



Using the Circumlocution Strategy to Improve Students' Speaking Ability at the Second Grade of SMPN 27, Makassar

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Abstract

The objective of this research is to find out whether or not the effectiveness of using the Circumlocution Strategy improves the speaking achievement of the second-grade students of SMPN 27 Makassar. The research utilized a pre-experimental method. The population of this research was the second-grade students of SMPN 27 Makassar, with a total number 60 students, and utilized a purposive sampling technique. In collecting the data, the researcher administered speaking tests, which consisted of two tests: a pre-test and a post-test. The result shows that there is a significant difference between the men's scores on pre-test and post-test ($2.13 > 3.56$) of the students' speaking achievement. The value of the t-test is 3.16 while the value of the t-table is 2.262. It means that the value of the t-test was higher than the value of the t-table. Based on the research, the researcher concluded that the implementation of the Circumlocution Strategy can increase the students' speaking achievement, particularly for second-grade students of SMPN 27 Makassar.

Keywords

Speaking; Circumlocution Strategy; Second-grade Students

1. Introduction

English is a vital means of communication worldwide. As an international language, English is one of the foreign languages taught to students in Indonesia from junior high school, senior high school, up to university level. The students must be able to compute the current global era, where the competition is growing tighter. One of the skills required by the students is communication in English. Learning English plays a central role in intellectual, social, and emotional development. It is a key to success as it is a lingua franca in various contexts, including a higher education setting. Hammer (2007) stated that a lingua franca is between two people who do not share the same language and for whom English is not their mother tongue.

In learning English, there are some skills that must be mastered by the learners. Nunan (2003) classified four skills, which are described in terms of their direction. Language generated by learners (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium or the message (aural/oral or written). Thus, speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

Oral communication comes out through speaking. Speaking is an interactive process of constructing meaning

that involves producing, receiving, and processing information. Speaking is very important to our future and career success, but certainly not limited to one's professional aspiration, because speaking can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek by Gillis (2013). Learning a language means using the language in communication in oral or written form, and being able to express feelings, thinking, and experiences in various contexts.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. There are several elements that should be fulfilled so that speaking can be performed optimally: the speaker, the information, and the listener. Speakers have an active role in delivering and expressing the information. Processing the information is done by the speakers when they deliver the ideas or information. Besides, the speakers have to possess a substantial command of language aspects, such as pronunciation, grammar, vocabulary, and fluency. By having a good mastery of language aspects, the process of producing, receiving, and accessing information will be done well. In studying, the students have goals that they have to achieve. When the students can achieve the goals, it means they have done well.

Teaching English speaking is not an easy job. The students are worried about mistakes or simply shy to speak with someone; they complain that they have nothing to say, they have no participation in the classroom or in the learning process, and they will use their mother tongue in the classroom, according to Welin (2018). Based on the researcher's teaching and learning process experienced at SMPN 27 Makassar known that the students' speaking is not really good because of some problems. Actually, they have a desire to speak, but they are still shy and unconfident when they begin to speak. The students' limited vocabulary makes them afraid to make mistakes, while the teachers are only focused on the textbook in the teaching and learning process.

In order to solve the problem, the researcher would like to take a strategy that could make the students enjoy it, and the students can be productive individually. In this research, the researcher used one of the strategies that the teacher can use in the classroom, namely the Circumlocution strategy. Circumlocution strategy is a part of the communication strategy that allows the learners to elaborate their ideas with the longest utterances, and this kind of communication strategy is used by the learners in their daily activity interaction by Pamungkas and Soepriatmadji (2020).

Based on the problem above, the researcher applied an appropriate strategy to teach speaking. The researcher conducted research under the title "Using Circumlocution Strategy to Improve Students' Speaking Ability at the Second Grade Students of SMPN 27 Makassar".

2. Problem Statement

The problem statement of this research is 'Does the use of the Circumlocution Strategy improve the students' speaking ability at the second-grade students of SMPN 27 Makassar?'

