Teaching Speaking Using Descriptive Dialogues and Information Gap Activities for First-Grade Students of SMK Maospati Magetan

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ABSTRACT

This study investigates the effectiveness of using descriptive dialogues as a learning medium combined with information gap activities to enhance the speaking skills of first-grade students at SMK Maospati Magetan. Employing a descriptive qualitative research design, the study examines how these instructional techniques improve students' oral fluency, classroom engagement, and overall communicative competence. Data were collected through classroom observations, students' speaking performances, instructional documents, and interviews with the English teacher. The analysis focuses on identifying improvement patterns, challenges faced by learners, and the pedagogical implications of implementing the techniques. The findings indicate that descriptive dialogues, when paired with information gap activities, significantly promote active student participation and increased confidence in speaking. Improvements were observed in pronunciation, vocabulary use, sentence construction, and fluency. The requirement to exchange missing information fostered authentic communication and meaningful peer interaction. However, challenges such as limited vocabulary, low self-confidence, and difficulty maintaining smooth conversational flow were still evident. These constraints stemmed from varying levels of language exposure and learners' differing abilities to process information during speaking tasks. The study concludes that the combination of descriptive dialogues and information gap activities serves as an effective instructional strategy for teaching speaking. The approach aligns with communicative language teaching principles by offering learner-centered, interactive, and purpose-driven communication. Recommendations include integrating structured dialogue practices, providing vocabulary scaffolding, offering continuous feedback, and utilizing contextualized materials to sustain motivation and participation.

Keywords: Speaking Skill, Descriptive Dialogues, Information Gaps Activities, Communicative Competence, Classroom Interaction.

1. Introduction

Speaking skills constitute a core component of English language learning, as they enable learners to convey ideas, negotiate meaning, and develop comprehensive communicative competence. According to Richards (2015), speaking is "the most demanding and complex skill in language learning because it involves real-time processing, interaction, and negotiation of meaning." This perspective highlights that speaking is not merely the ability to produce utterances but a cognitive and social process that occurs simultaneously. In vocational education, the importance of speaking skills becomes even more pronounced, as students are prepared to enter professional environments that require effective and proficient communication. (Short 2015). Recent studies further underscore the critical importance of oral communication mastery for vocational graduates. According to García Laborda (2015), speaking competence constitutes a central component of workplace readiness, as professional environments demand employees who can communicate clearly, effectively, and appropriately within their specific contexts. This reinforces the notion that speaking is not merely a linguistic skill but also a social and pragmatic ability that significantly influences success in service interactions, industrial operations, and business activities. (Yuen and Kaur 2015).

In line with this, Derakhshan, Khalili, and Beheshti (2016) emphasize that effective speaking instruction must provide opportunities for meaningful and authentic communication to facilitate natural language development. This implies that vocational students should be engaged in activities that simulate real workplace situations—such as customer service interactions, negotiations, project presentations, or interprofessional communication—so that they can develop fluency, confidence, and adaptive communicative competence. (Zandi, Kaivanpanah, and Mohammad 2014). Thus, recent literature reinforces the notion that speaking skills in vocational education cannot be separated from the demands of the modern workplace. Speaking instruction should be designed to align with industry needs, provide authentic communicative experiences, and help students achieve communicative competence relevant to their professional fields. Rao (2019) demonstrates that real-life, task-based speaking activities significantly enhance students' fluency, confidence, and job readiness—particularly when the tasks closely reflect professional communication contexts.(RAO 2019).

