clearer picture of how the conversation simulation method was implemented, how students performed in speaking activities, and how oral interaction developed during the speaking English learning process. The whole process of data analysis are described thoroughly in Table 1.

RESULTS

Table 1. Data Analysis Procedures in the Study

Stage of Analysis	Focus of Analysis	Data Sources	Key Aspects Examined	Purpose
Data Familiarization	Gaining overall understanding of the speaking learning process	Classroom observations (3 meetings) and interviews	Learning context, students' behavior, classroom atmosphere during conversation simulation	To understand real classroom conditions and speaking activities comprehensively
Data Selection and Reduction	Identification of data relevant to speaking skills	Observation notes and interview transcripts	Students' oral English performance during simulations	To focus analysis only on data related to speaking skills
Speaking Skills Analysis	Students' speaking performance	Classroom observations	Fluency, pronunciation clarity and accuracy, vocabulary appropriateness, self-confidence	To examine students' speaking ability during conversation simulation activities
Interaction Analysis	Classroom oral interaction	Classroom observations	Student–student interaction, responses to peers, collaboration, teacher–student interaction, feedback, and encouragement	To analyze how oral interaction developed during speaking lessons
Pattern Identification	Changes and tendencies in students' speaking behavior	Observation data across three topics	Willingness to speak, fluency improvement, participation of passive students	To identify improvements and behavioral changes across simulation topics
Interpretation and Presentation	Meaning making and reporting	Observations and interview excerpts	Narrative description supported by empirical data	To present findings clearly and reflect actual classroom speaking practices

The findings of this study were obtained from classroom observations supported by data from semi-structured interviews with both students and the teacher. The results indicate that students responded positively to the implementation of the conversation simulation method. Students reported increased confidence and courage in speaking English, particularly when interacting in small groups. One student stated, “I feel more confident to speak because I can practice with my friends in small groups.” In addition, students perceived improvements in their speaking fluency, pronunciation, and the use of more varied vocabulary when discussing topics such as self-introduction, daily activities, and introducing others.

The interview results with the teacher revealed that the conversation simulation method encouraged active student participation during the learning process. The teacher reported that students became more engaged in speaking activities, the classroom atmosphere became more interactive, and students were better able to apply English vocabulary and expressions in real communication contexts. The teacher also noted that this method helped previously passive students become more confident and willing to speak in front of their peers.

Beyond improvements in speaking performance, the interview data revealed changes in students' attitudes toward English speaking. Several students reported that before the simulation activities, they felt afraid of making mistakes and were reluctant to speak in front of the class. After engaging in the conversation simulation, they gradually became more comfortable and accustomed to using English in simple communicative situations. One student commented, "After several simulation practices, speaking English feels more natural and less stressful." These findings, obtained from the semi-structured interview instrument, indicate that the method not only improved students' speaking performance but also positively influenced their attitudes toward learning English.

The findings also show that the use of different topics in each meeting had a positive impact on students' engagement in speaking activities. The self-introduction topic helped students practice basic expressions and build initial confidence, while the daily activities topic encouraged students to use a wider range of vocabulary. In the topic of introducing others, students appeared more capable of constructing oral sentences and interacting more actively with their group members.

In terms of classroom interaction, the results demonstrate that the conversation simulation activities encouraged students to participate more actively in the learning process. Student-to-student interaction became more dynamic as students were directly involved in conversations and group work. Students not only spoke individually but also responded to their peers and collaborated in completing the assigned simulation tasks. One student explained that group conversation helped him learn from friends and feel more comfortable when speaking English. Furthermore, the interview results indicate that students who were previously less active showed increased involvement during the learning process. This was particularly evident in the second and third meetings, where students appeared more willing to express their ideas and participate in group conversations. This condition suggests that the conversation simulation method provides more equal opportunities for students to engage in speaking activities. Table 2 concludes all research findings in this study.

Table2. Summary of Research Findings on the Implementation of Conversation Simulation Method

Aspect	Data Source	Findings	Supporting Evidence
Students' Response to the Method	Classroom observations and student interviews	Students showed positive responses toward the conversation simulation method and felt more confident in speaking English, especially in small-group interactions	Students reported feeling more comfortable practicing with peers in small groups
Students' Speaking Performance	Classroom observations and interviews	Improvement in speaking fluency, pronunciation clarity, and use of more varied vocabulary across different conversation topics	Students demonstrated better oral performance during self-introduction, daily activities, and introducing others