In relation to the problem statement above, the objective of the research is to find out whether the Circumlocution Strategy improves the students' speaking ability at the second grade of SMPN 27 Makassar. The result of the research was expected to be a piece of theoretically and practically useful resource or reference in English teaching and learning process, particularly on the teaching and learning of speaking. It is intended to motivate teachers to find out other ways of stimulating a high level of speaking ability.

3. Review of Related Literature

This part deals with the previous related studies, theories, or concepts related to the thesis topic, resume, conceptual framework, and hypothesis of this research.

3.1 Previous Related Findings

Al-Shemmary and Ubied (2016) in their research 'The Utilization of Circumlocution in some Selected Religious Text' found that employing circumlocution in some situations is positive, such as politeness and social reasons, as well as helping the speaker when not finding the exact words to express. They also found that the students had positive attitudes toward the strategy. Nguyen et al. (2022) conducted a study on sixty-two teachers. The study demonstrated that the majority of Vietnamese teachers had a high level of understanding and a positive attitude towards TBLT.

Ali Abdulkadhin and Mehdi Sarkhosh (2024) and their research 'The Effect of Task-Based Language Teaching on Speaking Abilities of Iraqi Intermediate EFL Learners and Their Attitude Towards English'. They found out that the students were happy to learn to speak, and they had a positive attitude toward the method. Samah Ali Mohsen Mofreh and Sultan Salem, and Teoh Ye Weis (2024) indicated that the teachers possessed high metacognitive awareness levels while teaching reading comprehension.

Baradeyah and farrah (2017) in their research 'The impact of Using Asking for Clarification and Circumlocution Speaking Strategies on Enhancing the Speaking Skill of EFL students'. Their research showed that there is a strong correlation between learners' proficiency level and their strategy use. While Purbosari (2017) in her research 'Circumlocution Strategy in Teaching Speaking Applied by The English Teacher of Eleventh Grade Students at SMAN 1 Grogol'. In her research, she concluded that the implementation of the circumlocution strategy in teaching speaking to eleventh-grade students generally runs well. It means that both the teacher and the students have good interaction in the teaching and learning process. Nurfadillah (2021) in her research stated that the students of MAN Palopo were active in learning to speak by using the right method.

Pamungkas and Soepriatmandi (2020) in their research 'The Circumlocution for Effective English Communication in The Learner's Daily Interaction', found that there are four kinds of circumlocution used by learners and paraphrasing, gestures, demonstration, and switch code. The researcher concluded that language learners interact effectively and feel confident by applying paraphrasing and gestures. While M. Dahlan Bahang, Nur Aeni Kasim (2023) in their research showed that by using Cooperative Learning, the students' speaking skills were improved. They have a positive attitude toward the cooperative learning method.

Based on the previous research findings above, the researcher concluded that teaching speaking by strategy could improve students' speaking ability in learning English. Most of the previous researchers were successful in teaching English with the strategy that they used. The students could speak and use words in English. In other words, the researcher would use this strategy in teaching speaking, particularly the second-grade students of SMPN 27 Makassar.

There are many definitions of speaking that have been proposed by some experts in language learning. Marozona (2013) stated that speaking skills are ones of important skill to improve English proficiency from the beginning of the language. Speaking is one of the important skills that can be developed and enhanced as an effective means of communication.

Kamalia in Jebaru (2016) informed that speaking is known as an oral skill that plays an essential role in human interaction and communication. When people are communicating their ideas, minds, and feelings with other people, they use speaking or the concept of oral skills. According to Widdowson (1978) stated that speaking is an oral communication that gives information, which involves two elements, namely the speaker who gives the message and the listener who accepts the message. Furthermore, he said that speaking is a means of oral communication in giving ideas or information, which involves the productive skills of speaking and the receptive skills of listening. Brown in Welin (2018) also stated that speaking is an interactive process, contracting meaning that involves producing, receiving, and processing information. In speaking, the speaker produces a message and sends it to the listener by sending a message for the listener so order they understand the message. In other words, the speakers produce the information, such as a message, and send it to the listener to receive it, and the listener gets the information from the speaker.

