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## Guide Conversation Method In English Speaking Learning For Business Administration Class

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### **Keywords:**

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### **Abstract**

This study aims to determine the use of the guide conversation method in teaching speaking skill for business at Business Administration Class of STISPOL Wira Bhakti Denpasar. This study uses a library research method, which is a research method based on expert opinions about speaking skills with the guide speaking method. So it can be concluded that learning English, especially speaking skills, requires a variety of precise strategies. The goal is to make it easier for students to learn English for business (English for special purposes) especially for telephoning. However, it should be remembered that learning English is not learning knowledge which requires high reasoning power, memorizing formulas, mastering tenses, grammar, and formal English grammar, and so on. However, learning English is nothing more than a skill that is continuously practiced until it is accustomed to it.

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### **Kata Kunci:**

Percakapan  
Panduan,  
Keterampilan  
Berbicara

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### **Abstrak**

*Penelitian ini bertujuan untuk mengetahui penggunaan metode percakapan panduan dalam pembelajaran keterampilan berbicara untuk bisnis di Kelas Administrasi Bisnis STISPOL Wira Bhakti Denpasar. Penelitian ini menggunakan metode studi pustaka, yaitu metode penelitian berdasarkan pendapat ahli tentang keterampilan berbicara dengan metode panduan berbicara. Sehingga dapat disimpulkan bahwa belajar bahasa Inggris khususnya keterampilan berbicara membutuhkan berbagai macam strategi yang tepat. Tujuannya untuk memudahkan siswa dalam belajar bahasa Inggris untuk bisnis (bahasa Inggris untuk keperluan khusus) terutama untuk bertelepon. Namun perlu diingat bahwa belajar bahasa Inggris bukanlah mempelajari ilmu yang membutuhkan daya nalar tinggi, menghafal rumus, menguasai tenses, tata bahasa, dan tata bahasa Inggris formal, dan seterusnya. Akan tetapi, belajar bahasa Inggris tidak lebih dari keterampilan yang terus dipraktikkan hingga menjadi terbiasa.*

## **Background**

Speaking skill in English is a skill for someone to convey their desires and thoughts to anyone through oral, however, speaking skills are difficult to develop if not trained continuously. The goal is to improve speaking skills, enrich vocabulary use, improve language structure, perfect vocabulary utterances, English sentences, and train hearing so that it is easy to catch messages from the interlocutor. Harmer (2019), states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

It can motivate students to study more actively and comprehensively towards English. Students must be able to express ideas, and thoughts. Students must also be able to answer questions and ask questions according to the student's level properly during the learning process. When carrying out discussions, students are required to be skilled at expressing and defending opinions, debating other students' opinions, or influencing other students to follow the flow of the conversation.

Aleksandrak (2011: 37) states teaching English especially speaking skill in Indonesia is not easy. The teacher should make the students enjoy in learning process. If the students are not fun and interested in the lesson, the teachers must create an interesting atmosphere in teaching learning process because the student's ability of learning English depends on the previous experiences. There are several problems face by the teachers in teaching speaking. The problem are caused by several reason. It was because : (1) the students seldom practices speaking English in daily activities; (2) the students sometimes had no partner to practice speaking in English and; (3) the students were not accustomed to say anything in English. When the writer had teaching practice at STISPOL Wira Bhakti Denpasar, the same problems were faced.

Based on the observation, some of the students who were not able to respond the conversation given by the teacher, although the students could understand what the teacher said, but some of the students could not speak English well, moreover the students were shy and afraid of making mistakes in speaking English.

This paper focuses on speaking skills to assist language subject teachers in improving their teaching methods using the theory of "guide speaking". It is likely this problem is related to the low motivation of students towards speaking English skills.

## **Method**

This study uses a library research method, which is a research method based on expert opinions about learning English conversation with the guide conversation method.

## **Result and Discussion**

### **1. Result**

Molinsky and Bliss (1980) states that guided conversation are dialogues and exercises that are the central learning devices the lesson begin with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaningful exchange of communication. In learning process, the aim is to raise the potential of students to learn actively, be fun, and really have an interest in the subjects given, especially this is the subject of English. The word Guided comes from English which means guiding, directing, informing, showing, and encouraging (Sadli, 1989: 201 and Oxford, 1986: 308).

