

## CHAPTER II

# STRATEGIC INTERACTION APPROACH TO IMPROVE STUDENT'S SPEAKING ABILITY

### A. Nature of Speaking

#### 1. The Understanding of Speaking

A lot of experts have assumption about speaking. It's begun from definition, meaning, kind or type and others. Those definitions were taken from real and fact or research before. In the process of writing this paper, the writer has tried to find out the meaning of speaking as one of skills in English language.

Talking about speaking Sandra Cornbleet and Ronald Carter (2001:17) have opinion that Speaking is significant to an individual's living processes and experiences as the ability of seeing and walking. Speaking is also the most natural way to communicate. For a lot people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. Speaking activity is a great deal, means that this activity is not only doing an activity by mouth, but another part of human is involved also such as nose, pharynx, epiglottis, trachea, lungs and more. But, speaking isn't just making sound. Birds, animals, babies make sound and though it may be a short communication.

Then another meaning about speaking, based on Anne Smith, (2005), Speaking is many things, from thinking of what one wishes to say, choosing the right words from vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on. This statement also has connection of Henry G. Tarigan (1981:15) defines that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings.

Based on the previous definitions, it can be concluded that speaking is the process of sharing with another person, or with other persons, on knowledge, interests, attitudes, opinions or ideas. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which a speakers' idea become real to them and their listeners.

## **2. The Functions of Speaking**

A lot of language experts have attempted to categorized the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards (2007:2) state that the functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speaking activities is quite distinct in term of form and function and requires different teaching approaches.

### **a. Talk as Interaction**

Being able to interact in a language is important. In fact, much of our daily communication remains interactional. This refers to what we normally mean by conversation. The purpose of intention in talk as interaction is to maintain social relationship. Talk as interaction has several main categories as follows:

Mastering speaking as interaction is difficult and may not be a priority for all students. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficult in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

### **b. Talk as Transaction**

This type of speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, a student explains the answer of questions to the teacher and another student. Anne Burns, as cited in Jack C. Richards (2007:23), differentiated talk as transaction into two types. One is a situation

where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

Compared with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Talk as interaction is more easily planned. It can provide a source for practicing how to use talk from sharing and obtaining information as well as for carrying out the real-world transactions.

### **c. Talk as Performance**

This part refers to public talk or public speaking that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener,

something which is unlikely to happen with talk as interaction or transaction.

Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

### **3. Kinds of Speaking**

In developing student's communicative efficiency in speaking, there are some activities or kinds of speaking are used in the classroom to promote the development of speaking skills in our learners.

#### **a) Discussion**

Marianne Celce Murcia (2011:106) stated that discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. Usually, student are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

Normally, people need time to arrange their thought before any discussion and that is something needs to consider. So, Teacher must take care in planning and setting up a discussion activity. furthermore there are several steps that should be done by the teacher

before starting the discussion activity, that are, first, planned grouping or pairing of students, it is necessary to ensure a successful discussion outcome.

Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report results. And finally, students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected. In order to manage a good discussion activity, the writer concludes that the steps above are really important to do because most teachers hope that they will be able to organize discussion session in their classroom.

#### **b) Information Gap/Problem Solving**

Based on Jeremy Harmer (1990:91), one type of speaking activity involves the so-called “information gap” where two speakers have different parts of information making up a whole. Because they have different information, there is a “gap” between them. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information.

Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner

plays an important role because the problems cannot be completed if the partners do not provide the information the others need.

### c) **Speeches**

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some free idea in determining the content of their talks. In the other words, the teacher can provide the structure for the speech and its time limitation. For example asking students to tell us about an unforgettable experience you had. Allow them to talk about something that is personally meaningful while at the same time encourages narration and description.

Speeches can be frightening for the speaker and after while boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches. It is an excellent time to require evaluation of classmate's speech.