Similarly, Palmer, Kelly, and Mullooly (2018) found that integrating authentic communication activities into speaking instruction helps vocational students understand how language is used in workplace and customer service contexts. Such activities not only develop linguistic accuracy but also enhance pragmatic competence, enabling learners to respond appropriately in professional interactions.(Palmer, Kelly, and Mullooly 2016). Furthermore, research on the *Effect of Role-Playing Method on Students' Speaking Skills* demonstrated that implementing role-play significantly enhances students' speaking abilities, including fluency, confidence, and language accuracy, with average scores exceeding the success threshold of 75% (Pengaruh Metode Role Playing Terhadap Keterampilan Berbicara Siswa Kelas X SMA Ki Hajar Dewantara Tangerang Tahun Pelajaran 2018/2019, 2020). The study concluded that through simulation and dramatization, students gain opportunities to practice speaking in contexts resembling real-life situations, thereby developing not only linguistic competence but also interpersonal skills and professional communication readiness. Furthermore, the national study *The Effectiveness of Role-Play Towards Vocational School Students' Speaking Skill* revealed that implementing the role-play method among vocational school students significantly improved their speaking abilities, particularly in terms of fluency, structure, and confidence. Post-test results in the experimental group showed a notable increase compared to the pre-test and to the control group, indicating that role-play is an effective strategy for enhancing speaking skills in the vocational education context. (Bimantara Wicaksana 2020). Research on *The Effectiveness of Role Play Towards Vocational School Students' Speaking Skill* demonstrates that applying role-play among vocational students significantly enhances English speaking abilities, including fluency, sentence structure, and speaking confidence. Using a quasi-experimental design with experimental and control groups, post-test results showed the experimental group's mean score increased by 2.20 over the control group, with a significance value of $0.034 < 0.05$, indicating a statistically significant difference. Beyond cognitive gains, role-play fosters a communicative and interactive classroom environment, promoting active participation, empathy, collaboration, and social-communication skills, making it an effective method for overall improvement of students' speaking competence. (Bimantara Wicaksana 2020).

Research on *Improving Students' Speaking Skill Through Role Play Technique* at SMK Sungai Banyak indicates that the implementation of role-play significantly enhances

students' speaking abilities. The average speaking score increased from 60.78 in the pre-test to 82.28 in the post-test, demonstrating substantial improvement. This finding confirms that role-play not only strengthens fluency and structural accuracy but also boosts students' confidence, peer interaction, and active communication skills within a more realistic and participatory English learning environment. (Septiawan 2022).

The study *"Implementation of the Role-Playing Learning Model to Improve Students' Speaking Skills"*, using a Classroom Action Research (CAR) design, demonstrates that role-playing is effective in enhancing students' speaking abilities. The application of this model significantly improved pronunciation, vocabulary mastery, fluency, and conversational content, as students actively engaged in realistic and contextual conversation simulations. This method fosters participation, collaboration, and the development of authentic communication skills, making speaking instruction more meaningful and enjoyable. (Aisyah 2021).The study *"Exploration of the Role Play Method in Improving Students' Speaking Skills"* at the secondary school level found that the role-play method effectively enhances students' speaking fluency and accuracy. By actively participating in simulated scenarios, students gain opportunities to practice language authentically, strengthen sentence structure mastery, and boost speaking confidence. These findings confirm that role play is not only an interactive teaching strategy but also an effective tool for developing students' overall communicative competence. (Susiati 2022).

This context-based approach strengthens students' readiness to enter an increasingly competitive industrial workforce. With appropriate instructional strategies, English education in vocational schools can produce graduates who are more communicative, adaptive, and competent in handling diverse professional communication situations in the global era. Speaking is a critical component of English learning because it enables learners to express ideas, negotiate meaning, and develop communicative competence. In vocational education, speaking skills become particularly crucial, as students must communicate clearly in professional environments. Numerous studies support teaching approaches that emphasize authentic communication, demonstrating measurable improvements in students' speaking abilities. For instance, the implementation of the Communicative Language Teaching (CLT) approach in secondary schools has been shown to significantly enhance speaking skills through interactive activities that foster authentic communication practice and active student participation. (Richards & Rodgers, 2015; Harmer, 2015).

