

ENGLISH MAJOR STUDENTS' PERCEPTIONS OF DIALOGUE PRACTICE IN IMPROVING VOCABULARY MASTERY AT UNIVERSITAS NEGERI SEMARANG

Dewanti Mira Ardani¹

Universitas Negeri Semarang

Christianti Tri Hapsari²

Universitas Negeri Semarang

dewanti1946@gmail.com¹

Submit, 29-01-2026

Accepted, 19-04-2026

Publish, 20-04-2026

ABSTRACT

This study aims to examine students' perception of the use of dialogue practice in vocabulary learning in the English Education Study Program. This study uses a qualitative descriptive research design with participants selected through purposive sampling techniques. Data was collected through questionnaires and semi-structured interviews. Questionnaire data was analyzed using descriptive statistics, while interview data was analyzed qualitatively to support and explain quantitative findings. The results of the study showed that students had a positive perception of the use of dialogue practice as a vocabulary learning strategy. Most students agree that dialogue practice increases motivation, interest, and positive attitudes in vocabulary learning because it allows for the direct use of new vocabulary in meaningful communication. In terms of implementation in the classroom, dialogue practice is perceived as an interactive and collaborative activity with clear learning objectives. However, some students still feel initial discomfort in using new vocabulary for fear of making mistakes, although these feelings diminish as the intensity of the practice increases. Regarding vocabulary knowledge, dialogue practice helps students understand vocabulary contextually, including pronunciation, word meaning, and the appropriate use of vocabulary in sentences. Dialogue practice is perceived as an effective approach in vocabulary learning because it integrates cognitive, affective, and social aspects in language learning. This study recommends the application of dialogue practice in English learning as an effort to improve vocabulary mastery and active language use.

Keywords: Dialogue Practice, EFL Learning, Vocabulary Learning, Student Perception, Vocabulary Mastery

INTRODUCTION

Vocabulary is one of the most important elements in language mastery because it is through vocabulary mastery that a language can be mastered optimally and more easily. According to Nurdini and Marlina (2018), knowledge of vocabulary is central to all language competencies. Vocabulary mastery directly influences a person's ability to understand and produce language. Nation (2001) states in his book that vocabulary is the fundamental building block of language. With sufficient vocabulary, mastery of language structure, fluency, and effective communication can be effective. This clearly states that vocabulary plays a crucial role in language acquisition and mastery for learners of English as a foreign language (EFL).

In the context of English language learning in Indonesia, vocabulary mastery is often a challenge for many groups, especially students. Laoli et al. (2025) stated that many students experience difficulties in speaking English due to limitations in remembering vocabulary. Students often experience obstacles due to limited vocabulary, making it difficult for them to adapt when having to use English in academic activities. They will struggle with speaking, reading, and other academic tasks due to their limited vocabulary. Vocabulary deficiencies can directly affect students' ability to input language and produce accurate output (Ahmadian et al., 2014). Word acquisition cannot be done only by memorizing word lists or written exercises but must be done through real-life use, such as dialogue exercises, so that the acquired vocabulary can be understood and used effectively for communication. Rahmanullah et al. (2022) state that the use of vocabulary through direct dialogue or role-play will be easier to remember because learners are directly involved in using it repeatedly and in a structured manner.

The concept of Dialogic Teaching was first proposed by Robin Alexander in his 2004 book, "Towards Dialogic Teaching: Rethinking Classroom Talk." This book discusses how classroom conversation can be used as the most effective method for building understanding, developing creativity, and fostering critical thinking. This concept is highly relevant to this research because Dialogic Teaching emphasizes that dialogue practice is an appropriate method for vocabulary development. Verbal interactions such as dialogue practice have the highest cognitive value, making this type of communication highly relevant to the society at large regarding how children learn and develop (Alexander, 2020).

Dialogue Practice is one of the most effective learning strategies to increase vocabulary knowledge of the foreign language being studied. Soori et al.

(2023), in their research, stated that dialogue practice and role-play practice are effective in improving vocabulary acquisition and long-term retention because students use vocabulary in natural situations when practicing dialogue or role-play. Through dialogue practice, students have the opportunity to interact, understand, listen, pronounce, and use a lot of vocabulary in conversations that resemble real situations in everyday life. Dialogue practice can increase learners' motivation and provide them with opportunities to apply it directly and communicatively (Angelika et al., 2023). This confirms that dialogue practice plays a significant role in helping students expand their vocabulary knowledge in EFL learning contexts.