Based on the explanation above, the researcher concluded that speaking is an important part of learning the English language is one of the four skills that shall be learned by the students. One skill which is the most important in English communication is speaking because this skill can help the students to practice their language in the classroom and also to help students to express their ideas about the material that they learn in the classroom, and it helps them to build their ability in communicating in the learning process.

When we interacted with our interlocutor, we certainly aimed to deliver to them. Gronbeck in Raineldis (2014) provided the purpose of speaking: 1) General purposes, a) To help your listeners' understand an idea, concept or process (to inform), b) To influence your listeners' action (to persuade), c) To influence your listeners' thoughts (to persuade), d) To increase your listeners' enjoyments (to entertain); and 2) General purposes, a) To teach your listener about the federal reserve board, b) To get your listeners to walk to classes this week (short term goal), c) To get your listener to develop a fitness program (long term goal), d) To increase your listeners' appreciation of the role of pure scientific research, and e) To recall the lighter moments of going to school. In speaking, there were

some specific elements that had a strong correlation with this skill. They were accuracy, fluency, and comprehensibility.

Circumlocution is a component of strategic competence that is a very important strategy for second or foreign language learners when expressing themselves, but lacking the exact vocabulary. Circumlocution is a kind of paraphrasing skill in which students have to talk around a word.

According to Toussaint in Wardhana (2017) stated that the following concept of using the circumlocution strategy in teaching speaking of target language:

- 1) Use simple vocabulary that is already known
- 2) Think of another way to get their message across
- 3) Describe the concept and those things related to the concept, like location and use
- 4) Use of a synonym
- 5) Use of a more general word in the word's broader category (can't think of an apple? How about a red fruit?)
- 6) Explain what the object is and/or what the object is not.

Circumlocution is a communication strategy that can be simply defined as using a description of an object, concept, place, or action in place of the target vocabulary when the target vocabulary is not known. An example will be a situation where a learner says, 'It's a long, yellow fruit. Monkey likes it when the word 'banana' is not known. The ability to employ communication strategies such as circumlocution is essential in developing strategic competence, defined by Hedge in Worden (2016).

An article from World Language Classroom in Wardhana (2017) stated that circumlocution is a strategy for describing or defining a concept instead of saying or writing the specific word. While based on Collins Dictionary, circumlocution is a way of saying or writing something using more words than are necessary instead of being clear and direct.

Based on the explanation above, the researcher concluded that the circumlocution strategy could help the students in the learning process. The students could practice in the classroom, thus this strategy benefits the students to be responsible and focus on their learning process, and they will be active in their speaking ability.

4. Method of the Research

This method employed a pre-experimental design, which involved one group that was given a pre-test and a post-test. The pre-test will be given in order to know the students' prior knowledge or skill, while the post-test is to find out the students' speaking skills after teaching speaking by using the circumlocution strategy.

The design of the research is presented below:

01-----→X-----→02

where:

01 = Pre-test

X = Treatment

02 = Post-test (Gay, 1981)

4.1 Pre-test

Before presenting materials, a pre-test was administered to the students to find the basic in speaking performance or skill.

4.2 Treatment

The researcher gave the treatment to the students as a medium to show the mistakes found in the pre-test and those made during the treatment in speaking. It consisted of at least 6 meetings using the circumlocution strategy in speaking skills.

4.3 Post-test

After doing the treatment, the post-test was given to the students who were supplied the same test as in the pre-test to measure whether or not the students made progress in speaking skills. The content of the pre-test and post-test is the same.

5. Findings and Discussions

This section addresses the research findings and discusses their implications. The findings are ordered in line with the problem statements stated in the introduction. In the discussion section, arguments and further interpretation of the findings are given.