This study employed Classroom Action Research (CAR) as its research design to evaluate the effectiveness of the role-play method in enhancing students' speaking skills. The research was conducted through several iterative cycles, including planning, action, observation, and reflection, allowing the researcher to adjust teaching strategies based on student responses and classroom conditions. The results indicated that consistent implementation of role play significantly improved students' average speaking scores, from approximately ±58 in the pre-test to ±83 in the post-test. This improvement encompassed multiple dimensions of speaking skills, including fluency, accuracy in sentence structure, and speaking confidence. These findings demonstrate that role play functions not only as a cognitive language-teaching technique but also as a means to develop social skills, peer interaction, and proactive engagement in speaking practice. By engaging students in realistic scenarios with active participation, role play encourages learners to practice speaking in authentic contexts, enhances creativity in expressing ideas, and strengthens their ability to respond to unexpected questions or situations. This aligns with Abdullah's (2019) perspective that experiential learning through role play facilitates the simultaneous internalization of learning values and the development of both affective and cognitive competencies. Descriptive dialogues serve as an effective medium for speaking instruction because they provide students with structured models of spoken discourse. The use of dialogues and real-life interactional practice reflects communicative learning principles, which highlight the importance of using language in everyday contexts rather than merely memorizing grammatical forms (Extranjera 2021).

Information Gap Activities (IGA) complement descriptive dialogues by requiring learners to exchange missing information at the beginning of a task, prompting communication to complete the information. Studies indicate that IGAs foster authentic interaction since communication occurs out of genuine necessity (Alhodairy 2021) Considering the advantages of these two methods—communicative dialogues and Information Gap Activities—it is evident that structured yet interactive instructional techniques are needed, especially in vocational education settings where students must be prepared to use English in professional situations. Therefore, this study aims to examine how descriptive dialogues and Information Gap Activities can be effectively implemented to improve vocational students' speaking skills.

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2. Methods

2.1 Research Design

The study applies a descriptive qualitative research design, allowing in-depth exploration of classroom practices, student interactions, and instructional processes. This approach aligns with Creswell's (2018) assertion that qualitative description is suitable for examining natural classroom settings. (Pulhehe 2018).

2.2 Research Subjects and Data Sources

2.3 Research Instruments

The instruments included:

- an observation checklist,
- a speaking performance rubric adapted from Thornbury (2017),
- field notes,
- audio recordings and transcripts,
- documentation of teaching materials,
- and theoretical references for analytical triangulation.

2.4 Data Collection Techniques

Data were collected through:

1. **Classroom observations** of descriptive dialogue practice and information gap activities.
2. **Document analysis** of instructional materials.
3. **Literature review** to support conceptual and analytical frameworks.

2.5 Data Analysis

Data analysis followed Miles, Huberman, and Saldaña's (2014) model of:

1. data reduction,
2. data display,
3. Conclusion drawing and verification.

Triangulation and peer debriefing enhanced validity.

3. Findings and Discussion

3.1 Overview of the Data

This section presents an overview of the data obtained during the implementation of speaking instruction using descriptive dialogues combined with information gap

activities for tenth-grade students at SMK Maospati Magetan. Data were collected through classroom observations, speaking skill assessment sheets, documentation of the learning process, and brief interviews with teachers and students. Initial observations revealed that most students struggled to deliver oral descriptions coherently, primarily due to limited vocabulary and low confidence when speaking in front of peers. After the information gap activities were implemented, students began to show increased participation and engagement in the learning process. These activities required students to exchange information using descriptive dialogues, making verbal interactions more natural and meaningful. Observational data indicated that students were more active in asking and answering questions, employed relevant descriptive vocabulary, and demonstrated greater confidence in speaking spontaneously. Furthermore, analysis of the speaking assessment results showed improvements in fluency, pronunciation, and accuracy in delivering descriptions. Previously passive students became more involved in pair or small-group discussions, which directly enhanced their communication skills. These findings align with the primary goal of information gap activities: to create a communicative need that motivates students to actively use English in authentic contexts.

3.2 Implementation of Descriptive Dialogues in Teaching Speaking

The implementation of descriptive dialogues followed a relatively consistent instructional sequence in the observed lessons. Typically, the teacher began by introducing a model dialogue that contained key descriptive expressions related to a specific topic, such as describing a classmate, a family member, a public figure, a favorite object, or a familiar place. The teacher first read the dialogue aloud, sometimes accompanied by visual aids (pictures, slides, or simple drawings on the board), to help students connect language with concrete referents. This initial modeling phase aligns with Thornbury's (2017) view that learners require clear spoken input before they can be expected to produce language themselves. After the initial modeling, students engaged in choral repetition, reading or repeating the dialogue line by line after the teacher. This phase served to familiarize learners with the sound, rhythm, and intonation of the target language, reducing the cognitive load associated with pronunciation and decoding. In the next stage, students practiced the dialogue in pairs, often switching roles so that each learner had the opportunity to perform different parts. During this stage, the teacher moved around the classroom, monitoring pronunciation, correcting key errors, and occasionally

prompting students to speak more audibly or clearly.

