

**DIALOGIC TEACHING IN A SPEAKING CLASSROOM:  
A STUDY OF AN ENGLISH EDUCATION PROGRAM  
AT A UNIVERSITY IN SUMEDANG**

**A Dissertation**

**Submitted in Partial Fulfilment of the Requirements for  
Doctoral Degree in English Education**



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# **Dialogic Teaching in a Speaking Classroom: A Study of an English Education Program at a University in Sumedang**

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Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor Pendidikan (Dr.) pada Fakultas Pendidikan Bahasa dan Sastra

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# APPROVAL PAGE

A Dissertation

## DIALOGIC TEACHING IN A SPEAKING CLASSROOM: A STUDY OF AN ENGLISH EDUCATION PROGRAM AT A UNIVERSITY IN SUMEDANG

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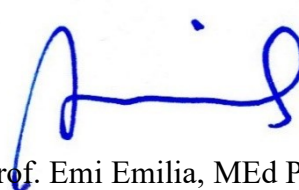
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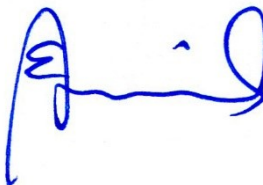
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## STATEMENT OF AUTHORIZATION

I hereby declare that this dissertation, entitled “Dialogic Teaching in a Speaking Classroom: A Study of an English Education Program at a University in Sumedang” is completely my own work. I am fully aware that I have quoted and paraphrased some statements and ideas from a large number of sources, and they are properly acknowledged in the texts.

Bandung, 5 July 2024



Laser Romios

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## PREFACE

The completion of this dissertation, titled "Dialogic Teaching in a Speaking Classroom: A Study of an English Education Program at a University in Sumedang" within the Doctoral degree program in English Education at Universitas Pendidikan Indonesia, is attributed to the blessings and assistance of the Holy Lord. This study aims to enhance the existing knowledge on Dialogic Teaching in a Speaking Classroom from a theoretical standpoint, with the intention of providing practical guidance to practitioners, particularly English educators, in implementing Dialogic Teaching strategy. This dissertation employs a rigorous methodology that incorporates the triangulation of data, theory, and researcher perspectives in order to ensure the attainment of impartiality in its findings. The researcher, however, acknowledges the limitations of this study – and therefore, any input, suggestions, recommendations, and critiques are highly appreciated.

Bandung, 5 July 2024



Laser Romios

## ABSTRACT

Research has suggested that Dialogic Teaching improves students' speaking skills. However, little attention has been paid to the use of Dialogic Teaching for improving tertiary students' speaking skills in which the topics are negotiated by the lecturer and students. Thus, this study investigates the implementation of Dialogic Teaching to enhance speaking skills of students at a university in Sumedang, West Java. This study also looks into students' perceptions of Dialogic Teaching implementation. Employing mixed methods research design, this study involved 22 students as the subject of within-group quasi-experimental study to garner the quantitative data and an FGD for qualitative data. The Dialogic Teaching strategy proposed by Alexander (2018) was used to make way for the lecturer negotiating topics with the students, students obtaining opportunity to dissect the given topics, and the lecturer engaging in the students' discussion. This classroom activity satisfied the five principles of Dialogic Teaching, including *collective*, *reciprocal*, *supportive*, *cumulative* and *purposeful*. Additionally, an FGD involving six participants from three performance ranks, i.e. low, medium and high, was used to elicit students' perceptions of the Dialogic Teaching implementation. Findings from the quantitative data show that the students' speaking skills, which include fluency, vocabulary, grammar and pronunciation, have improved. The principles of Dialogic Teaching improved speaking skills. Findings from the qualitative data revealed some trends, including: (1) there are two most helpful principles of Dialogic Teaching, including *supportive* and *purposeful*. (2) students being more motivated when under pressure; (3) students earning confidence boost; (4) students acquiring creativities in presenting ideas; (5) students engaging in a dialogic discussion; (6) students wanting a balanced classroom activity; and (7) students aspiring to have outdoor learning activities. Some recommendations for teachers and future researchers are also further discussed in this paper.

**Keywords:** dialogic teaching; speaking skills; English language teaching; tertiary students; mixed-methods study



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