### d) **Role Plays**

One way of getting student to speak in different social context and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using knowledge gained from instruction or discussion of

the speech act and its variations prior to the role plays themselves. It is suggested that discourse rating task, in which student's rate dialogues or scenarios on various continue of formality and other, can raise awareness about language and can help transfer this knowledge to production activities such as role plays, in the others hand, also the student' need pay more attention to the establishment and maintenace of social relationships.

Meanwhile two things can be added to this description. Firstly, the teacher could make the role play a whole class activity by having all the students act out a public meeting with many speakers. Secondly, not all role play a public situation, for example, all you might need to do is set the party scene and then tell student to go either as themselves or as a living or dead person they would like to be. Role play is more than just play on acting, it offers chances for exercise more.

e) **Conversations**

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other word, it is not adequate to have students produce lots of languages, they must become more mental linguistically aware of many features of language in order to become competent speakers in English. According to Marianne



Celce Murcia (2011:108), one speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication.

One way to approach this activity is to assign students to find a native speakers, of course, not all of the discourse that results from this encounter will be truly natural conversation, the native may fall into the role of interviewer and ask all questions while the non- native merely responds; therefore the instructor may want to encourage the learner before hand to come up with a few questions to ask native speaker. In any case, the resulting interaction will provide a sample of spontaneous from the learner to analyze. In a variation of the conversation, learners are required to tape record an interview with native speaker on a topic of their choices and then report the result to the class.

#### **4. Factor Affecting Student Speaking Ability**

According to Richards (2007:19), there are four factors that affect student oral communication ability that are age or maturational constraints, aural medium, socio-cultural factors and affective factors. Below are the explanations of the four factors that affect student in speaking ability.

**a) Age or Maturational Constraints**

Age is one of the most commonly cited determinant factors of success or failure in foreign language learning. Several experts such as Krashen and Scarcella (2002) argue that acquires who begin learning a second language in early childhood through natural exposure achieves higher proficiency than those beginning as adults. Many adults fail to reach native as like proficiency in a second language. This fact shows that the aging process itself may affect or limit adult learners' ability to pronounce the target language fluently with native-like pronunciation.

**b) Aural Medium**

The central role of listening comprehension in foreign language acquisition process is now largely accepted. It means that listening plays an extremely important role in the development of speaking abilities. Speaking and listening, which precede it, so speaking is closely related to or interwoven with listening which is the basic mechanism through which the rules of language are declared by (Jack C. Richards and Willy A. Reynanda (2005:2007))

**c) Socio-cultural Factors**

Many cultural characteristics of a language also affect foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is those socially regulated.

Then, to speak a language, one must know how language is used in a social context. It is well known that each language has its own rules of usage as to when, how, and what degree a speaker may impose a given verbal behavior of their conversational partner.

In addition, oral communication involves a very powerful nonverbal communication system which sometimes contradicts the messages provided through the verbal listening channel. Because of a lack of familiarity with nonverbal communication system of target language, EFL learners usually do not know how to pick up nonverbal cues. So, it is an important point to understand that socio cultural factor is another aspect that greatly affects oral communication.

#### **d) Affective Factors**

The affective side of the learner is probably one of the most important influences on language learning success or failure. The affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitude and motivation. Foreign language learning is a complex task that is suitable to human anxiety which is associated with feeling of uneasiness, frustration, self-doubt and apprehension. Speaking a foreign language in public, especially in front of native speakers, is often an anxiety-provoking factor.

## **B. The Strategic Interaction Approach ( SIA )**

### **1. Theory of SIA**

The strategic interaction approach (SIA) was introduced by Robert Di Pietro (1987: 2). It is a response to traditional ways in teaching speaking. This procedure came up as a reaction to dull techniques that only rely on repetition without having the real life speaking situation.

According Thomas J Mathews, (1992), most approaches to foreign language education in the last fifty years or so have placed a heavy emphasis on oral communication. This movement began with the Audio lingual method, grounded in the principle of behaviorism popular at the time and has continued with the more contemporary Communicative Competence and Oral Proficiency Movements (Savignon, 1991) although the theoretical perspective on foreign language learning has changed drastically from the behavior approach of the post-World War II era, many of the classroom practices and lesson objectives have not changed appreciably.