It means that guided conversation are the dialogue and the question and answer exchanges, the students are presented with a model conversation that highlight a specific aspect of grammar to help students improve their accuracy in constructing the sentences. According to Molinsky & Bliss (1986: IX), Teaching Procedure using Guided Conversation as below:

Step 1: Give the model conversation offers initial practice with the function and structures of the lesson and the functional expressions.

Step 2: Encourage the students to be inventive as they create their character and situation of the model conversation

Step 3: Present to the class each sentences of the model conversation a containing footnote expression with is alternative.

Step 4: Have pairs the students present the model conversation in the class

Step 5: Have pair the students practice all the exercise using the footnoted expression with is alternative.

Step 6: Assign the exercise as homework and ask them to present to the class next.

This kind of guidance is carried out by the teacher in the process of learning English speaking skills to strengthen students' utterances in the form of simple conversations for communication in business especially telephone as the following building blocks:

Diagram 1

Telephone Building Blocks, see fig.1

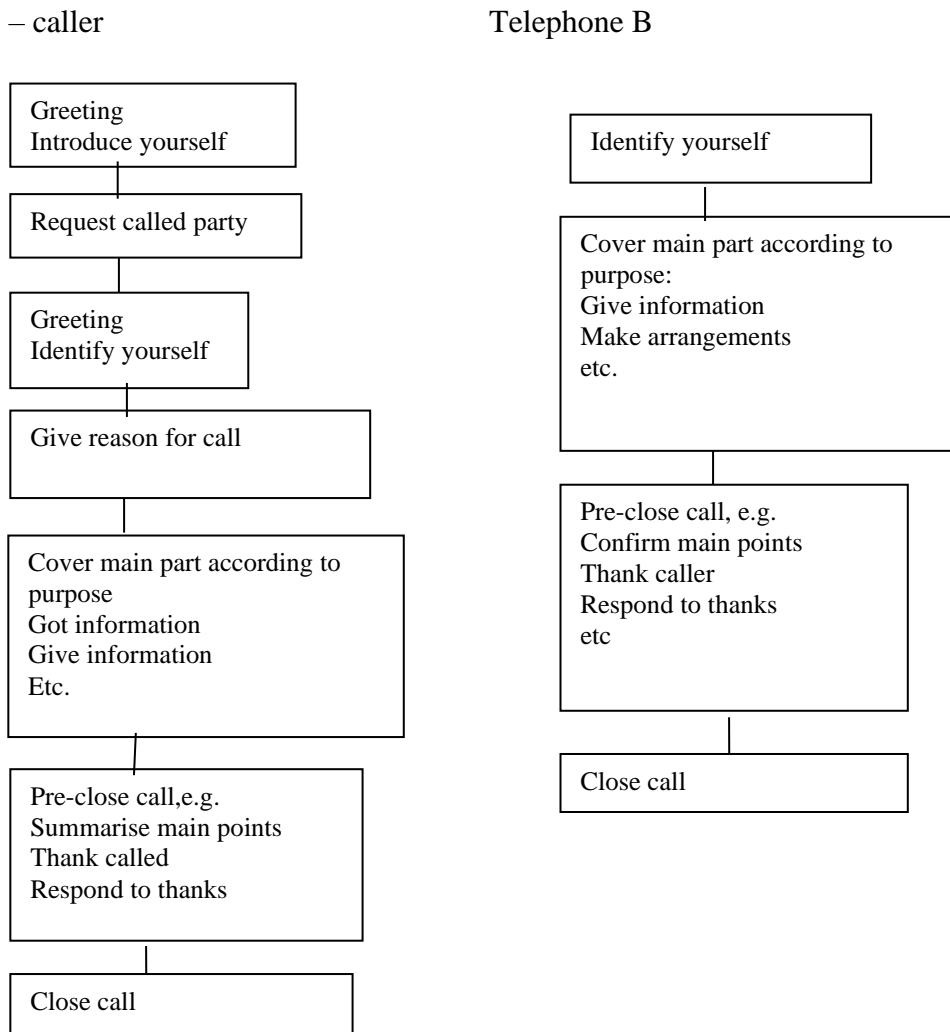


Fig. 1. Telephone Building Blocks. Graph from Simon Sweeney. Sweeney(1997). *English for Business Communication. Cambridge University Press (1997).*

