



Investigating The Role of the Dynamic Conversation Program in Developing Senior High School Students' Communicative Competence

Sabrina Putri Andinie Nugroho¹, Nita Kaniadewi²

^{1,2} Pendidikan Bahasa Inggris, FKIP Universitas Muhammadiyah Prof. DR. HAMKA,
Jakarta

Article Info	Abstract
Received: 2026 - 06- 01	<i>This study investigates the role of the Dynamic Conversation (DC) Program, a locally designed, structured speaking routine, in developing the communicative competence of senior high school EFL learners in Indonesia. Unlike conventional CLT activities, DC integrates teacher mediation, peer interaction, and formative feedback within a single recurrent instructional sequence, thereby offering a distinctive and replicable framework for oral communication development. Employing a qualitative descriptive design, the study recruited ten Grade Ten students through purposive sampling at SMA Islam Teratai Putih Global, East Bekasi. Data were generated through semi-structured interviews, structured classroom observation, and document analysis. Five interrelated themes emerged: (1) enhanced speaking fluency and productive vocabulary through iterative practice; (2) contingent teacher scaffolding aligned with learners' Zone of Proximal Development; (3) reduction of language anxiety and increased willingness to communicate; (4) integrated speaking-writing development reinforcing grammatical accuracy; and (5) motivational engagement sustained by progress-tracking artefacts. These findings suggest that DC may simultaneously address cognitive, affective, and motivational dimensions of communicative competence, offering a theoretically grounded and practically viable pedagogical innovation for EFL speaking instruction at the secondary level in Indonesia.</i>
Revised: 2026 06-18	
Accepted: 2026 06-28	
Keywords: Communicative Competence; Dynamic Conversation; EFL Speaking; Speaking Competence; Qualitative Study	
DOI: 10.24256/ideasv14i1.10367	
Corresponding Author: Sabrina Putri Andine Nugroho Sabrinnaputri10@gmail.c om Pendidikan Bahasa Inggris, Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta	

1. Introduction

Communicative language teaching (CLT) principles have increasingly informed classroom practices in Indonesia, with teachers adopting interaction-centered activities, such as role-play, group discussions, and task-based learning, to promote meaningful language use (Faisal, 2025). Theoretically, communicative competence encompasses four interdependent dimensions: grammatical, sociolinguistic, discourse, and strategic competence as elaborated by Faisal (2025) and (Andini et al., 2025) within Indonesian EFL contexts. Learners' perception of tasks as purposeful and accompanied by constructive feedback further plays a decisive role in sustaining motivation and oral participation (Suryanto et al., 2025; Rezai et al., 2025). The deployment of communication strategies, including self-repair, paraphrasing, and clarification-seeking, has additionally been recognised as central to the development of strategic competence and sustained interactional fluency (Susilowati & Kusumaningtyas, 2025).

Dynamic conversation, as operationalised in this study, refers to a structured and recurrent speaking routine in which students engage in paired or group English interaction on varied topics, guided by concurrent teacher mediation and formative feedback (Kafipour & Khoshnood, 2023). Grounded in sociocultural perspectives on language learning that view competence as emerging through dialogic interaction and scaffolded social practice (Suhartono et al., 2025; Fadillah et al., 2022), this approach integrates assessment and instruction within a single conversational episode. Research on dynamic assessment in speaking instruction consistently demonstrates that mediated, real-time feedback produces greater gains in fluency and accuracy than conventional evaluation methods (Abdulaal et al., 2022; Kafipour & Khoshnood, 2023). Moreover, iterative low-stakes interaction has been associated with reduced language anxiety and heightened willingness to communicate (Goodarzi & Namaziandost, 2025; Fernando & Subekti, 2023).

Figure 1. Conceptual Framework: DC Program and Communicative Competence Development

Theoretical Foundations	DC Program Components	Communicative Competence
Sociocultural Theory (ZPD, Mediation) CLT Principles Dynamic Assessment	Iterative conversational practice Teacher scaffolding & formative feedback Speaking-Writing integration Progress booklet & raport	Grammatical Sociolinguistic Discourse Strategic
<i>Affective Dimension: Anxiety Reduction → Increased Willingness to Communicate → Sustained Motivation → Autonomous Practice</i>		

Despite growing attention to dynamic assessment and CLT in Indonesian secondary education, limited research has examined how a locally designed

dynamic conversation programme simultaneously addresses the multiple dimensions of communicative competence within a single coherent instructional framework (Lestari & Andiansyah, 2024;Nirmala, 2024). The present study addresses this gap by investigating the role of the DC programme at SMA Islam Teratai Putih Global, East Bekasi, guided by the research question: What is the role of dynamic conversation in developing senior high school students' communicative competence?