Students' Speaking Confidence and Attitudes	Student interviews	Reduced anxiety and fear of making mistakes; increased comfort and willingness to speak English	Students stated that speaking English felt more natural and less stressful after several simulation practices
Teacher's Perspective on Student Participation	Teacher interview	Increased student participation and engagement during speaking activities; improved classroom atmosphere	Teacher observed more interactive learning and greater use of English expressions in communication
Participation of Previously Passive Students	Classroom observations and teacher interview	Passive students became more confident and actively involved in speaking activities	Increased participation was evident during the second and third meetings
Impact of Conversation Topics	Classroom observations	Different topics supported different aspects of speaking development	Self-introduction built initial confidence; daily activities expanded vocabulary; introducing others improved sentence construction and interaction
Classroom Interaction	Classroom observations and student interviews	More dynamic student-to-student interaction and improved collaboration	Students responded to peers, worked collaboratively, and learned from group conversations
Overall Learning Atmosphere	Observations and interviews	Creation of a more communicative and engaging English learning environment	Conversation simulation provided equal opportunities for students to speak and interact

Overall, the findings indicate that the implementation of the conversation simulation method through contextual topics was able to create a more communicative learning atmosphere. The method not only supported the development of students' speaking ability but also strengthened classroom interaction and student engagement in the English learning process.

DISCUSSION

Based on the interview findings, the implementation of the conversation simulation method showed a positive influence on students' speaking ability. The improvement could be seen in several areas, including speaking fluency, awareness of pronunciation, vocabulary use, and self-confidence. Rather than indicating improvement as a simple outcome, these findings suggest that conversation simulation creates learning conditions where students can practice speaking in a supportive and relatively low-pressure environment. Students' perceptions also showed that repeated speaking practice through communicative activities helped them develop their speaking skills gradually. At the same time, it reduced their anxiety when speaking English, which often becomes a major barrier in EFL classrooms.

This improvement can be understood through students' frequent exposure to meaningful interaction. In these situations, students tended to focus more on conveying meaning than on worrying excessively about grammatical accuracy. As a result, they were more willing to speak and to stay engaged in the interaction. This finding aligns with Burns (2019), who

argues that communicative-based speaking instruction can increase students' confidence and engagement in EFL classrooms.

The perceived improvement in speaking fluency further suggests that conversation simulation provides meaningful opportunities for students to use English orally. Fluency developed because students were encouraged to speak continuously within a communicative context, rather than producing isolated sentences. Through simulation activities that used topics closely related to students' daily lives, such as self-introduction, daily activities, and introducing others, students became more familiar with speaking English in a spontaneous way. This familiarity with everyday topics helped reduce cognitive load, which allowed students to speak more smoothly and naturally. This finding supports the view of Richards and Rodgers (2021) that speaking fluency develops through repeated practice in authentic communicative contexts.

Furthermore, students' perceptions of improvement in pronunciation and vocabulary use highlight the importance of contextualized language learning. When students engage in realistic communicative situations, they are more likely to notice pronunciation problems through interaction and peer feedback, which promotes self-awareness in speaking. When students are involved in realistic communicative situations, they are more likely to notice pronunciation errors and use vocabulary appropriately according to the conversational context. This indicates that conversation simulation supports incidental vocabulary learning through use, not rote learning. This finding aligns with Larsen-Freeman and Anderson's (2021) argument that language learning is more effective when learners use language functionally and meaningfully.

In terms of classroom interaction, the findings show that the conversation simulation method strengthened interaction among students. This increase happened because the simulation activities required students to negotiate meaning, respond to their peers, and work together to complete communicative tasks. Students were encouraged to respond to one another, collaborate, and take an active role in group conversations, rather than speaking individually or in isolation. This finding is in line with Littlewood (2019), who highlights that interaction among learners plays an essential role in developing communicative competence in language learning.

The teacher's role as a facilitator was also clearly visible during the implementation of the conversation simulation method. Instead of dominating classroom talk, the teacher guided students through prompts, corrective feedback, and encouragement when needed. This type of guidance contributed to a learning environment that felt more supportive and comfortable, making students more willing to speak. This finding supports Harmer's (2017) view that teachers have an important role in creating a communicative atmosphere in speaking classrooms.

The interview results also showed that students experienced lower levels of anxiety during speaking activities after taking part in conversation simulation. This reduction in anxiety was largely related to the role-based nature of the activities, which shifted students' attention away from fear of making mistakes and toward completing communicative tasks. Working in small groups also helped, as it reduced students' fear of negative evaluation from their peers. The teacher further noted that students appeared more relaxed, engaged, and

confident during speaking tasks, and that the method encouraged active participation and collaboration. These findings support previous studies indicating that collaborative and contextual speaking activities can help reduce foreign language anxiety (Gregersen & MacIntyre, 2017).