The findings of the research deal with the students' scores of the research activities, such as pre-test and post-test, the frequency and the rate percentage of the students' scores, the main score, standard deviation of the pre-test and post-test, t-test value, and hypothesis testing.

Based on the result of the data analysis of the pre-test from each student's performance, students had difficulties describing (things, animals, people, and places). The data showed the score of three components of the students' speaking ability in the pre-test. In the accuracy section, the maximum score was 4, and it only has 3 frequencies. Meanwhile, the minimum score was 1, and it also has 4 frequencies. There were 2 students who obtained an average score of 3, and 1 student got a weak score of 2.

In the fluency section, the maximum score was 3, and it only has 3 frequencies. Meanwhile, the minimum score was 1, and it also has 5 frequencies. There were 2 students in the weak category with a score of 2.

In the comprehensibility section, the maximum score was 4, and it only has 1 frequency. Meanwhile, the minimum score was 1, and it also has 2 frequencies. There were 2 students who obtained an average score of 3, and 5 students obtained a weak score of 2.

The rate percentage and the frequency of the students' speaking ability in accuracy, in pre-test before using Circumlocution Strategy that there was no student reached excellent score, there was no student obtained very good, 3 (30%) students got good score, 2 (20%) students reached average score, 1 (10%) student got weak score and 4 (40%) students got very poor score.

The rate percentage and the frequency of the students' in speaking ability in fluency in pre-test before using Circumlocution Strategy, that there was no student got excellent, there was none student obtained very good score, there was none student gained good score too, 3 (30%) students obtained average score, 2 (20%) students got weak score and 5 (50%) students got very poor score.

The rate percentage and the frequency of the students' ability in comprehensibility pre-test before using Circumlocution Strategy, there were 2 (20%) students obtained very poor score, there were 5 (50%) students got weak score, there were 2 (20%) students reached average score, there was 1 (10%) student got good score, there was no student gained very good score and there was no student got excellent score.

The result score of the three components in post-test are in accuracy there was no student obtained excellent score, there were 2 students reached very good score, 2 students obtained good score, there were 5 students got average score, there was 1 student gained weak score and there was no student obtained very poor score.

In the fluency section, there was no student who obtained an excellent score, there was 1 student who got a very good score, there were 2 students who reached good score, there were 6 students gained average score, there was 1 student got weak score and there was no student obtained very poor score. While in the comprehensibility section, there was no student who got an excellent score, there were 4 students who obtained very good scores, there were 2 students who reached a good score, there were 3 students who gained an average score, and there was 1 student who obtained a weak score.

The t-test value was (13.16) was higher than the value of the t-table (2.262). In other words, it could be said that $13.16 > 2.262$. It means that the null hypothesis (H_0) of this research was rejected and the alternative hypothesis (H_1) was accepted because there was a significant difference between the pre-test and the post-test by using the Circumlocution Strategy in teaching speaking.

The researcher concluded that there was a significant difference between the results of the pre-test and post-test scores of students' speaking achievement after presenting the material by using the Circumlocution strategy. In other words, it could be said that the use of the Circumlocution Strategy could improve the students' speaking ability.

6. Conclusions and Suggestions

After doing research, the researcher concluded that the teaching of speaking skills at SMPN 27 Makassar has been improved after applying the Circumlocution Strategy in the teaching and learning process. It could be found that there is a significant difference in the students' speaking skills in the pre-test and post-test. It is shown by the mean

score of the pre-test and post-test. The result of the post-test was higher than the pre-test.

Based on the result of data analysis and conclusions, the researcher suggested:

- 1) The lectures or teachers should explore alternative devices or strategies for teaching speaking in addition to the traditional strategies. One of the techniques is by using the Circumlocution Strategy since it promotes a more attractive, sophisticated, and realistic authentic teaching and learning situation.
- 2) It is suggested that lecturers or teachers should be creative in encouraging and motivating students to take responsibility for their roles as creative learning partners, particularly in speaking.

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