2. Method

This study employed a qualitative descriptive design to describe and interpret naturally occurring classroom phenomena without experimental manipulation (Creswell & Poth, 2021). The research was conducted in March 2026 at SMA Islam Teratai Putih Global, an Islamic senior high school in East Bekasi, Indonesia, which was selected for its established implementation of structured English-speaking routines consistent with dynamic conversation principles. The researcher's prior involvement through the School Field Practice (PLP) programme facilitated naturalistic observation without disrupting ordinary instruction (Creswell & Poth, 2021).

Ten Grade Ten students were recruited through purposive sampling, appropriate for qualitative studies requiring information-rich participants with direct experience of the phenomenon (Etikan & Bala, 2021). All participants were assigned pseudonyms (S1–S10) and participated voluntarily, following informed consent (Subedi, 2025).

Data were generated through three complementary instruments over four weeks of fieldwork. First, structured classroom observation using a seven-indicator checklist aligned with communicative competence dimensions was conducted across four DC sessions of 40–45 minutes each, with behaviours recorded in real time using a standardised form (Pangemanan et al., 2025). Second, semi-structured individual interviews of approximately 20–25 minutes each were conducted in the week following observations, exploring perceptions of fluency development, confidence, and anxiety (Andini et al., 2025; Flick, 2022)). Third, document analysis of the DC booklet examined its structural features, feedback mechanisms, and progress-recording functions (Muhammad et al., 2024). The convergence of these three sources enabled data triangulation to strengthen credibility (Taherdoost, 2022).

Data were analysed using Creswell & Poth (2021) qualitative procedures in six stages: (1) organising and preparing data; (2) reading all data to obtain a general sense; (3) open coding of meaningful segments from interview transcripts and observation notes; (4) generating initial themes from code clusters; (5) reviewing and refining themes against the full data set; and (6) producing a thematic narrative. Braun & Clarke (2021). Braun and Clarke's (2021) framework guided theme definition and refinement. Cross-source triangulation across

observation, interview, and documentary evidence verified all interpretations.

Trustworthiness was established through four strategies (Lincoln & Guba, 1985). Credibility: four participants reviewed a summary of findings through member checking and confirmed interpretive accuracy. Transferability: thick description of context and participant characteristics enables contextual judgement by readers. Dependability: an audit trail of raw data, code books, and analytical memos documents analytical decisions. Confirmability: The researcher reflexivity notes documented interpretive choices throughout the analytical process.

3. Result

The findings were derived from thematic analysis of semi-structured interview data collected from ten senior high school students (S1–S10) at SMA Islam Teratai Putih Global, triangulated with structured classroom observation across four sessions. Five interrelated themes collectively illuminate the multidimensional role of the DC Program in developing communicative competence. Table 1 summarises the themes, evidence sources, and participant indicators.

Table 1. Summary of Themes, Evidence, and Participant Indicators

Theme	Interview Evidence	Observation Evidence	Participants
1. Fluency & Vocabulary Growth	Shift to extended, multi-clause utterances	Indicators 2, 3, 4 confirmed (7/10)	10/10
2. Teacher Scaffolding	Model sentences, vocabulary cues, reattempts	Indicator 7 confirmed (10/10)	8/10
3. Anxiety Reduction & Confidence	Transition from inhibition to WTC	Indicator 5 confirmed (7/8)	7/10
4. Speaking–Writing Integration	Grammatical awareness via booklet writing	Indicators 2, 3 confirmed	10/10
5. Motivation & Progress Tracking	Booklet/rapot as tangible progress record	Document analysis: DC booklet & rapot examined	7/10 (4 generalised outside class)

Theme 1: Enhanced Speaking Fluency and Vocabulary Growth

All ten participants reported meaningful improvements in speaking fluency and productive vocabulary following sustained DC engagement, describing a qualitative shift from isolated single-sentence responses to extended multi-clause utterances. This progression was attributed to the iterative question-response cycles that enabled learners to internalise conversational routines and progressively reduce mid-utterance hesitation. S3 noted:

"Dulu kalau ngomong suka berhenti-berhenti, sekarang sudah lebih bisa lanjut walaupun masih ada salah. Kosakata juga bertambah, jadi bisa jelasin sesuatu lebih jelas." (S3)

(I used to pause frequently; now I can continue more readily, even though errors remain. My vocabulary has also expanded, allowing me to explain things more clearly.) Observational indicators 2, 3, and 4 assessing prompt responsiveness, topical coherence, and fluency were confirmed positively for seven of ten attending students.

