

ARTICLE

**CIRCUMLOCUTION STRATEGY IN TEACHING SPEAKING
APPLIED BY THE ENGLISH TEACHER OF ELEVENTH GRADE
STUDENTS AT SMAN 1 GROGOL IN ACADEMIC YEAR**

2017/ 2018



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STATEMENT LETTER
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Hereby declare that:

- article that I write is my personal work (with the author's team) and free plagiarism;
- article have been researched and approved for publication by advisor I and II.

So this statement letter I make with the truth. If later find discrepancy in the data with this statement and or any claim from another side, I am willing to be responsible and processed in accordance with the applicable provision.

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Abstract

This research focused on the teaching speaking by using circumlocution strategy applied by the English teacher. Speaking is one of important skill to make the students interact with another. Circumlocution strategy is one of interesting strategy to help the students feel confident to speak when they lack of vocabulary. The present research is to describe about types of circumlocution strategy in teaching speaking applied by the English teacher of eleventh grade students at SMAN 1 Grogol. Furthermore, by knowing the types of circumlocution strategy in teaching speaking it can make students communicate well. The research aims to answer the research problem about : what are types of circumlocution strategy in teaching speaking applied by the English teacher of eleventh grade students at SMAN 1 Grogol in academic year 2017/2018?. This research used qualitative research as the method of the research. The subject of this research was the English teacher who taught speaking of eleventh grade students in XII-MIA 2 class at SMAN 1 Grogol. The technique of collecting data were interview, documentation, and observation. Also technique of analyzing data were data collection, data reduction, data display, conclusion drawing and verification. The result of this research, the researcher found four types of circumlocution strategy in teaching speaking applied by the English teacher of eleventh grade students such as : paraphrase over name, ambiguity, equivocation, and grammar. The researcher found this types of circumlocution strategy in process of teaching speaking in XI-MIA 2 class. As the conclusion, the researcher would recommend the teacher to more clear and use mix language to give instruction to the students in order to they catch instruction from the teacher clearly. It would also recommend to the students to more focus and confident during teaching learning process also learn more to speak English. Furthermore, between the teacher and the students had a good interaction so the teaching learning process was generally run well.

Key Words : Teaching speaking, Circumlocution Strategy.

I. Introduction

Speaking is one of language skill that very important to practice and learn in EFL students also to convey the information or express feelings to communicate. The important of speaking is to make the students fluency to communicate with others. In fact, some students feel shy and less confident to speak English because they lack of vocabulary. So, to solve the students problem the teacher should applied the appropriate strategy in teaching speaking.

Circumlocution is the best strategy that has advantages that can help the students deliver the meaning by using paraphrase or synonym when they lack of vocabulary.

II. Methodology

This research is using qualitative approach and types of this research is case study. This research conducted at SMAN 1 Grogol which the teacher is the main informant and also the students of XI-MIA 2 as participant. The teacher conducted applying circumlocution strategy in teaching speaking.

To collect the data the researcher use three instrument, such as : interview, documentation and observation. In interview, the researcher interview the teacher to know the information about profile of teacher and teacher's preparation. Lesson plan is one of example

in documentation that used by the teacher. And last is observation, the researcher did observation about the process implementation of types circumlocution strategy in teaching speaking of eleventh grade students at SMAN 1 Grogol. In this step, the researcher use camera and mobile phone as tools to get the data.

III. Research Finding and Discussion

The researcher did observation in teaching learning process especially in teaching speaking in the classroom. The process of teaching divided into three activities such as : pre activity, whilst activity and post activity. In pre activity the teacher started with greetings and pray together. He asked to the students about their condition and explained the aim of learning. He also conducted the students to make a group the group consist of 4-5 students and he help the students to prepare learning activities. In whilst activity the teacher accompany the students to understand text and giving the students question and answer based on the material that conveyed by the group presentation. He also invited the students to present their discussion and concluded the material that they have learned and giving feedback to the students. The last, in post activity the teacher asked to the students about which material that students not understood to enactive how the students understood from the material. In

the end, the teacher review the material that was just taught. To explain the material the teacher used mix languages and used the media such as : white board, board marker, book, and internet to support in teaching and learning process.

There were seven types of circumlocution such as : general over specific, paraphrase over name, complex over simple, ambiguity, equivocation, euphemism, and grammar. But, from the research finding the researcher found four types of circumlocution in teaching speaking that applied by the English teacher in whilst activity. To more clear, the data like below :

Types of Circumlocution Strategy in Teaching Speaking Applied by the English Teacher of Eleventh Grade Students.

a. Paraphrase over name

In this part, the researcher did observation in the process of teaching speaking. The researcher found that the teacher applied this whilst activity. It started when the teacher required the first group to present the result from their discussion in front of the class about the topic that the teacher gave to them about “life cycle of butterfly”. And the teacher gave instruction to the students :

“I need your group to try to give the illustration to your friends, at this we try to discuss together of the result.”