One useful pedagogical technique in foreign language education is the scenario, a key activity in the Strategic Interaction (SI) Method, proposed and developed by Di Pietro (1987) at the University of Delaware. This method has a more tenable theoretical basis than many other classroom procedures. Given the three dimensions of natural discourse such as; information exchange, transaction and interaction (Di Pietro 1987), a method of foreign language teaching that stimulates

students to apply all three is theoretically motivated. Furthermore, SIA requires students to access all of their foreign language competencies in order to solve problems.

In this study, the researcher used the basic way such as the scenario in SIA method. It looks like a semi-spontaneous activity, but in keeping with the practices of SIA, allowed students to work in groups, and encouraged them to communicate with other .

The scenario, as described by Di Pietro (1987), extends beyond mere play-acting or role-playing: role plays and simulations involve language manipulation; scenario roles require language used for mediation in the solution of non-language problems. Language is the mediating element through which learners come to interact with each other and, eventually, with native speakers of the target language. People interact with each other in real-life situations by means of language; this interaction is what is motivated by the scenario.

## **2. Procedures of Using SIA**

The stages in using the scenario taken from Anderson, Maclean, and Lynch (2006: 139-142) containing rehearsal, performance, and debriefing in Wachid Nashruddin's research (2012 ).

### a. Rehearsal Stage

Students' activities:

1. Students are grouped into six groups ; a captain is pointed for each group.
2. Students match the information about kinds of partner and the possible qualities those partner have.
3. Students match words which are related to personality with the definitions.
4. The captain leads the rehearsal, where the team probably needs to practice saying expression needed

Teacher's activities:

1. The teacher groups the students into six groups and helps each group to choose its captain.
2. The teacher makes sure that students do the activity correctly and check their answer.
3. The teacher ask her/him to lead the rehearsal where the team probably needs to practice saying expression need.

**b. The performance stage**

Students' activities:

1. When the A and B groups have completed their preparation, the students form up in A+B pairs with someone from the other group.
2. When all the pairs have finished, students go back to their original groups.
3. In the group, the students share and discuss what they have experience in their pair play.
4. Changing partner some students re-present the scenario in front of the class. They have a public performance.

Teacher's activities:

1. The teacher asks all the pairs then play the scenario privately, simultaneously so that everyone in the class is working in parallel.
2. When all the pairs have finished, the teacher asks the students to share them to go back to their original group.
3. The teacher asks the students to share and discuss what they have experience in their pair play.
4. The teacher asks students change partner, some students re-present the scenario in front of the class. They have a public performance.

**c. The Debriefing stage**

- 1). After the performance, the teacher begins by asking the students for their general reaction to what they have seen
- 2). The teacher considers some aspects in the performance: strategy, information, communicates, and language.
- 3). The teacher talks about the best way to persuade someone to someone else's view, and not just the correction of individual language errors.
- 4). The teacher encourages the students to raise queries and point themselves.
- 5). The teacher takes the lead in listing the students' errors during the performance and helps them in finding out the proper correction.
- 6). The teacher ends the session by asking students about what they have learned today.

The scenario in Strategic Interaction Approach, for use in a German class, is given by Di Pietro in Thomas J. Mathew's research (1992).



Scenario Title: Try Saying It with Flowers

Role A: (male or female) you run a flower shop. You have fresh roses but your other flowers are not fresh (they are wilted). If you don't sell them soon, you will have to destroy them or throw them away. As a result, you will lose money. Try to sell the old flowers to the next customer.

Role B: (male) you have just met a young German woman. She has invited you to dinner. You have been told that you should bring flowers to your hostess. Roses are especially fitting in these situations. Prepare yourself to purchase some flowers in the flower shop.