Usually after saying hello, accompanied by asking how the person being greeted. Below are some commonly used greeting phrases and expressions used to ask/answer someone's condition accompanied by the teacher's guidance as below.  
Good Morning, Good Afternoon, Good Evening, Good Night, Good Bye, See you, How are you?, I'm fine. Thank you, etc.

The following are phrases commonly used to ask about someone's identity / introduce oneself to others in English and accompanied by guidance of an English teacher, as follows:

- a. Let me introduce myself
- b. My name is Mira or I am Mira
- c. How do you do Mira?
- d. How do you do
- e. This is Mira speaking
- f. I am from ABC Company
- g. May I speak to...

From the guidance carried out by the teacher continuously, it is believed that the improvement of students' speaking skills can increase. This is because in addition to the teacher's guidance or guidance on the students' utterances of the short sentences in English above, it is also equipped with a spoken guide that is available at the end of the English sentence. Thus, it is likely for students to practice speaking English very easily.

Furthermore, according to the Oxford dictionary (1986: 123), Conversation is a spoken exchange of news and ideas between people. Conversation is the occurrence of communication by several people in order to provide views, thoughts, suggestions and solutions. In a long conversation would produce a mutual agreement in a positive way and the results are shared with all people who have an interest in the results of the agreement. All the agreements of the conversation must be obeyed together because of their common use.

Relating to English speaking skills, means empowering students to be able to do speaking skills in the easiest way. Students enjoyed English lessons because they are taught through strategies that are much more fun so that it encourages students to learn actively and creatively. If students enjoy, active and creative in English, their ability both in writing and speaking will improve. Thus, Guided and Conversation is a combination of conversations or conversations conducted by students in simple English in order to facilitate communication and improve learning outcomes in English speaking skills for students. The treatment in the conversation is carried out with guidance or instructions and guidance in a long and short duration which is carried out in and outside the learning room.

Guided Conversation inspires students to create a communicative atmosphere in providing ideas, thoughts and responses as well as providing criticism in correcting the conversation. Guided Conversation is also an appropriate design to help students get fast learning techniques and be able to master English material while being able to realize speaking skills. Another connection related to Guided Conversation is guiding students how to ask and answer questions correctly according to English speaking procedures accompanied by guidance that approaches the speaking style of native speakers.

The implementation of English speaking skills through Guided Conversation both outside and inside the classroom is strongly influenced by several related factors, such as: a) the relationship between statements and reality in the field. Each statement will be very meaningful when viewed directly in the field so that it provides personal satisfaction, with that reality there are more forms of speech that coincide with the context, b) new situations, students' habits in doing English speaking skills in the form of Guided Conversation prefers new things because in addition to increasing the practice of speaking skills with new vocabulary, because they have never imagined a new existence so that various student questions and answers arise, c) the relationship between the material and student learning experiences. The connection between the two further facilitates the practice of the students' speaking skills which they do repeatedly.

Furthermore, Guided Conversation is a form of English teacher strategy in guiding students to improve their English speaking skills. Guided Conversation can seriously stimulate student interest and students try to get new vocabulary with the right sentence structure on the target of the conversation. In the process of implementing English speaking skills with Guided Conversation, students are expected to be ready to wait their turn to speak and provide answers to questions or statements that may arise from the presenter / guide of the Guided Conversation (of course this moment occurs in the classroom). However, learning English speaking skills is not something easy but requires appropriate and fun ways.

In this case, learning conversational English is not easy, especially for those living in countries where English is not the first language for the speakers. The learning process in the field of English speaking skills requires the right strategy to develop students' interest in improving their English speaking skills as best as possible. Learning

speaking skills requires thorough preparation by both the teacher as a teacher/mentor and students.