Although many studies have examined the effectiveness of dialogue in increasing vocabulary, there are still many things that need to be explored further. In their study, Supriyanto et al. (2024) tended to focus on language fluency rather than vocabulary mastery, so it did not explain how students view the influence of dialogue practice on them in mastering vocabulary. Research conducted by Saifudin et al. (2023) with junior high school students as subjects and research by Formadon and Sidabalok (2017) conducted with high school students only examined the influence of dialogue on increasing vocabulary, not how students view this dialogue practice. It is still very rare to do this for students at the tertiary level, especially in the English department at Universitas Negeri Semarang.

Previous research cannot be generalized due to differences in levels. This study is necessary to determine the views of English language students regarding the dialogue method, how significant it is, and to what extent it contributes to their vocabulary mastery. This study aims to determine the views of English language students at Universitas Negeri Semarang regarding the dialogue method in enriching their vocabulary in mastering English. The results of this study are expected to provide insight for teaching staff and the curriculum team in designing appropriate strategies for all English language students at Universitas Negeri Semarang so that they can all master a large vocabulary and communicate well in foreign languages, especially English.

LITERATUR REVIEW

Vocabulary mastery is a fundamental aspect of learning English for students majoring in English. Various studies show that the practice of dialogue plays an important role in improving vocabulary mastery in the context of learning English as a foreign language because it allows students to use vocabulary in an interactive and meaningful way in real communication situations (Nation, 2001; Alexander, 2020). Wang (2015) emphasized that dialogue-based vocabulary learning helps students develop vocabulary strategies dynamically through social interaction, thereby strengthening vocabulary understanding and

retention. Jocuns (2021) found that the application of *dialogic teaching* in EFL classrooms encourages students to expand the use of vocabulary through collaborative conversations and collective reflection.

Robbins (2024) explained that students' perceptions of learning activities are influenced by situational factors, such as classroom interactions, time allocation, and social environment, which are directly reflected in dialogue practice activities. Alexander (2020) emphasizes the importance of collective, reciprocal, supportive, and cumulative dialogue to encourage active student involvement in building knowledge through interaction. Nation (2001), in his theory, states that vocabulary mastery includes knowledge of word forms, meanings, and their use, which can be optimally developed through the meaningful use of vocabulary in the context of communication. Peer interaction through *role-play* or collaborative dialogue allows students to use vocabulary actively and authentically, while increasing their confidence in communicating (Nhan, 2024).

Rahmanullah et al. (2022) show that *role-play* methods or dialogue practices are more effective in improving vocabulary mastery than traditional methods, and Supriyanto et al. (2024) report that dialogue-based learning contributes to improving students' oral skills. In addition, research by Saifudin et al. (2023) and Formadon and Sidabalok (2017) shows that the use of dialogue in language learning has a positive impact on students' vocabulary mastery at the secondary school level, although the focus of this research is still on learning outcomes and has not done much research on student perceptions, especially in the college context.

Students' perception of vocabulary learning strategies also affects their learning effectiveness. Duy (2024) emphasized that students tend to choose vocabulary strategies that suit their learning style, such as repetition, word association, or the use of digital media, so that vocabulary retention increases. Chen (2025) added that students' perceptions of the frequency of using strategies and the level of their usefulness affect the effectiveness of vocabulary mastery so that students are more active in the practice of dialogue involving new vocabulary. Hidayad et al. (2024) emphasized that the combination of cognitive, metacognitive, and social strategies combined with dialogue practices increases the effectiveness of vocabulary mastery among EFL students.

METHOD

This study uses a qualitative descriptive method to analyze the perceptions of English major students regarding the use of conversation exercises in improving vocabulary mastery. The qualitative descriptive research method was chosen because it allows the presentation of descriptive and comprehensive data

on the phenomenon being studied, as well as allows for contextual analysis and interpretation of qualitative data. (Furidha, 2024). The participants in this study consisted of English major students, specifically those enrolled in the English Education study program. The sample for this study was selected using purposive sampling based on study programs and specific courses they had completed, such as Casual Conversation, Transactional Conversation, Speaking for Instructional Purposes, and Theater/Drama. The sample for this study was selected using purposive sampling, which is a non-random sampling technique where participants are chosen based on specific characteristics relevant to the research focus in order to obtain rich and relevant data from the target population (Stratton, 2024). In this study, students' experiences in participating in dialogue practice activities were used as the primary criterion for sample selection. A total of 30 students were targeted by the study, and 8 students were taken as participants in semi-structured interviews to support and deepen the data obtained from the questionnaire.