Over repeated practice cycles, some students began to internalize the patterns found in the dialogues. They started replacing certain words with new vocabulary items—for instance, substituting different names, adjectives, or place names while retaining the underlying structure of the sentences. This shift from strict memorization to controlled variation is consistent with the notion of "pattern practice" leading to emergent fluency (Thornbury, 2017; Cooper, 2017). The data showed that, for many learners, the existence of a stable structural frame (e.g., "He is …," "She has …," "The place is located in …") made it easier to experiment with new lexical choices. However, the analysis also revealed that a substantial number of students remained heavily dependent on the script. In several instances, learners read the dialogue verbatim from their books or notebooks, avoiding eye contact and showing minimal engagement with the communicative purpose of the activity. When prompted to personalize the dialogue—for example, by describing a real friend instead of the character in the textbook—some students reverted to the original text, simply changing a name while keeping all other details unchanged. This suggests that, while descriptive dialogues provided a useful scaffold, they were not always fully exploited to promote creative language use. The teacher's role during dialogue activities was crucial. In lessons where the teacher explicitly encouraged personalization, provided example substitutions, and asked follow-up questions (e.g., "Can you add more about his hobby?"), Students tended to produce more varied and extended descriptions. In contrast, when the teacher focused primarily on correct repetition without a subsequent personalization phase, students' spoken output remained constrained and formulaic. This confirms Mustofa's (2024) and Arabia's (2020) observations that dialogues are most effective when embedded in a pedagogical progression that moves from controlled repetition to guided and then freer practice. (Mustafa and Arabia 2024) Overall, the implementation of descriptive dialogues in this study successfully provided structured input and supported improvements in pronunciation, stress, and intonation. Nevertheless, the findings also underscore the need for deliberate follow-up activities that require students to adapt and extend the dialogues to new contexts, thereby fostering greater autonomy and communicative flexibility.

3.3 Information Gap Activities

Information gap activities were implemented as a complementary technique to the dialogue-based practice, with the explicit aim of fostering interactive and spontaneous

communication.

In these tasks, each student or pair of students received different pieces of information that, when combined, formed a complete picture, description, or set of data. For example, one student might receive a picture of a person with certain details missing (e.g., clothing or background), while the partner received a different version of the same picture or a written description lacking specific information. In order to complete the task, students had to exchange information orally, asking and answering questions until both had the complete information. The instructions for these tasks typically emphasized the need to use English during the interaction and to avoid simply showing each other the worksheets. This design was intended to create what Nunan (2016, 2017) describes as a "genuine communicative gap," in which language is used as a tool to bridge missing information rather than merely to display grammatical knowledge. During information gap activities, students produced a wider range of spontaneous utterances than during dialogue repetition. They asked clarification questions ("What color is her bag?", "Is he tall or short?"), sought confirmation ("So, he has short black hair, right?"), and negotiated meaning when misunderstandings emerged ("No, not jacket, I mean sweater."). Observation and transcript analysis indicated that these tasks were particularly effective in eliciting participation from students who were usually reticent in whole-class settings. The pair and small-group format appeared to lower the affective filter, as learners felt less exposed and more comfortable trying out language in front of their peers rather than the entire class. This supports Sadeghi and Taghizadeh's (2017) and Jacobs and Farrell's (2016) findings that communicative tasks can reduce anxiety and promote risk-taking in speaking. At the same time, the information gap activities presented considerable cognitive and linguistic demands. Students needed not only to produce language but also to comprehend their partner's speech in real time, identify what information was missing, and formulate appropriate follow-up questions. For learners with limited vocabulary and weak listening skills, this could be challenging. The transcripts show several instances of communication breakdown, where both students fell silent, switched to L1, or abandoned the task because they lacked the lexical resources to continue. In such moments, the teacher's intervention—either by modeling key phrases, providing vocabulary prompts, or briefly re-explaining the task—was crucial for reactivating the interaction.