The preparation of teachers in the implementation of learning English speaking skills are: mastery of vocabulary, mastery of grammar, mastery of learning strategies, learning media, learning facilities, setting the right learning schedule, a good learning environment. The goal is to be able to provide a different feel from conventional learning, able to increase students' interest in learning activities without being bored.

Meanwhile, student preparation is in the form of mental readiness and self-confidence in the implementation of learning English speaking skills. Usually, students who are interested in English lessons like to speak even with some of the vocabulary expressions they remember. These utterances will become better and develop when accompanied by guidance, direction, guidance and guidance of the English teacher. In addition, mental preparation and self-confidence are material readiness such as: books *Short Daily Conversation Guide to Everyday English Conversation*. With the reading material they have, students can learn and imitate new utterances according to current developments. Materials such as the books mentioned above can facilitate student difficulties because they are easy to understand and easy to do with classmates without paying attention to formal or informal conversation situations.

#### Types of Guided Conversation in Speaking English

Furthermore, below are several types of Guided Conversations (Fumiyo, 2007) that can help students practice their English speaking skills. The types are as follows:

Guided Conversation which deals with the practice of speaking English skills in the form of brainstorming (Zainil, 2006). The English teacher provides new vocabulary, new sentences and new forms that can become new lessons for the students themselves. The teacher guides students to open students' thoughts in language that is easy to understand, the students' speech that has not been properly guided by the teacher slowly so that students are able to develop.

Guided Conversations related to role-play (Zainil, 2005) conducted by students. This preparation creates conditions for students who are ready to appear with mental maturity in conducting discussions according to the profession to be acted on. Become actors such as fishermen, farmers, teachers, doctors, nurses, who require a specific style.

Guided Conversation for speaking practice skills. The goal is to prepare students to determine the subject matter in certain forums. For example, holding short discussions about English lessons, like or dislike conversations, accept or refuse invitations, debate, make speeches, and ask and answer questions.

Guided Conversation related to professional English speaking skills. In this case, the most important thing is the ability of students to speak in an environment open to the public or closed. A professional level in conversational English conducted by students is not yet possible because this level requires optimal practice and practice. In

From the explanation above, it can be illustrated that the process of speaking skills can be developed well and quickly because of the directions and guidance that emerge from the Guided Conversation concept itself. In accordance with the type of description of the type of Guided Conversation in English speaking skills, Peterson (2007: 101) provides an illustration that there are eight ways to do English speaking skills well through Guided Conversation. The eight references are as follows:

Knowing the size of the difficulty and the ease with which the information gap exists in the form of a conversation. Thus, students can suspect or prepare alternative answers that are closer to the truth. Answers that are close to the truth are very good when accompanied by teacher appreciation, while answers that are not correct must be given regular guidance until the students are truly capable.

Make questions that have weight so that the answers given by students can attract attention and need further study. Form of questions preferably with the use of the words why because the question "why" can carry out a process that results in student skills in practicing speaking English.

Listen carefully and remember what was said / asked so that the answers will be clear and targeted. In this case, the teacher actually guides students to Listening Comprehension because to obtain information from audio or visuals, students must be trained how to capture information from the conversations presented.

Provide opportunities for students to use evidence / reasons. Obtaining evidence or reasons helps students to reveal or describe in detail through simple conversations in English. The teacher as a controller in the conversation must provide guidance in accordance with the conversation procedure so that all students have the opportunity.



Asking all students to participate in open conversations so that they can indirectly train themselves to carry out guided communication.

Provide opportunities for students to dig deeper until they get definite answers from various book sources in order to create an active atmosphere for speaking English.

Students are given the opportunity to make observations on one source / book review just to prove it is accurate so that they can provide a report in oral form (English). This method trains students to dare to reveal small findings related to the lessons they are doing in spoken English. This goal is to facilitate communication between classmates and at the same time notify the teacher of the results of the report in oral form.

