

Strategic Interaction Approach to Promote Speaking Skill

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Abstrak

Siswa membutuhkan banyak masukan untuk belajar berbicara dengan baik. Salah satu pendekatan untuk memberikan masukan adalah Pendekatan Interaksi Strategis. Penelitian ini mencoba menerapkan pendekatan interaksi strategis untuk meningkatkan keterampilan berbicara, yang terdiri dari empat tahap: persiapan, latihan, kinerja dan pembekalan. Penelitian ini merupakan penelitian eksperimental. Subjek penelitian ini adalah 16 mahasiswa informatika semester I Universitas Panca Marga Probolinggo. Kuesioner dan catatan lapangan digunakan untuk mengumpulkan data. Peneliti menganalisis data untuk menguji: sikap siswa terhadap penerapan pendekatan interaksi strategis dan kondisi kelas selama eksperimen. Hasil penelitian ini menunjukkan bahwa pendekatan interaksi strategis mampu meningkatkan keterampilan berbicara. Dilihat dari sikap siswa terhadap pelaksanaan, terdapat 73% siswa yang memberikan tanggapan positif terhadap eksperimen, 23% siswa memberikan tanggapan negatif dan hanya 4% yang memberikan tanggapan tidak jelas. Melalui catatan lapangan, kondisi kelas selama eksperimen menunjukkan suasana yang positif.

Kata kunci: *Pendekatan Interaksi Strategis, Berbicara, Keterampilan*

Abstract

Students need a lot input to learn speaking well. One approach to provide input is Strategic Interaction Approach. This research tries to implement strategic interaction approach to promote speaking skill, which consisting four stages: preparation, rehearsal, performance and debriefing. This research employs experimental study. The subject of this research is 16 informatics students on first semester in Panca Marga University Probolinggo. Questionnaires and field notes are used to collect the data. The researcher analyzes the data to examine: students' attitude toward the implementation of strategic interaction approach and class condition during the experiment. The results of this research shows that strategic interaction approach is able to promote speaking skill. In terms of students' attitude towards the implementation, there are 73 % students who give positive responses toward the experiment, 23 % students give negative responses and only 4 % give not clear responses. Through the field notes, class condition during the experiment shows a positive atmosphere.

Keywords: *Strategic Interaction Approach, Speaking, Skill*

INTRODUCTION

Language is used to communicate with other people, when there is a communication there lies speaking. Speaking is a skill (Richards: 1990), just like when people learn to swim or play certain game. Richards (1990) argues that in many traditional classroom, speaking English has been more emphasized in its linguistic knowledge such as knowledge of grammar rules and vocabularies, it shows little attention detail to practice the language skill. Bygate in Richards (1990) gives an insight regarding the basic difference between knowledge and skill, both can be memorized and understood, but the one

that can be practiced and imitated is skill. Thornburry (2005) identifies three characteristics of speaking skill. The first one, it has dynamic structure, means that it has no exact formula, it is shown by the presence of open-ended conversation and interactive staging. Second, speaking is often unpredictable or unplanned. In most situation, people just say whatever in their head. They do not plan ahead what they are going to say, anything can happen during speaking context. The last, speaking is context-dependent, meaning that people can speak well when they understand the context.

In learning English, speaking is one of the four skills that is important. It is used to deliver messages and ideas. It is an observable skill. Being able to speak in English showing someone's success in learning English. Regarding the function, Brown (2007) proposes three functions of speaking skill. First, talk as interaction. This refers to interaction in social function, it mostly happens in daily life activities, for example when people meet then they exchange greeting and make a small talk. The second is talk as transaction. It mostly happens when someone is explaining a need or intention, justifying opinion, making suggestion, questioning, making comparison, and many others. The purpose of this function is frequent questions, repetitions and comprehension check. The third function is talk as performance. This activity happens to serve public talk, such as monologue, public announcement and speech. Different types of speaking skill activity requires different treatment and assessment.

It is undoubtable that someone may demonstrate his ability in English by communicating orally using English. However, it is not an easy task, especially for foreign language learners in Indonesia. Speaking is used to communicate with other people (Sudarmo, 2011). It is an inseparable part in our activities. In our daily life, people tend to speak more than write. Thus, speaking ability is considered as the measure of knowing a language (Nurdin: 2020). For further, Anggryadi (2014) believes that a success in speaking is considered a success in learning language, especially foreign language like English. In Indonesia the mastery of speaking is also emphasized by the Ministry of Education.