The research data was collected through closed-ended questionnaires and semi-structured interviews. This study employs a five-point Likert scale. According to Koo and Yang (2025), a five-point Likert scale consists of the following levels: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). The statements in the questionnaire include perceptions, implementations, and vocabulary aspects learned through dialogue practice as a method to deepen vocabulary mastery. The questionnaire was distributed online through Google Form and shared privately with all respondents through the WhatsApp application. Questionnaire data is analyzed through the data tabulation process, calculation of mean and percentage scores, interpretation based on predetermined category intervals, and presentation of results in the form of tables (Todd, 2018).

Semi-structured interviews allow researchers to acquire in-depth information and evidence from interviewees, which can provide rich qualitative data that complement other data collection methods and help achieve robust research findings (Shaliha et al., 1989). Semi-structured interviews were conducted online via Zoom with 8 selected participants to obtain more in-depth data on students' perceptions of the use of dialogue practice in vocabulary mastery. Interview data was analyzed in a qualitative descriptive manner through the stages of transcription, rereading data to understand the content, data reduction, grouping based on the similarity of topics or themes, and presenting results descriptively (Renjith et al., 2021). Excerpts from the interview results were used to support and corroborate the findings obtained from the questionnaire. To maintain identity confidentiality, interview participants are assigned codes R1 to R8. All research procedures are carried out in accordance

with the principles of research ethics, and the confidentiality of participant data is fully guaranteed.

FINDING

This section explains the research findings obtained through questionnaires and semi-structured interviews that have been filled out by students of the English Education Study Program. This analysis focuses on students' perceptions of the implementation of dialogue exercises as a learning strategy in improving English vocabulary mastery. The research findings are presented descriptively to comprehensively describe the response tendencies, perception patterns, and learning experiences of students.

This study uses predetermined category intervals as a basis to explain the questionnaire data. Category intervals serve as a reference to classify respondents' following section; Table 1 is presented, which contains the category intervals used in the process of measuring and interpreting student perception data.

Table 1. Interval Score Interpretation

INTERVAL	INTERPRETATION
1,00 - 1,79	Strongly Disagree
1,80 - 2,59	Disagree
2,60 - 3,39	Neutral
3,40 - 4,19	Agree
4,20 - 5,00	Strongly Agree

Students' Perceptions

Table 2. Students' Perception Scores

NO.	STATEMENT	ATTITUDE	F	%	M	I
1.	The time allocated for dialogue practice in each meeting is sufficient to support my vocabulary learning.	SD	0	0%	4	SA
		D	3	10%		
		N	0	0%		
		A	21	70%		
		SA	6	20%		
2.	The classroom setting during dialogue practice supports my vocabulary learning.	SD	0	0	3,9	A
		D	5	16,7%		
		N	0	0		
		A	18	60%		
		SA	7	23,3%		
3.	Learning vocabulary through dialogue practice with classmates supports my learning.	SD	0	0%	4,43	SA
		D	0	0%		
		N	0	0%		
		A	0	0%		

		A	17	56,7%		
		SA	13	43,3%		
4.	I have a positive attitude toward learning vocabulary through dialogue practice.	SD	0	0%	4,33	SA
		D	0	0%		
		N	0	0%		
		A	20	66,7%		
		SA	10	33,3%		
5.	Dialogue practice motivates me to learn and use new vocabulary.	SD	0	0%	4,53	SA
		D	0	0%		
		N	0	0%		
		A	14	46,7%		
		SA	16	53,3%		
6.	I am interested in learning vocabulary through dialogue practice.	SD	0	0%	4,43	SA
		D	0	0%		
		N	0	0%		
		A	17	56,7%		
		SA	13	43,3%		
7.	Dialogue practice helps me learn vocabulary based on my previous learning experience.	SD	0	0%	4,36	SA
		D	0	0%		
		N	0	0%		
		A	19	63,3%		
		SA	11	36,7%		
8.	Dialogue practice meets my expectations in improving my vocabulary mastery.	SD	0	0%	4,43	SA
		D	3	10%		
		N	0	0%		
		A	16	53,3%		
		SA	11	36,7%		
9.	The interactive activities in dialogue practice help me understand vocabulary better.	SD	0	0%	4,16	A
		D	0	0%		
		N	0	0%		
		A	17	56,7%		
		SA	13	43,3%		
10.	Hearing new words during dialogue practice helps me remember vocabulary.	SD	0	0%	4,43	SA
		D	3	10%		
		N	0	0%		
		A	17	56,7%		
		SA	10	43,3%		
11.	The amount of vocabulary introduced in dialogue practice is manageable for me.	SD	0	0%	4,13	A
		D	1	3,3%		
		N	0	0%		
		A	22	73,3%		
		SA	7	23,3%		
12.	The topics used in dialogue practice help me understand new vocabulary easily.	SD	0	0%	4,16	A
		D	0	0%		
		N	0	0%		