The oral report means that students have practiced their English speaking skills through Guided Conversation because it provides sufficient time while giving direction to the results of student reports. Guidance and direction are not only provided by the English teacher but can also be provided by students while practicing the speaking skills they already have. This is a way to get students creative with these skills to become accustomed and develop the better.

From the description above, it is clear that developing English speaking skills through Guided Conversation can increase students' creativity to learn English. Activities like this are able to show students' unique personal skills in communicating in a variety of styles. Communication in this case shows his ability to speak English both inside and outside the classroom. Students are expected to be able to talk with fellow classmates, friends, teachers, and even with people outside the neighborhood (foreigners). The purpose of such treatment is to train students to practice speaking English skills continuously by means of Guided Conversation. This kind of habit must be done by teachers to students in order to empower students in speaking English with the aim of improving student learning outcomes.

From this practice, the stages of mastery of students' English speaking skills will emerge, as follows:

a. Receive speaking.

In this stage, students or learners who learn English speaking skills receive more from the learning environment or listen to various forms and styles of speaking by others, speech, language structures used and developing his vocabulary so that it can

be repeated at home or at school. Students keep in their memory as much as possible in the form of: new basic vocabulary, new sentences, utterances, etc. which are ready to be practiced with the interlocutor simply answering questions (eg, "what is this?", what is that ?, and how are you ?, and so on). This preparation is called receive speaking, which is ready to apply good speaking skills. With this pattern, students can think and enrich themselves with a variety of language forms that are ready to use.

b. Productive speaking.

Based on the concept of receiving, it means that students have saved a lot of preparation to carry out speaking skills practice. Then next is the ability of students to form and reproduce new expressions, such as: asking, explaining, discussing, and even helping classmates. In this case, students are given as many opportunities as possible to use a variety of new English sentences according to their grade level. The effect of productive speaking can be an indication that students with high ability in speaking skills will be more successful in developing themselves in the field of English speaking skills in English subjects.

c. Descriptive Speaking

From the description of the two stages above, it means that the readiness of students in pursuing English speaking skills is very good. From the combination of these two stages, students are able to receive and give (question and answer) by using a series of simple sentences (simple sentences), compound sentences (compound sentences), and complex sentences (complex sentences) and compound complex sentences. That is, students are able to answer English questions verbally, be able to ask questions, give explanation, discussion, and being able to write English expressions in writing using a variety of sentences. The purpose of descriptive speaking is to get students to speak as much as possible with descriptions from various sources of reading material or according to the learning experiences they have gone through (Zainil, 2003).

#### Characteristics of Speaking English through Guided Conversation

It is difficult to do foreign language speaking skills such as English because you have to integrate other skills (listening skills, reading skills and writing kills) into good speaking. Thus, the process of speaking skills can be more perfect and active. There are

at least several characteristics of the success of foreign language speaking skills activities (Brown and Yule, 1983: 120, Hyland, 1991: 122), as follows:

a. Students should speak as often as possible.

In the process of language speaking skills activities, participants actually have to do more communication. In terms of discussing or discussed problems according to the topic. The advantage is that the more frequent speaking skills, the more fluent the reflection will be (Zainil, 2010).

b. Participation.

It is better if in the process of applying speaking skills through Guided Conversation it is not allowed to be dominated by individuals or a small number of participants who can speak (can speak English), but all participants/students have the right to express their opinions and must speak in order to smooth themselves out to become proficient. The goal is to get used to logical oral communication instead of just speaking without using good language principles, using clear grammar, proper speech, using of correct vocabulary, perfect intonation, and can be understood by the interlocutor.

c. Responsible

Responsibility means a person's ability to do something according to the level of ability-in this case, the ability to speak English in a discussion or in pairs and must be responsible for maintaining it. The practice of speaking English skills in pairs must help each other, one person who is less capable in question and answer, then the other must overcome all the difficulties of his partner. So, in pairs or individually you must feel responsible.

d. Level of language used.