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Despite these difficulties, the overall pattern of data suggests that information gap activities successfully stimulated more natural, negotiation-rich communication than purely scripted dialogues. Students were compelled to listen actively, respond appropriately, and adjust their language to achieve mutual understanding. These behaviors are central to communicative competence as conceptualized by Canale and Swain (2015) and Long (2015), indicating that information gap tasks can play a vital role in developing interactional aspects of speaking.

3.4 Students' Speaking Performance

Students' speaking performance, as observed through descriptive dialogues and information gap activities, displayed a combination of progress and persistent limitations. From a fluency perspective, many learners showed gradual improvement over the course of the implementation. Their utterances became longer, pauses less frequent, and speech more continuous, particularly in tasks they had encountered more than once. In early sessions, students often produced one- or two-word responses or incomplete phrases; by later sessions, some were able to produce simple but complete sentences, and in a few cases, short descriptive stretches consisting of three to five interconnected sentences. In terms of descriptive language, students increasingly used adjectives and simple descriptive structures to talk about appearance, personality, and location. Phrases such as "She has long black hair," "He is friendly and helpful," or "The school is near the main road" appeared more frequently in later recordings. This suggests that repetitive exposure to descriptive dialogues helped learners internalize core patterns, which they could then retrieve during communicative tasks.

However, the accuracy of grammar and pronunciation remained uneven. Common grammatical issues included incorrect verb forms, omission of the verb "to be," inconsistent use of articles, and difficulties with plural forms. Pronunciation problems were especially evident with consonant clusters, final consonants, and certain vowel contrasts. Nonetheless, the data indicate slight improvement in prosodic features—such as intonation and stress—particularly when students had practiced the relevant phrases extensively in dialogue form. Burns and Joyce (2017) note that controlled oral practice can gradually enhance phonological control, even if segmental errors persist.

A prominent feature of the data was the contrast between performance in structured tasks and in more open-ended speaking situations. In highly scaffolded dialogue practice, students often produced accurate sentences and displayed reasonable control of target vocabulary. When asked to describe a new picture, talk about themselves

without a model, or respond to unexpected questions from peers, their speech became less accurate and more hesitant. This pattern supports Burns' (2018) and Richards' (2016) contention that fluency and accuracy develop at different rates and that learners frequently rely on memorized chunks before achieving more flexible language use. Individual differences among students were also marked. Some learners consistently took the initiative in pair work, asked questions, and attempted longer descriptions, even at the cost of making errors. Others produced minimal responses, waited for their partner to lead, or relied heavily on L1. These differences can be linked to factors such as motivation, confidence, prior exposure to English, and learning styles (Nation, 2017; Lee, 2019). The data therefore suggest that while the instructional techniques created opportunities for speaking, the extent to which students benefited from them varied considerably. Overall, students' speaking performance can be characterized as being at an intermediate developmental stage: they had acquired certain functional patterns for description and could participate in structured communicative tasks, but their ability to speak spontaneously and accurately without support was still limited.

3.5 Factors Influencing the Effectiveness of Descriptive Dialogues and Information Gap Activities

The analysis identified several interrelated factors that influenced how effectively descriptive dialogues and information gap activities supported speaking development.

First, linguistic readiness—particularly vocabulary size and grammatical control— played a central role. Students with a broader vocabulary and a stronger grammatical foundation were more capable of adapting dialogue patterns and sustaining conversation during information gap tasks. In contrast, learners with limited lexicon frequently encountered breakdowns, resorted to L1, or produced very short, repetitive utterances. This pattern corroborates Nation's (2017) claim that a minimum threshold of vocabulary is necessary for meaningful oral communication.