		A	19	63,3%		
		SA	11	36,7%		
13.	Using vocabulary repeatedly in dialogue practice helps me remember new words.	SD	0	0%	4,36	SA
		D	0	0%		
		N	0	0%		
		A	11	36,7%		
		SA	19	63,3%		
14.	The vocabulary used in dialogue practice is related to situations familiar to me.	SD	0	0%	4,26	SA
		D	1	3,3%		
		N	0	0%		
		A	19	63,3%		
		SA	10	33,3%		

Based on the results of the questionnaire, students showed a very positive perception of the use of dialogue practice in vocabulary learning. This is reflected in the dominance of Agree and Strongly Agree responses in all statements in this subheading, with the mean values in the category of Agree to Strongly Agree. This data shows that dialogue practice is well received by students as a vocabulary learning strategy.

In the statement *"Dialogue practice motivates me to learn and use new vocabulary,"* as many as 46.7% of respondents stated Agree and 53.3% Strongly Agree, with the highest mean score of 4.53. This percentage shows that all respondents feel an increase in motivation in learning and using new vocabulary through dialogue practice. These findings are reinforced by statements found in the semi-structured interviews, namely:

"I am motivated because I can use the words immediately in conversations, which makes learning more meaningful." (R1)

"I can see how a new word is actually used to express an idea in real-time." (R2).

In addition to motivation, students' positive attitudes are also reflected in the statement *"I have a positive attitude toward learning vocabulary through dialogue practice."* In this item, 66.7% of respondents stated Agree and 33.3% Strongly Agree, with a mean value of 4.33. This data shows that all respondents have a positive attitude towards vocabulary learning through dialogue practice. This is in line with the statements of R5 and R6, which state that:

"I feel positive about learning vocabulary through dialogue practice because it feels more natural." (R5)

"I feel happy learning vocabulary through dialogue because it is more interesting." (R6).

The level of students' interest in dialogue practice is also very high. In the statement *"I am interested in learning vocabulary through dialogue practice,"* as many as 56.7% of respondents stated Agree and 43.3% Strongly Agree, with a mean value of 4.43. This percentage shows that almost all students feel interested and engaged in learning vocabulary through dialogue practice. Interview data support these findings, as revealed by R3 and R8, who state that:

"What motivated me was when I realized I could understand the conversation using the vocabulary I had just learned." (R3)

"...learning vocabulary through dialogue practice is enjoyable and effective." (R8)

Overall, the integration of questionnaire and interview data showed that students viewed dialogue practice as a method of vocabulary learning that was motivating and engaging and provided a positive learning experience, especially because it allowed for the direct use of vocabulary in the context of meaningful communication.

Classroom Implementation

Table 3. Implementation Scores

NO.	STATEMENT	ATTITUDE	F	%	M	I
1.	Dialogue practice allows me to work together with my classmates in learning vocabulary.	SD	0	0%	4,3	SA
		D	1	3,3%		
		N	0	0%		
		A	18	60%		
		SA	11	36,7%		
2.	Dialogue practice enables me to listen to others' ideas and share my own ideas using new vocabulary.	SD	0	0%	4,1	A
		D	3	3,3%		
		N	0	0%		
		A	18	60%		
		SA	9	36,7%		
3.	I feel comfortable using new vocabulary during dialogue practice without fear of making mistakes.	SD	0	0%	3,26	N
		D	13	43,3%		
		N	0	0%		
		A	13	43,3%		
		SA	4	13,3%		
4.	Dialogue practice helps me develop my vocabulary by	SD	0	0%	4,23	SA
		D	1	3,3%		

building on previous discussions and responses.	N	0	0%	4,3	SA
	A	20	66,7%		
5. Dialogue practice is conducted with clear objectives related to vocabulary learning.	SA	9	30%		
	SD	0	0%		
	D	0	0%		
	N	0	0%		
	A	21	70%		
	SA	9	30%		