Theme 2: Teacher Scaffolding and Corrective Feedback

Eight participants identified teacher scaffolding model sentences, vocabulary cues, and structured reattempt opportunities as a pivotal mechanism for sustaining conversational turns. S2 explained:

"Kalau saya kesulitan, biasanya guru bantu dengan kasih contoh atau ngasih pilihan kata. Kadang juga disuruh ulangi lagi biar lebih benar." (S2)

(When I face difficulty, the teacher provides examples or vocabulary options and sometimes asks me to repeat for greater accuracy.) Notably, scaffolding was absent for S2, S3, and S4, not due to pedagogical neglect, but because these students had achieved sufficient conversational autonomy. Indicator 7 (teacher correction or reinforcement after each turn) was confirmed for all ten participants.

Theme 3: Reduction of Language Anxiety and Growth of Self-Confidence

Seven participants described a transition from inhibitive speaking anxiety toward increased willingness to initiate and sustain English communication. The teacher's booklet signature was consistently identified as a tangible validation artefact that reliably raised self-perceived competence. S6 reflected:

"Setelah sering latihan lewat dynamic conversation, saya jadi lebih berani. Kalau sudah dapat tanda tangan dari guru juga jadi lebih yakin dengan kemampuan sendiri." (S6)

(After frequent DC practice I have become more courageous, and the teacher's signature makes me more assured of my own ability.) Indicator 5, speaking without excessive hesitation, was confirmed positively for seven of eight attending participants, with S9 still requiring L1 support.

Theme 4: Integrated Speaking-Writing Development

All ten participants recognised the DC programme's dual-modality design—pairing oral practice with written booklet responses as reinforcing both grammatical accuracy and discourse coherence. S4 summarised:

"Kita langsung praktik dan juga belajar dari writing, jadi saya jadi lebih tahu bagaimana menyusun kalimat yang sesuai dan tidak asal." (S4)

(We practise directly and simultaneously learn through writing, so I understand

better how to construct sentences appropriately.) Observational indicators 2 and 3 confirmed that most students produced grammatically intelligible and topically relevant responses during oral interaction.

Theme 5: Motivation and Progress Tracking

Seven participants identified the DC booklet and its associated rapot (progress report) as motivationally significant artefacts that rendered language development tangible and socially acknowledged. S2 noted:

“Dari program ini kita bisa lihat perkembangan kita juga dari buku sama rapot dynamic conversation. Jadi lebih termotivasi buat belajar dan latihan terus.” (S2)

(Through this programme we can observe our progress in the DC book and rapot, which motivates us to continue learning and practising.) Four participants (S3, S5, S7, S10) additionally reported initiating English communication in informal out-of-class contexts, suggesting the programme had begun to cultivate autonomous communicative practice beyond institutional boundaries.

4. Discussion

Dynamic Conversation and the Development of Speaking Fluency

The first theme aligns with Faisal (2025) analysis of the Indonesian EFL curriculum, which establishes that iterative, meaning-focused communicative tasks are most conducive to productive fluency development. Fauzi and Ridwan (2025) similarly document significant gains in oral fluency and vocabulary among Indonesian secondary students engaged in CLT frameworks, observing that students’ capacity to articulate ideas without hesitation increased most markedly when instruction prioritised authentic interaction. Elmahdi et al. (2025) further confirm, across a Global South systematic review, that repeated low-stakes communicative practice with responsive feedback generates the most durable speaking improvement conditions the DC programme’s iterative session structure systematically provides.

Teacher Scaffolding as a Mechanism for Communicative Development

The centrality of teacher scaffolding in this study is consistent with sociocultural perspectives on language learning, which position mediated interaction between teacher and learner as the primary mechanism through which communicative competence develops (Suhartono et al., 2025; Fadillah et al., 2022). Ratnawati (2026) conducted a systematic review of EFL classroom discourse, corroborating this finding. The review establishes that open-ended prompts, combined with responsive scaffolding, create the dialogic conditions most conducive to communicative risk-taking, whereas closed evaluative sequences suppress learner agency. The observation that S2, S3, and S4 no longer required scaffolding reflects the contingent, self-fading quality of effective teacher mediation

that Fauzi and Ridwan (2025) empirically document in comparable CLT contexts, and that Andini et al. (2025) associate with growing learner independence in dynamic assessment frameworks.