Second, affective factors such as anxiety, self-confidence, and fear of making mistakes had a significant impact on classroom participation. Some students expressed in interviews that they were worried about being laughed at by peers or corrected too often by the teacher. These concerns led them to speak softly, avoid eye contact, or remain silent unless called upon. Information gap activities helped reduce this anxiety for some learners by shifting the focus from accuracy to task completion; however, for others, the

unpredictability of peer interaction created additional pressure. This aligns with Graham and Harris (2018), who emphasize that affective variables can either facilitate or hinder oral performance.

Third, the quality and consistency of teacher scaffolding influenced the success of both techniques. In sessions where the teacher provided clear instructions, pre-taught key vocabulary, and modeled question forms, students were more engaged and produced more language during tasks. Conversely, when instructions were brief or vague, and when key phrases were not explicitly introduced, students appeared confused and quickly switched to L1. Burns (2018) and Goh & Burns (2016) argue that scaffolding is essential in communicative language teaching, especially for learners who are still developing basic proficiency.

Fourth, exposure to English outside the classroom was limited for most students. Many reported that they rarely watched English-language media, read English texts, or used English in their daily lives. As a result, the classroom constituted their primary source of input and practice. This lack of extensive input slowed the internalization of language patterns introduced through dialogues and reduced the naturalness of their spoken production. The importance of extensive exposure is widely noted in the literature on second language acquisition and speaking development (Day & Bamford, 2017; Waring, 2017).

Finally, institutional and curricular constraints—such as limited time allocated for speaking within the English syllabus and the pressure to prepare students for written examinations—also restricted the depth and frequency of oral practice. Even when teachers were willing to implement communicative activities, they often had to balance them with grammar drills and reading tasks required by the curriculum. This imbalance echoes findings from other EFL contexts where speaking is acknowledged as important but receives less practical classroom time (Fitriana, 2020; Ur, 2016). Taken together, these factors confirm the view that speaking development is shaped not only by classroom techniques but also by broader linguistic, affective, and institutional conditions. Effective use of descriptive dialogues and information gap activities, therefore, requires attention to vocabulary building, emotional support, explicit scaffolding, increased exposure, and curricular adjustments.

4. Conclusion and Suggestions

The findings of this study demonstrate that the combined use of descriptive dialogues and information gap activities holds substantial potential for enhancing speaking skills

among first-grade students at SMK Maospati Magetan. Several key conclusions can be drawn from the research.

First, descriptive dialogues were shown to be an effective instructional medium for introducing and reinforcing descriptive language. Through repeated exposure to carefully structured discourse, students gained familiarity with descriptive vocabulary, sentence patterns, and pronunciation features such as stress and intonation. These model-based dialogues served as linguistic scaffolds that supported students in understanding how descriptive information is typically organized in spoken communication. As learners repeatedly practiced and rehearsed the dialogues, they demonstrated noticeable improvements in coherence, intonation accuracy, and speaking confidence. In the early stages, many students depended heavily on memorization; however, over time, several were able to adapt the dialogue frames to express new content, representing a significant step toward communicative autonomy.

Second, information gap activities further strengthened students' speaking abilities by providing them with dynamic opportunities for authentic interaction. Unlike scripted dialogues, these activities required learners to exchange missing details, negotiate meaning, ask clarification questions, and respond spontaneously to their peers. Such communicative demands encouraged students to move beyond rote reproduction of language and instead produce language for functional purposes. The necessity of completing a shared communicative goal increased their willingness to speak, fostered collaboration, and contributed to the development of interactional competence. For many students—particularly those who were initially passive—information gaps proved valuable for reducing anxiety and promoting active involvement.

Third, despite noticeable progress, students' overall speaking proficiency remains in a transitional or developmental stage. While the structured support of dialogue models enabled learners to construct accurate sentences within controlled tasks, the shift to more independent or open-ended speaking proved challenging. Many students still relied on memorized forms, struggled to retrieve vocabulary spontaneously, and needed additional time to process information before responding. This indicates that learners require sustained and repeated opportunities to practice speaking in varied communicative contexts before they can internalize descriptive patterns and produce more autonomous speech.