Overall, the findings indicate that the conversation simulation method created a communicative, interactive, and supportive learning environment. According to the teacher, the method not only increased students' speaking practice but also promoted meaningful interaction, collaboration, and confidence. Students perceived that practicing in pairs or groups with teacher support helped them become more comfortable and fluent in English. These results align with previous research highlighting that meaningful speaking practice, active participation, peer collaboration, and teacher support are key factors in developing speaking skills in an EFL context (Richards, 2017; Burns, 2019; Richards & Rodgers, 2021).

CONCLUSION

Based on the results of the study and the discussion, it can be concluded that the implementation of the conversation simulation method has a positive impact on the development of students' speaking performance in English language learning. During the learning activities, students showed improvement in speaking fluency, pronunciation, vocabulary use, and self-confidence when expressing their ideas orally. This indicates that communicative speaking activities help students use English more actively and meaningfully.

In addition to improving speaking ability, the use of conversation simulation also helped make classroom interaction better. Interaction among students, as well as between students and the teacher, became more active and communicative. Students were more involved in the learning process. They showed a stronger willingness to participate and responded positively to the speaking activities in class. As a result, the classroom atmosphere became more interactive and more supportive of active student involvement.

The findings of this study also show that the teacher's role is very important in the successful use of the conversation simulation method. The teacher acts as a facilitator by giving guidance, support, and feedback during the learning activities. This support helps students feel more comfortable and confident when using English. Because of this, students are more willing to take part actively in speaking activities.

Overall, this study concludes that conversation simulation is an effective teaching method for improving students' speaking performance and classroom interaction at the senior high school level. This method can be used as an alternative strategy for teaching English speaking skills that emphasizes active student participation. Future research is recommended to investigate the implementation of conversation simulation in different contexts and educational levels in order to obtain broader and deeper insights.

However, this study was limited to one class with a relatively small number of participants, and the findings were based mainly on qualitative data. Therefore, the results cannot be generalized to other educational contexts. Future research is recommended to involve larger samples, different educational levels, and a combination of qualitative and quantitative data to obtain more comprehensive and generalizable findings.

REFERENCES

- Al-Hosni, S. (2018). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 6(6), 22–30.
- Burns, A. (2019). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Burns, A., & Siegel, J. (2018). Teaching the four language skills: Themes and issues. In J. I. Liontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1–7). Wiley Blackwell.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research* (5th ed.). Sage Publications.
- Ellis, R. (2018). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Gass, S. M., & Mackey, A. (2020). *Input, interaction, and output in second language acquisition*. Routledge.
- Gregersen, T., & MacIntyre, P. D. (2017). *Innovative practices in language teacher education: Spanning the spectrum from intra- to interpersonal professional development*. Springer.
- Harmer, J. (2017). *How to teach English* (2nd ed.). Longman.
- Huda, M., Yunus, M. M., & Romadhon, S. (2025). Enhancing EFL students' speaking participation through interactive classroom activities. *Journal of Language Teaching and Research*, 16(1), 45–56.
- Kvale, S., & Brinkmann, S. (2018). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). Sage Publications.
- Larsen-Freeman, D., & Anderson, M. (2021). *Techniques and principles in language teaching* (4th ed.). Oxford University Press.
- Littlewood, W. (2019). *Communicative language teaching: An introduction*. Cambridge University Press.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2019). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage Publications.
- Nation, I. S. P., & Macalister, J. (2020). *Language curriculum design*. Routledge.
- Nation, I. S. P., & Newton, J. (2020). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nur, A. (2025). The effectiveness of conversation simulation in improving students' speaking fluency. *Journal of English Education Studies*, 8(2), 112–123.
- Richards, J. C. (2017). *Teaching English through English: Proficiency, pedagogy and performance*. RELC Portfolio Series.



- Richards, J. C. (2020). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2021). *Approaches and methods in language teaching* (4th ed.). Cambridge University Press.
- Riandini, D. (2025). Students' anxiety and self-confidence in EFL speaking classrooms. *Indonesian Journal of Applied Linguistics*, 15(1), 67–78.
- Sato, M. (2019). Exploring learners' perceptions of classroom interaction and speaking anxiety in EFL contexts. *System*, 82, 1–12.
- Sato, M., & Loewen, S. (2019). Do learners perceive the same classroom interactional practices as teachers? *Applied Linguistics*, 40(1), 113–136.
- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Wiley-Blackwell.