Affective Filter Reduction and Willingness to Communicate

The anxiety-reduction pattern documented in this study corroborates the empirical consensus in EFL research: affective barriers, including fear of negative evaluation and low self-confidence, directly impede oral participation and communicative development (Hadist & Salsabiela, 2024; Goodarzi & Namaziandost, 2025). Zulianingrum (2025) Specifically identify visible, concrete acknowledgement of communicative achievement as one of the most robust strategies for reducing EFL anxiety, aligning closely with the DC booklet's signature mechanism. Fernando & Subekti (2023) further establish that supportive classroom atmospheres and familiar speaking routines are preconditions for sustained willingness to communicate, conditions that the DC programme's recurrent, low-stakes format appears to cultivate. S9's persistent anxiety reflects the individual variability in affective response that Muhammad et al. (2024) caution against overlooking in evaluating communicative programme efficacy.

Integrated Modality Design and Grammatical Awareness

The dual-modality structure of the DC programme operationalises the multidimensional model of communicative competence articulated within Indonesian EFL scholarship, which positions grammatical, discourse, sociolinguistic, and strategic competencies as interdependent dimensions requiring integrated rather than sequenced development (Faisal, 2025; Andini et al., 2025). The written booklet component engages the reflective, explicit knowledge-building that Lestari & Andiansyah (2024) identify as essential for learners to notice and close gaps between their interlanguage and target-language norms. Elmahdi et al. (2025) provide empirical corroboration, demonstrating that multi-skill integrated tasks produce more durable communicative proficiency gains than skill-segregated exercises, a conclusion that Hapsari et al. (2022) extends to discourse-based instructional designs that connect oral interaction with written consolidation.

Progress Visibility as a Motivational Mechanism

The motivational function of the booklet-rapot system aligns with self-regulation and motivation research in EFL contexts, which consistently demonstrates that learners' sustained engagement depends on their capacity to perceive and monitor their own developmental progress (Elmahdi et al., 2025; Nirmala, 2024). (Suhartono et al., 2025) Specifically document that portfolio-based progress tracking, when integrated with ongoing formative feedback, significantly encourages reflective learning and sustains motivation beyond

individual instructional sessions. The finding that four participants began using English in informal out-of-class contexts further supports Faisal (2025). The criterion of successful communicative competence development is the learner's capacity to deploy language autonomously and appropriately beyond the structured demands of formal instruction.

Limitations

This study is limited by its small sample of ten participants from a single institutional context, which constrains the transferability of findings. Reliance on student self-report introduces potential social desirability bias, and a single observation session cannot capture the full longitudinal trajectory of communicative development. Future research employing larger multi-site samples, longitudinal observation protocols, and pre-post speaking assessments would provide a more robust evidentiary basis.

5. Conclusion

This study demonstrates that the Dynamic Conversation Program functions as a multi-dimensional pedagogical innovation simultaneously addressing cognitive, affective, and motivational dimensions of communicative competence development among senior high school EFL learners. Five synergistic mechanisms were identified: iterative oral practice fostering fluency and vocabulary growth; contingent teacher scaffolding calibrated to each learner's developmental readiness; systematic anxiety reduction through visible performance validation; dual-modality speaking-writing integration reinforcing grammatical accuracy and discourse coherence; and progress-tracking artefacts sustaining intrinsic motivation. Crucially, student confidence and affective readiness emerged not merely as outcomes but as enabling conditions for deeper communicative engagement, consistent with Elmahdi et al. (2025) and Fauzi and Ridwan (2025).

The study also reveals that programme effectiveness is not uniform: learners with lower prior proficiency and higher language anxiety demonstrated more constrained gains, underscoring the need for differentiated scaffolding that accommodates the full range of learner profiles in heterogeneous secondary school cohorts (Faisal, 2025). Future iterations of the DC programme would benefit from adaptive support mechanisms for lower-proficiency learners while preserving the autonomy-oriented features beneficial for more advanced participants (Andini et al., 2025).

Theoretically, this research affirms the multi-causal, integrative nature of communicative development and contributes empirical evidence from a locally designed Indonesian programme to the broader literature on CLT and dynamic assessment in EFL contexts. Practically, EFL teachers at the secondary level are encouraged to adopt iterative conversational structures, provide visible and tangible acknowledgement of communicative achievement, and integrate speaking

and writing within a unified instructional format. School administrators and curriculum developers are additionally recommended to support programme-specific progress-tracking systems that render development meaningful and visible to learners within formal assessment reporting frameworks.

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