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Fourth, the effectiveness of both techniques was influenced by several contextual and individual factors. Persistent limitations in vocabulary and grammar constrained students' ability to elaborate descriptions or sustain conversations. Affective challenges—such as anxiety, low confidence, and fear of making mistakes—also affected participation levels. Limited exposure to English outside the classroom reduced opportunities for natural input, making classroom instruction the primary source of language practice. Furthermore, the degree of scaffolding provided by the teacher and the amount of instructional time allocated to speaking tasks significantly shaped learning outcomes. Inadequate support or time constraints sometimes hindered students from fully engaging in the activities.

Finally, when implemented systematically, descriptive dialogues and information gap activities complement each other and collectively offer a promising pedagogical approach to communicative speaking instruction. Descriptive dialogues provide structured linguistic input and foundational models, while information gap activities activate that knowledge through meaningful interaction. Their combined use aligns with principles of communicative language teaching, balancing accuracy-oriented practice with fluency-building interaction. For vocational students preparing for real-world communication demands, this integrated approach offers a relevant and effective strategy for cultivating both linguistic and communicative competence.

4.1 Pedagogical Implications (Expanded and Deepened)

First, speaking instruction should be treated as a core component of English learning rather than an occasional supplement. Many vocational students require active communication skills for future workplace interactions; thus, regular, structured speaking sessions are essential. Teachers should allocate sufficient time for speaking activities in each lesson and incorporate tasks that promote both accuracy and fluency.

Second, descriptive dialogues should be presented through a gradual pedagogical progression. Teachers must guide students from controlled practice (such as repetition and memorization) to semi-controlled practice (such as guided substitution or personalization), and finally to freer communication (such as describing new objects, people, or events without scripts). This progression ensures that learners internalize language patterns before engaging in more independent production.

Third, information-gap activities should be deliberately and consistently integrated across speaking lessons. These activities function as a bridge from structured dialogue practice to spontaneous communication. When used regularly, they help students

develop confidence, interactional skills, and fluency. To maximize effectiveness, teachers should introduce the necessary vocabulary, model question patterns, and provide clear instructions before starting the task.

Fourth, scaffolding must be viewed as a fundamental component of communicative speaking instruction. Teachers should provide linguistic support such as vocabulary lists, sentence frames, and pronunciation modeling. Additionally, strategic cueing and guided questioning can help less proficient learners participate more actively. As students gain confidence, scaffolding can be gradually reduced to encourage independence.

Fifth, feedback plays a crucial role in shaping students' speaking development. Teachers should offer feedback that addresses not only grammatical accuracy but also fluency, interactional strategies, clarity of expression, and communicative effectiveness. This holistic approach to feedback ensures that students recognize speaking as more than just grammar performance—it is also the effective and natural use of language in social contexts. Collectively, these pedagogical implications emphasize the need for a balanced, scaffolded, and communicative approach to teaching speaking within vocational high schools.

4.2 Suggestions

For Teachers

1. **Provide explicit modeling and stepwise scaffolding.**

   Clearly model descriptive dialogues, demonstrating pronunciation, rhythm, and intonation. Present vocabulary and sentence structures before asking students to produce them, and gradually reduce support as students become more confident.

2. **Integrate dialogue practice and communicative tasks consistently.**

   Balance structured practice (dialogue repetition) with interactive tasks (information gaps). Ensure that each lesson moves students from guided practice toward more independent speaking.

3. **Offer constructive, continuous feedback.**

   Address both strengths and weaknesses in students' performance. Provide

feedback on fluency, interactional competence, vocabulary choice, and clarity, not solely on grammatical errors.

4. **Cultivate a low-anxiety, encouraging learning environment.**

Encourage risk-taking in speaking and normalize mistakes as part of the learning process. Use pair and small-group activities to reduce affective pressure, especially for shy or anxious learners.

For Students

1. **Participate actively using English during classroom tasks.**

Students should make efforts to use English consistently in pair and group activities, even if their proficiency is limited. Active participation accelerates fluency development.

2. **Review and personalize dialogue expressions.**

Regular practice at home can help internalize descriptive language. Students should adapt model dialogues to reflect real people or objects in their lives, increasing communicative relevance.

3. **Increase exposure to English outside the classroom.**

Listening to English videos, watching short talks, using English apps, or reading simple texts can significantly improve vocabulary, pronunciation, and confidence.

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