When the students did presentation, the researcher found paraphrase over name

from the fourth speaker. The data in below :
:4th speaker : In stage four, the chrysalis opens. Soon a butterfly comes out. A butterfly is sometimes called an imago. It is also called an adult. Butterflies are very colorful. When the butterfly first comes out its wings are damp. The wings are also soft. The wings are folded against its body. The butterfly is also very tired. butterfly rests.

In this part, the teacher gave question and answer to the students about the vocabulary from the group presentation. Here, the students used paraphrase the name of ‘*imago*’ in Indonesian translation make them easier. The data in below :

Teacher : “Tadi teman mu bilang kupu-kupu seperti orang dewasa. Kalo hewan cocok nya hewan apa sebutan *imago* itu?”

Students : “Kupu-kupu matang”

Teacher : “Kalo matang kan biasanya sebutan untuk buah?”

Other students : “*imago* sama dengan hewan dewasa/kupu-kupu dewasa”

Here paraphrase over name from *imago* is kupu-kupu dewasa or adult butterfly.

b. Ambiguity

In this part, the researcher found this type from the first speaker. Ambiguity happened when express more than one interpretation. Here, the researcher found two ambiguity. First, the word ‘eggs’ become a problem to make hearer

confused because the first speaker used the wrong pronunciation. To more clear the data show in below :

1st speaker : In the first stage a girl butterfly lays 'x'. A butterfly first starts out as an egg. A girl butterfly lays the eggs on a leaf. She lays the eggs really close together. The eggs are really small and round. About five days after the eggs are laid. A tiny worm-like creature will hatch from the egg.

1st speaker : Pada tahap pertama kupu-kupu betina bertelur. Seekor kupu-kupu pertama dimulai sebagai telur. Seekor kupu-kupu betina bertelur di atas daun. Dia meletakkan telur-telur itu sangat berdekatan. Telurnya sangat kecil dan bulat. Sekitar lima hari setelah telur diletakkan. Makhluk kecil seperti cacing akan menetas dari telur.

When the group explained the stages life cycle of butterfly one of them said, the first stage is 'x' /x/, he did not know about the pronunciation of 'egg' /eig/. The ('x') these syllable were ambiguous, example they refers either to (egg) or alphabet of (x). So, the teacher gave the correct how to pronoun of 'eggs' and the students understood about the word that made them ambiguity.

Second, the other finding about ambiguity about (*larva*). The first speaker

explained it in Indonesian translation but the hearer confused a statement from the speaker talked. To more clear the data show in below :

1st speaker : "Makhluk kecil seperti cacing akan menetas dari telur".

Students : "Makhluk kecil ?"

Other student : "Makhluk kecil itu larva, jadi dari telur menetas menjadi larva".

So from the data above, the word of (makhluk kecil) were ambiguous. It was a lot of interpretation, for example they refers to worm, insect, larva, and each others.

c. Equivocation

In this part, the researcher found types of circumlocution (equivocation). Equivocation happened when the word had more than one meaning. The teacher applied it in whilst activity. For example : The word 'adult' from the fourth speaker. The data show in below:

4th speaker : In stage four, the chrysalis opens. Soon a butterfly comes out. A butterfly is sometimes called an imago. It is also called an adult. Butterflies are very colorful. When the butterfly first comes out its wings are damp. The wings are also soft. The wings are folded against its body. The butterfly is also very tired. So the butterfly rests.

From the data above, after the first group did presentation the teacher discussed the content material from the first group. From the fourth speaker there was a word (adult). The teacher guided the students to think about the meaning of these word. To more clear, the data in below :

Teacher : “Tadi, sayangnya diterjemahkan adult seperti manusia. Jadi kalau untuk hewan lewat tepat nya diterjemahkan apa?”

Students : “Hewan matang, pak”.

Teacher : “Kalau hewan matang, seperti tumbuhan. Apa yang paling tepat?”

Students : “Hewan dewasa atau *imago*”.

Teacher : “Ya, hewan dewasa atau biasa juga hewan yang sudah cukup umur.”

Here, it can analyzed from the word (adult). The word had two meaning like hewan dewasa / *imago* and hewan yang sudah cukup umur.