Based on the results of the questionnaire, the implementation of dialogue practice in the classroom is perceived to be collaborative and interactive. In the statement *"Dialogue practice allows me to work together with my classmates in learning vocabulary,"* as many as 60% of students stated Agree and 36.7% Strongly Agree, with a mean score of 4.30. This percentage shows that almost all respondents consider dialogue practice to be able to facilitate cooperation between students in vocabulary learning. These findings are reinforced by statements R1 and R4, which state that:

"Working and sharing ideas with classmates helps my vocabulary learning because I can learn from others and correct my mistakes through discussion." (R1)

"...by sharing ideas in dialogue practice with my friends or my classmates, it helps me a lot to learn new vocabularies and memorize them and then apply them, using them." (R4)

In addition, in the statement *"Dialogue practice enables me to listen to others' ideas and share my own ideas using new vocabulary,"* as many as 60% of respondents stated Agree and 36.7% Strongly Agree, with a mean value of 4.10. This data shows that dialogue practice provides enough space for students to listen and express ideas using new vocabulary. This condition supports the learning of vocabulary that is social and communicative. R5 asserts that:

"Working with classmates helps because we can share ideas and help each other. I can learn new words from my friends." (R5)

This shows the importance of interaction between students in the learning process. From the aspect of clarity of learning objectives, the statement *"Dialogue practice is conducted with clear objectives related to vocabulary learning"* received a very positive response, with 70% of students stating Agree and 30% Strongly Agree, and a mean score of 4.30. This percentage shows that all respondents understand the purpose of the dialogue practice activities carried out

in the classroom. These findings are in line with statements R1 and R3, which reveal that:

“When the goals of dialogue practice are clear, I feel more focused and motivated. Clear goals help me understand what vocabulary I need to learn and how to use it.” (R1)

“I know which vocabulary and phrases I need to seriously study to achieve that goal.” (R3)

A different result can be seen in the statement *“I feel comfortable using new vocabulary during dialogue practice without fear of making mistakes.”* In this item, only 43.3% of respondents expressed Agree and 13.3% strongly agreed, while 43.3% of respondents expressed Disagree, with a mean value of 3.26 in the “Neutral” category. These findings show that even though dialogue practice is interactive, some students still feel uncomfortable or experience anxiety in using new vocabulary. This is reflected in the statements of R3 and R4, which state that:

“At first it felt awkward using new vocabulary...” (R3),

“...is hard... and sometimes you have a little bit of a struggle” (R4).

However, some students stated that the discomfort decreases with repeated practice, as revealed by R8:

“...dialogue practice makes me more confident over time.” (R8).

Overall, the findings show that dialogue practice is implemented in a collaborative, communicative, and targeted manner, with a high level of agreement on the aspects of cooperation and clarity of goals. However, the percentage of responses to the comfort aspect of using new vocabulary indicates that there are affective challenges that need to be considered in the implementation of dialogue-based learning.

Vocabulary Knowledge

Table 3. Vocabulary Knowledge Scores

NO.	STATEMENT	ATTITUDE	F	%	M	I
1.	Dialogue practice helps me recognize and understand the pronunciation of English vocabulary used in	SD D N A	0 1 0 14	0% 3,3% 0% 46,7%	4,43	SA

	conversations.	SA	15	50%		
2.	Dialogue practice helps me remember how English words are written and spelled correctly.	SD D N A SA	0 2 0 15 13	0% 6,7% 0% 50% 3,3%	4,3	SA
3.	Through dialogue practice, I am able to notice meaningful parts of words, such as prefixes or suffixes that help me understand vocabulary.	SD D N A SA	1 3 0 17 9	3,3% 10% 0% 56,7% 30%	4	A
4.	Practicing dialogues enables me to understand the meaning of words based on how they function within sentences.	SD D N A SA	0 0 0 18 12	0% 0% 0% 60% 40%	4,4	SA
5.	Dialogue practice helps me relate vocabulary to the situations, objects, or ideas being discussed.	SD D N A SA	0 0 0 16 14	0% 0% 0% 53,3% 6,7%	4,46	SA
6.	Engaging in dialogue activities allows me to connect new words with other words that have related meanings.	SD D N A SA	0 3 0 17 10	0% 10% 0% 56,7% 33,3%	4,13	A
7.	Through dialogue practice, I learn how to use vocabulary appropriately according to grammatical rules.	SD D N A SA	0 5 0 16 9	0% 16,7% 0% 53,3% 30%	3,96	A
8.	Dialogue practice helps me understand which words commonly occur together in English.	SD D N A SA	0 0 0 18 12	0% 0% 0% 60% 40%	4,4	SA
9.	Dialogue practice increases my awareness of when certain words are suitable to use in particular contexts or	SD D N A	0 1 0 19	0% 3,3% 0% 63,3%	4,26	SA