There are many studies that have been conducted to enhance the mastery of students' speaking skill. One good example is promoting speaking skill through the use of YouTube-Based videos (Riswandi, 2016). The result of his study showed that the use of YouTube-Based videos could improve students' ability in speaking skill. Another study is employing storytelling to improve speaking skill (Amru Bin As, 2016). The study showed that storytelling is indeed one interesting method that can help students to improve their speaking. Through these studies, it showed a great deal of attempt to improve the ability of students' speaking skill in Indonesia. It showed how important it is for students to master speaking.

In this study, the researcher tries to use Strategic Interaction Approach to improve speaking skill. Strategic Interaction Approach is introduced by Robert Di Pietro in 1987. This strategy is an approach for language learner that is organized through scenarios based on a real life situation. For Di Pietro (1987: 41) a scenario interplay of roles functioning to fulfill personal agendas within a shared context. For further, he explains that scenario plays major function in applying strategic interaction approach in the teaching and learning language especially speaking. A scenario demands learners to listen intently to what other learner says. Di Pietro urges teachers to create and use scenarios based on daily occurrences (1987: 80). The best scenarios are those demanding interaction between students and having bargaining position. Anderson, Maclean & Lynch's (2006) develop 8 (eight) scenarios containing bargaining position in academic setting, those are:

- a) Language centre
- b) Library
- c) Finding accommodation
- d) Deadline for an essay
- e) Examination results
- f) Changing accommodation
- g) Project results, and
- h) Research proposal

Each scenario above has its special characteristics, but generally involve in bargaining position between role A and role B. For example, in library, role A demands student to be in the position of student who will be late in returning the book that he borrowed, and role B is a librarian who has a role for student to return the book he borrowed on time if not, there will be charge or penalty for the students. Then, both role A and role B will negotiate, they will express their ideas based on the situation given to discuss best things to do.

Di Pietro (1987: 3) demands language learners to rise the challenge of human interaction, with all its uncertainties and ambiguities. In another word, strategic interaction approach tries to provide a genuine speaking activities, with all its naturality based on a real life situation. Di Pietro also urges teachers to be able to create a playful classroom atmosphere in which providing ground where challenges are faced and overcome, with the assistance from both teacher and learners. Di Pietro's strategic interaction approach comprises four main steps (1987: 2), involving: a) Preparation: teacher chooses or creates scenarios and prepares the role, b) Rehearsal: students prepare the roles assigned to them and teachers acts as adviser needed, c) Performance: students perform based on their roles, and d) Debriefing: teachers leads the class in a discussion of the students' performances. Thus, the researcher goal in this research is to examine students' attitude toward the implementation of Strategic Interaction Approach in the teaching and learning of speaking and the class' condition during the process of teaching and learning.

METHOD

The present reserach was an experimental, involving 16 (sixteen) Informatics students on 1st semester in Panca Marga University Probolinggo who were taught using Strategic Interaction Approach. The experiment was conducted from 3 October to 31 October 2022. The process of teaching and learning involving teachers' and students' activities during the stages of Strategic Interaction Approach are as following.

a. Preparation

- 1) The teacher asks students opinion about a text on "Finding Your Dream Job"
- 2) The teacher delivers the lesson objective for the day, then by the end of the lesson, students are expected to be able to talk about the qualities to get their dream job.
- 3) The teacher tries to elicit students' understanding about the topic being discussed and have them explain some expressions used in discussing about the qualities (such as hardworking, honest, etc) that they must have to be able getting their dream job after graduating.

b. Rehearsal

No.	Students' Activities	Teachers' Activities
1.	Students are grouped into 4 (four) groups (there is one pointed leader for each group).	Teacher groups students and chooses the leader for each group.
2.	Students match kinds of dream job with possible qualities that are required (Task 1).	Teacher moves around and makes sure students do the activities correctly
3.	Students state orally into good sentence the kind of their dream job with its possible required qualities (Task 2), the leader of each group leads the drill.	Teacher moves around to each group and makes sure each students is able to state the sentence correctly, teacher also give examples when necessary
4.	The first and second group read the text for Role A (son or daughter), and the third and fourth group read the text for Role B (parent)	Teacher watches and make comments while each group read its Role.
5.	Students pay attention to the teacher's explanation	Teacher explains the rule for the speaking activity.
6.	Students do conversation to a partner from opposite group with different Role.	Teacher makes sure each student is able to talk about their problem: Student want to

		choose their own dream job but the parent(s) disagrees with the choice. Student with Role A has to convince the parent(s) about the choice by showing that the students have the qualities required for the job. On the other hand, students with Role B has to give explanation and perspective related to the choice given by role A.
7.	Students study their role carefully and discuss it with the group.	Teacher asks students to study their role.
8.	The leader leads the rehearsal.	Teacher moves around to check the rehearsal where the group probably needs to practice saying the word and expression correctly.
9.	Each group makes prediction on how the conversation between Role A and Role B will go.	Teacher moves around to each group and makes sure each student understand the role and is able to talk about the scenario given. Teacher also gives additional explanation and examples when it is necessary.