In carrying out oral communication against a foreign language (English), participants must be able to accept it. The language used is simple, precise speech, easily understood by other listeners. Easy, organized and precise in speaking. Thus, as a whole, it has an epistemic language level (capable of expressing knowledge into the target language-English) in accordance with the expectations of the curriculum. The level (epistemic) is in accordance with the level of first semester in business administration class, where students are expected to be able to speak English well and can be understood by the interlocutor.

Based on the four characteristics above, English speaking skills are taught with sufficient time, Implementation of speaking skills as often as possible both in the classroom and outside the class so that it is possible for students to succeed more quickly. In addition, students are expected to have high motivation to train themselves to talk - convey their ideas and thoughts to fellow friends in conversational situations whether in class or outside the classroom. All of these practices are carried out continuously without knowing any time limit and mastery/proficiency in speaking because fluency in speaking the language depends on habits and regular practice activity.

In listening, we begin with listening and end with understanding or responding. The speaking activity begins with a message that the speaker must have which will be conveyed to the recipient of the message so that the recipient of the message can receive or understand the contents of the message. Humans as social beings need relationship and cooperation with other humans. Relationships with other humans include, among other things, conveying thoughts and feelings, conveying information, ideas or ideas as well as opinions or thoughts with a purpose.

In conveying someone's message using a medium or tool, namely language, in this case it is related to spoken language. A person who will deliver the message hopes that the recipient of the message can understand it. The messenger is also called the speaker and the recipient of the message is called the listener or listener. This event in the process of delivering messages orally is called speaking. With another formula, it can be stated that speaking is the skill of conveying messages through spoken language.

## **2. Discussion**

Basically, learning English is not as difficult as beginner students think. Even though it only depends on how to study it and how it is applied in the field. Learning English speaking skills should be adjusted contextually so that it can help students master English (Zainil, 2006). Just let students speak as they are by using simple vocabulary, grammar, and pronunciation. Errors arising from conversations conducted by students are corrected later through Guided Conversation. While Dragsten (2005) states that the form of the learning process carried out through Guided Conversation to

learn English speaking skills that are appropriate to the conditions and make it easier for students to master them, namely as follows:

- a. Practice your English as often as possible.
- b. Participate in any and all class activities.
- c. Review both presents and old materials.
- d. Listen to the directions at all times.
- e. Know your grammar
- f. Know your English classroom in order to fully understand what the teacher is saying and for you to be understood by the teacher.
- g. Do your homework assignment consistently and well.
- h. Take notes.
- i. Practice your English outside the class to develop your English skills, especially in speaking, even if it isn't for homework.
- j. Be exposed to how English is used in different contexts and in different styles.
- k. Preview the lesson in the textbook before you come to class.
- l. Look up any words you don't know in the dictionary.
- m. Have at least two English notebooks with you.
- n. Find a friend or classmate and write an English dialogue together.
- o. Make flashcards to memorize any important vocabulary and useful English expressions.
- p. Monitor and assess.

Of the four skills in integrated language (listening skills, speaking skills, reading skills and writing skills) must be practiced all the time and will definitely work well. Furthermore, to facilitate the practice of speaking skills in English as a foreign language there are five approaches (Underwood, 1987, Zainil, 2002 and Zainil 2004) that can be given to students:

- a. The teacher controls student activities as often as possible so that all students are active in speaking skill activities.
- b. Provide opportunities for students to recognize sentence structure patterns and use of vocabulary so that each participant in the learning process of speaking skills remains interesting.
- c. Students are given the opportunity to do role-play according to their abilities.

- d. Assisting students in doing speaking skills so that students feel noticed by the English teacher.
- e. Practice speaking skills of students are given the opportunity to speak freely in a predetermined corridor.

## **Conclusion**

From several theories of expert opinion above, it can be concluded that learning English, especially speaking skills, requires a variety of precise strategies. The goal is to make it easier for students to learn English subjects, the more ways you do to learn, the easier it is to master. However, it should be remembered that learning English is not learning knowledge which requires high reasoning power, memorizing formulas, mastering tenses, grammar, and formal English grammar, and so on. However, learning English is nothing more than a skill that is continuously practiced until it is accustomed to it, any language that is learned requires practicing speaking in the language being learned.

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