situations.	SA	10	33,3%
-------------	----	----	-------

Based on the results of the questionnaire, dialogue practice is perceived to make a significant contribution to the development of students' vocabulary knowledge, both in terms of pronunciation, word form, meaning, and the use of vocabulary in context. This can be seen from the dominance of Agree and Strongly Agree responses in all statements in this subheading, with mean values generally in the category of Agree to Strongly Agree.

In terms of pronunciation and spelling, the statement *"Dialogue practice helps me recognize and understand the pronunciation of English vocabulary used in conversations"* obtained a mean score of 4.43, with 46.7% of respondents stating Agree and 50% Strongly Agree. These findings show that most students feel the benefits of dialogue practice in understanding vocabulary pronunciation. This is reinforced by statements R3 and R5, which state that:

"Pronunciation is really helpful because I hear it and immediately try to imitate it." (R3)

"Dialogue practice helps me learn pronunciation by listening and repeating words." (R5)

In addition, dialogue practice also helps students understand the structure of words. In the statement *"Through dialogue practice, I am able to notice meaningful parts of words, such as prefixes or suffixes,"* the mean value obtained was 4.00, with 56.7% of respondents stating Agree and 30% Strongly Agree. These findings show that students are beginning to realize the morphological elements of vocabulary using words in sentences. This is in line with the statements of R2 and R7, which state that:

"Hearing words in full sentences in dialogue practice helps me intuitively understand word parts, for example, if a friend uses a word ending in "-tion" or "-ly," I can grasp its function (noun or adverb) ..." (R2)

"Dialogue practice helps me understand word parts... by showing how they function in real- life communication." (R7)

The statement *"Dialogue practice helps me relate vocabulary to the situations, objects, or ideas being discussed"* obtained a mean score of 4.46, with 53.3% Agree and 46.7% Strongly Agree. These findings show that dialogue practice helps students understand the meaning of vocabulary contextually. This is reinforced by statements R4 and R5, which state that:

“...if we do conversations by using real-life situations or familiar topics that we already know, it also helps us speak more confidently, and then sometimes we could recognize new vocabulary through the conversation.” (R4)

“...real-life situations make learning easier. I can connect new vocabulary to my daily life, so the words feel more meaningful.” (R5).

Meanwhile, the statement "Through dialogue practice, I learn how to use vocabulary appropriately according to grammatical rules" obtained a mean score of 3.96, with 53.3% Agree and 30% Strongly Agree. These findings suggest that students learn to use vocabulary more naturally through practice, not just through grammar rules as stated by R2 and R7:

“I learn what sounds right by mimicking the flow of conversation.” (R2)

“Through dialogues, I can observe how words fit into sentence structures, such as verb tenses, prepositions, and word order.” (R7).

Overall, the findings show that dialogue practice supports the development of students' vocabulary in a comprehensive and contextual manner, including aspects of pronunciation, word structure, meaning, and the use of vocabulary in the appropriate context. The integration of questionnaire and interview data indicates that vocabulary learning through dialogue practice not only increases vocabulary knowledge receptively but also strengthens students' ability to use vocabulary productively in communication.

DISCUSSION

The results of this study indicate that dialogue practice is positively perceived by students as an effective strategy for vocabulary learning. The high proportion of Agree and Strongly Agree responses regarding motivation, attitude, and interest shows that students feel more motivated to learn and use new vocabulary when it is immediately applied in conversation. This aligns with Nation (2001), who emphasizes that meaningful use of vocabulary in communicative contexts enhances retention and understanding. Similarly, Alexander (2020) highlights that active, reciprocal dialogue encourages students to engage meaningfully, supporting the finding that dialogue practice increases students' motivation and active participation in language learning.