c. Performance

No.	Students' Activities	Teachers' Activities
10.	After each group has completed the preparation, student form up in Role A + Role B pairs with someone from the other group.	Teacher asks student to play the scenario simultaneously.
11.	When all of the pairs have finished performing their scenarios, students go back to their original group.	Teacher pays detail attention to each performance, then asks students to go back to their original group.
12.	In the original group, students discuss and share their experiences	Teacher asks students to discuss and share what they have experienced during their performances.

d. Debriefing

1. Teacher asks the students for their general reaction and feeling to what they have seen and done.
2. Teacher pays attention to some aspects during the performance, they are strategy, information, communication and language use.
3. Teacher gives explanation on how to give explanation and persuasion to someone in general.
4. Teacher shows appreciation to the students for being brave in showing their speaking skill, and to keep learning to achieve their dream job in the future.
5. Teacher lists students' errors during the performances and help them to find proper corrections.
6. Teacher ends the class session by recalling what the students have experienced during the class.

In collecting the data, the researcher used questionnaire and field note. Questionnaire was used to identify students' attitude toward the implementation of Strategic Interaction Approach. It is given to each student. The questionnaire contained six following questions:

- a) What do you think of Strategic Interaction Approach?
- b) Do you see good things about this approach?
- c) Do you see weaknesses on this approach?

- d) Do you think it is beneficial to be implemented in the class?
- e) Do you think it is suitable to be implemented in teaching speaking?
- f) Do you have additional comment?

The questionnaire responses were labelled as following: positive, negative, and not clear. Positive meant students had positive responses, negative meant students had negative responses, while not clear meant students had not clear responses toward the implementation of Strategic Interaction Approach. Field note was used to capture class condition during the implementation of Strategic Interaction Approach. Some questions were prepared to identify the class condition, they were:

- a) How is the class condition during the implementation of Strategic Interaction Approach?
- b) How is the interaction between students in groups?
- c) How is the interaction between students in pairs?

RESULT AND DISCUSSION

The result of this research are presented in terms of students' attitude toward the implementation of Strategic Interaction Approach and the class condition during the experiment.

a. Students' Attitude toward the Implementation of Strategic Interaction Approach

The results of students' answers to the questionnaire given are presented in Table 1.

Table 1. Students' Answers to the Questionnaire

No.	Questions	Positive		Negative		Not Clear	
		Sum	%	Sum	%	Sum	%
1.	General impression on Strategic Interaction Approach	13	81,25	2	12,50	1	6,25
2.	Good things of Strategic Interaction Approach	13	81,25	3	18,75	-	-
3.	Weaknesses of Strategic Interaction Approach	-	-	14	87,50	2	12,50
4.	Benefit of the implementation of Strategic Interaction Approach	16	100	-	-	-	-
5.	The purpose of implementing Strategic Interaction Approach in learning speaking	16	100	-	-	-	-
6.	Additional comment on Strategic Interaction Approach	12	75	3	18,75	1	6,25
Average Score		12	73	4	23	1	4

In response to the first topic question related to general impression on Strategic Interaction Approach, 81,25 % students gave positive response, meaning that most students had a good impression toward the approach. Most students made comment that this approach was able to make them speak. On the other hand 12,50 % of the students made negative response. On the questionnaire they wrote that this approach was boring. While 6,25 % students made not clear response. This student thought that this approach was rather confusing and quite interesting at the same time.

Answering the second question, which was related to good things of the approach, most of the students (81,25 %) agreed that this approach was good, since it enriched their vocabulary, and allowed students to speak more based on the scenario given. There were two students who wrote that this approach forced all of the students to be able to speak, which was a good thing, since in most speaking class, it did not give each student chance to speak. However, 18,75 % students thought that this approach was full of repetition which made them feel bored. None students made not clear response.

Almost all students (87,50 %) students though that Strategic Interaction Approach had weaknesses. This approach was confusing. It was written by the majority of the class. It might happened because students were unfamiliar of the approach, thus when first given the intstruction, the majority of the students were confused. However after teacher moved around and gave necessary additional explanation, the students finally could embrace well the instructions given. It was proven by the result from the performace stage, in which all of the students could play the role given to them well.

Regarding the response toward the beneficial of the approach, all of the students (100%) stated that strategic interaction approach was beneficial for them. The procedure allowed them to learn about their respond toward the real life situation given. It made them not shy to speak up what was in their mind. Some students also said that this approach boosted their confidence.

Moreover, all of the students (100%) supported the idea that this approach was best to be implemented in learning speaking. Knowing that the scenario given was based on the real life situation, making students felt confident to say their ideas orally. The majority of the students also gave similar respond that trategic interaction approach helped them arrange vocabularies well to be expressed orally with their partner.

Responding to additional comments, 12 students (75 %) students gave positive respond. Stating that it was no longer scary for them to speak, since this approach allowed them to arrange their ideas well. For further, some students also showed positive attitude by narrating that it was fun to learn speaking with strategic interaction approach. Knowing this approach also gave the students an insight that there were still many approaches that they eager to know. This also showed that the students felt motivated to learn speaking more.

The results of this research above show that strategic interaction approach worked well to promote speaking skill to the students. This approach was able to engage students to learn speaking. Since the procedure gave students real life scenario, shy students were encouraged to state their minds orally in front of the class. The confusion students faced for the first time was natural, it had nothing wrong with the approach. Since students usually learn speaking using traditional way, they seemed little bit felt shocked. However, after additional explanation from the teacher while the teacher went around the class, the majority of students finally understood well about the procedure. Moreover, almost each paired-up student could do speaking activity well in the performace stage.

The data above was in line with the argumentation from Di Pietro (1987) that strategic interaction approach was able to pair up well with the teaching and learning speaking. Another important point is that strategic interaction approach was also proved that passive students became active. This meant that this approach could boost students' confidence to speak. Tridinanti (2018) made a clear statement though her research on the correlation between self-confidence and speaking achievement that self-confidence had a significant correlation with speaking performance. Thus, students with self-confidence might achieve better performance in speaking.

The finding also showed that the majority of the students felt motivated in learning speaking using this approach. This was also good thing since there was a positive correlation between motivation and speaking performance (Putra: 2017). The more students' felt motivated in learning speaking the better his achievement in speaking. Thus, it can be concluded that he implementation of strategic interaction approach increased students' participation and performance in learning speaking.

b. Class Condition during the Experiment

In response to the class condition during the experiment of implementing strategic interaction approach in teaching speaking, the researcher took note that on the first explanation of this approach, students quite confused. It was proven by there was little response from students. This condition made the class spent too much time on preparation stage. Teacher moved around several times to make sure each students understood his tasks. By preparing well the lessons according to the stages, students

could engage in the tasks well (Burns: 2019). Teacher can not force students when they were not ready. The important thing was students were able to catch to the next stage and did the tasks well.

The condition during rehearsal was crowded in a positive way. Students exchanged their ideas well. Even the passive students also shared their thought. This proved that strategic interaction approach was able to increase students' participation during class activity (Nation & Newton: 2009). Then, the condition during the performance was student-centered. Students were able to work in pair based on the role given. While a certain pair perform their work, the others paid attention well. Every student was able to perform their speaking.

In debriefing stage, when teacher asked students about what they were feeling after performing, the students seemed eager to tell their feeling. Many students raised their hand to take their chance to tell their feeling and experience. There was one students that stated his errors and was also able to do correction. Moreover, he even felt encouraged to make little mistake in another performance. Some students also stated that they love this approach to be implemented in speaking class and asked for another different scenario. The condition showed that almost all of the students felt enthusiasms while learning speaking using this approach. There were 8 (eight) characteristics of enthusiasms students: happiness, curiosity, satisfaction, endurance, courage, intolerance, agreement, and assistance (Nur: 2019). In conclusion, strategic interaction approach can improve students speaking skill.

CONCLUSION

This research has addressed the implementation of Strategic Interaction Approach to improve students' speaking skill. There are four stages in applying this approach, they are: preparation, rehearsal, performance, and debriefing. Two main points are taken into account in doing this experiment: students' attitude toward the approach and the class condition during the implementation. To the best of the researcher observation, many students shows positive responses toward the approach and the atmosphere of the class is also crowded in a positive ways, showing that students are able to perform their speaking well. For other researcher, it is suggested to implement strategic interaction approach to another level of students or even another skill in the teaching and learning of English language.

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