Furthermore, the study shows that dialogue practice promotes collaborative and directed learning. Students benefit from cooperation with classmates and clear learning objectives, which is consistent with Wang (2015) and Jocuns (2021), who argue that social interaction and collaborative conversations help learners develop vocabulary strategies dynamically and expand the use of vocabulary through collective reflection. The findings also reflect

Robbins (2024), who states that situational factors, such as classroom interaction and social environment, influence students' perceptions and engagement with learning activities. In this study, peer support during dialogue practice helped students overcome initial anxiety in using new vocabulary, indicating that social aspects of learning can reduce discomfort and increase confidence, as also noted by Nhan (2024).

In terms of vocabulary knowledge, dialogue practice was shown to support contextual understanding, including pronunciation, meaning, and sentence usage. Students reported easier retention when vocabulary was connected to real-life situations, familiar topics, and repeated use in dialogue. These results confirm the findings of Rahmanullah et al. (2022) and Supriyanto et al. (2024), who showed that dialogue and role-play methods improve both vocabulary mastery and oral skills more effectively than traditional methods. Moreover, while prior research by Saifudin et al. (2023) and Formadon and Sidabalok (2017) focused mainly on learning outcomes at the secondary school level, this study emphasizes student perceptions at the college level, highlighting the relevance of dialogue practice in higher education.

Finally, the integration of cognitive, affective, and social dimensions in dialogue practice corresponds with Duy (2024), Chen (2025), and Hidayad et al. (2024), who argue that effective vocabulary learning combines strategy use, students' perceptions of usefulness, and collaborative activities. This study shows that dialogue practice not only enhances vocabulary knowledge but also fosters motivation, engagement, and confidence, confirming the comprehensive benefits of dialogic learning in EFL contexts.

In conclusion, this study supports the assertion that dialogue practice is an effective approach to vocabulary learning, as it allows students to actively apply new words, collaborate with peers, and internalize vocabulary in meaningful contexts. Although there may be difficulties like feeling uneasy when using new vocabulary at first, these can be lessened with regular practice and help from classmates, highlighting the importance of dialogue-based methods in improving both thinking skills and social-emotional aspects of learning a language.

CONCLUSION

This study concludes that *dialogue practice* is an effective learning strategy in improving the vocabulary learning of EFL students. The results of the study show that students have a positive perception of the use of *dialogue practice*, especially in increasing motivation, positive attitudes, and interest in learning vocabulary. The use of vocabulary directly in dialogue makes the learning process more meaningful and relevant to students' communication needs.

In addition, the implementation of *dialogue practice* in the classroom has been proven to support collaborative and directed learning. Students benefit from interaction with classmates and clarity of learning objectives, although some students still experience discomfort in using new vocabulary. However, these discomforts tend to decrease as the intensity of practice and support from the learning environment increases.

From the aspect of vocabulary knowledge, *dialogue practice* helps students understand vocabulary contextually, including pronunciation, meaning, and the use of appropriate vocabulary in sentences. Overall, this study confirms that *dialogue practice* not only improves vocabulary mastery but also encourages active involvement and confidence of students in using English. Therefore, *dialogue practice* can be recommended as an effective vocabulary learning approach for EFL learners.

REFERENCES

- Ahmadian, M., Amerian, M., & Tajabadi, A. (2014). The effect of collaborative dialogue on EFL learners' vocabulary acquisition and retention. *International Journal of Applied Linguistics & English Literature*, 3(4), 38–45. <https://doi.org/10.7575/aiac.ijalel.v.3n.4p.38>
- Alexander, R. (2020). *A dialogic teaching companion*. Routledge. <https://doi.org/10.4324/9781351040143>
- Angelika, P., Usman, S., Zarkiani, Z., & Hastini, H. (2025). The use of role play model to develop vocabulary mastery of grade ten students at SMA Negeri 2 Palu. *ELS Journal on Interdisciplinary Studies in Humanities*, 8(2). <https://doi.org/10.34050/els-jish.v8i2.44976>
- Chen, M. (2025). A case study on use frequency and perceived usefulness of vocabulary learning strategies used by Chinese EFL learners. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1687516>
- Duy, T. K. (2024). EFL English Major Students' Perceptions of Effective Strategies in Vocabulary Learning. *International Journal of Science and Management Studies (IJSMS)*, 87–91. <https://doi.org/10.51386/25815946/ijms-v7i4p111>
- Formadon, S., & Sidabalok, D. M. (2017). The use of role plays in improving students' vocabulary mastery at grade eleven of Persada Senior High School. *Linguistika*, 8(1). <http://jurnal.ubl.ac.id/index.php/Linguistika/article/view/1383/1569>
- Furidha, B. W. (2024). Comprehension of the Descriptive Qualitative Research Method: A Critical Assessment of the Literature. *Journal of Multidisciplinary Research*, 1–8. <https://doi.org/10.56943/jmr.v2i4.443>

- Hidayad, F., Despita, D., Novia, F., & Purwanto, M. B. (2024). Language Learning Approaches: A Study Meta-Analysis of Vocabulary Mastery in EFL Learners. *International Journal of Digital Learning on Languages and Arts (IJODLLA)*, 1(1), 27–33. <https://doi.org/10.23887/ijodlla.v1i1.60465>
- Jocuns, K. (2021). Dialogic Teaching as a Way to Promote Students' English Language Use in EFL classroom. *PASAA*, 62(1), 173–203. <https://doi.org/10.58837/chula.pasaa.62.1.7>
- Koo, M., & Yang, S. (2025). Likert-Type Scale. *Encyclopedia*, 5(1), 18. <https://doi.org/10.3390/encyclopedia5010018>
- Laoli, A., Giawa, N. H., Zebua, D. P. J., & Namu, E. F. J. (2025, March 6). Strategies and challenges of English education students in vocabulary mastery. *ELTIN Journal*. <https://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/5750>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. <https://drupal-s3fs-prod.s3.eu-west-1.amazonaws.com/files/6513/8079/9633/learning-vocabulary-in-another-language-hardback-frontmatter.pdf>
- Nhan, L. K. (2024). Exploring students' perceptions of peer interaction in developing English speaking skills. *International Journal of Innovative Science and Research Technology (IJISRT)*, 2333–2343. <https://doi.org/10.38124/ijisrt/ijisrt24sep1094>
- Nurdini, H., & Marlina, L. (2018). Vocabulary journal as a learning tool for students in learning vocabulary through reading at junior high school. *Journal of English Language Teaching*, 6(1). <https://doi.org/10.24036/jelt.v6i1.9720>
- Rahmanullah, R., Tabassum, R., & Attaullah, A. (2022). Effect of role play on vocabulary enhancement, grammar acquisition and syntax ability at elementary level in the subject of English. *International Research Journal of Education and Innovation*, 3(2), 17–24. [https://doi.org/10.53575/irjei.v3.02\(22\)2.17-24](https://doi.org/10.53575/irjei.v3.02(22)2.17-24)
- Renjith, V., Yesodharan, R., Noronha, J. A., Ladd, E., & George, A. (2021). Qualitative methods in health care research. *International Journal of Preventive Medicine*, 12(1), 20. https://doi.org/10.4103/ijpvm.ijpvm_321_19
- Robbins, S. P., & Judge, T. A. (2024). *Organizational behavior* (19th ed., Global ed). Pearson Education Limited.
- Saifudin, Rosnija, E., & Rezeki, Y. S. (2023). Improving students' vocabulary through role play. *English Education Study Program FKIP Untan Pontianak*, 380–385. <https://jurnal.untan.ac.id/index.php/jpdpb>

- Shaliha, F., Mozaffari, M., Ramezani, F., Hajnasiri, H., & Moafi, F. (1989). Designing qualitative research. *Choice Reviews Online*, 27(02), 27–1232. <https://doi.org/10.5860/choice.27-1232>
- Soori, A., Kafipour, R., Dakhil, T. A., Khojasteh, L., & Behrosi, B. (2023). The effect of role-play on vocabulary learning and retention in Iranian EFL learners. *Forum for Linguistic Studies*, 5(2). <https://doi.org/10.59400/fls.v5i2.1835>
- Stratton, S. J. (2024). Purposeful sampling: Advantages and pitfalls. *Prehospital and Disaster Medicine*, 39(2), 121–122. <https://doi.org/10.1017/s1049023x24000281>
- Supriyanto, A. M. F., Baso, F. A., & Hijrah, N. (2024). The students' perception of self-directed dialogue in improving English speaking skill at English Department Education of Universitas Muhammadiyah Makassar. *English Language Teaching Methodology*, 4(2), 205–215. <https://doi.org/10.56983/eltm.v4i2.522>
- Todd, R. W. (2018). Analyzing and Interpreting Rating Scale Data from Questionnaires. *rEFLECTIONS*, 14, 69–77. <https://doi.org/10.61508/refl.v14i0.114230>
- Wang, K. (2015). The use of dialogic strategy clusters for vocabulary learning by Chinese students in the UK. *System*, 51, 51–64. <https://doi.org/10.1016/j.system.2015.04.004>