Beside the finding above, the researcher found another example of equivocation that the teacher applied in the classroom. The example in Indonesian translation from the material that the first speaker talked. Example from the word (kupu-kupu betina).. The data show in below :

1st speaker : Pada tahap pertama kupu-kupu betina bertelur. Seekor kupu-kupu pertama dimulai sebagai telur. Seekor

kupu-kupu betina bertelur di atas daun. Dia meletakkan telur-telur itu sangat berdekatan. Telurnya sangat kecil dan bulat. Sekitar lima hari setelah telur diletakkan. Makhluk kecil seperti cacing akan menetas dari telur.

From the data above, after the first speaker did presentation the teacher discussed the word of (kupu-kupu betina). It can analyzed the word (kupu-kupu betina), and the aim to make the students thought about the meaning of these word. The data in below:

1st speaker : “Jadi disini kupu-kupu betina bertelur”

Teacher : “Okay. Kupu-kupu betina means the woman butterfly”.

Other students : “The girl butterfly”.

Teacher : “Okay, or the girl butterfly”.

Here, it can analyzed that from the word (kupu-kupu betina), it had two meaning such as : the woman butterfly or the girl butterfly.

d. Grammar

In this part, the researcher found types of circumlocution (grammar). Sometimes the students did not know how to make a good sentence when their communicate. The causes of these were they lack of the vocabulary or they used Indonesian style. Sometimes they used awkward construction or structure in grammar and it could acceptable depend on the context. The main point of the

communication could successfully if the hearer understood about the speaker talked. It was happened in teaching learning process when the teacher asked the group to present from their discussion in front of the class. The group started to presentation y introduction and the moderator of these group opened the presentation. For example show in below :

Moderator : Assalamualaikum wr.wb. We are from the first group, we like to present of a discussion life cycle of butterfly. So, life cycle of butterfly. Stage first is egg, second stage is caterpillar (larva), third stage is chrysalis, and the last stage is butterfly .

From the data above, the researcher found a sentence that had awkward construction or structure. For example : “we like to present of a discussion life cycle of butterfly”. Maybe it heard awkward, but it was acceptable in this context because the hearer understood what actually the speaker talked. From that finding above, the good structure of these sentence be like this : “we would like to present about our discussion life cycle of butterfly”.

Furthermore, the researcher found another words that had awkward structure. It was happened when the first group did presentation and they talked the resume of life cycle of butterfly. The first group

talked about the words that had awkward structure for example: (“stage first”). To more clear the data show in below :

1st group : So, life cycle of a butterfly stage first (egg) telur. Stage two caterpillar. Stage three chrysalis. Stage four butterfly.

From the finding above, the researcher found a sentence that had awkward structure. For example : ”stage first”. Here the student did not know how to make a good structure from that words. So, the teacher help him corrected how to make a good structure. The teacher said : “it is not stage fist but fist stage or stage one”. And the student repeat from the teacher talked.

Based on the finding above, the resacrher want to discuss about 4 types of circumlocution that done by the teacher.

1. Paraphrase over name :

In this part, the finding is the word (imago) same with (adult butterfly). It was similar as same as Salazar (2006: 11) from his investigation conclude that “mug can be paraphrase by a cup when you have coffee”. Furthermore, it was in line with Slanton, Leong, Mishra (2014) from his investigate in medical context “affection is a valid of hearth”.

2. Ambiguity :

In this part, the the speaker said (egg) become (x). Here (x) refer to the (x) sillable or (egg). Then, the word (larva). In

Indonesia translation “makhluk kecil” here that word has a lot of interpretation. It refers to worm, insect, or larva. This fact in line with Al-Shemmary (2016: 42), he investigate from Holy Quranic Text stated that “The word Alqobiyah, Atibah there was are ambiguous, (i.e) they refer either to persons or deeds”.

3. Equivocation :

In this part, the researcher discuss two word that belongs to equivocation. First from the word (adult) means imago or (hewan deawasa/cukup umur). Second, the word (kupu2 betina) has 2 meaning (the woman butterfly / the girl butterfly). It is the same as Al-Shemmary (2016: 42) stated that “Anbaalngazim is used to give two meanings, it is either the day of judgment or Imam Ali (AS).

4. Grammar :

This part the researcher discuss about grammar that has awkward structure. First, the statement (we like to present of a discussion life cycle of butterfly). It's better if say (we would like to present our discussion life cycle of butterfly). Second, the words (stage first) it is better if say (first stage / stage one). In fact, the researcher found the same as Barrass in Al-Shemmary (2016: 40) stated that “Aren't I going with you?” instead of “Am I not going with you?”.

IV. Conclusion

Based on the research result data above, the researcher concluded that in teaching learning process in teaching speaking the teacher applied four types of strategy circumlocution. The teacher had already applied this strategy in XI-MIA 2 class. To conduct the students during teaching and learning process the teacher divided the students in some groups. Each group consisted of four until five students and the teacher used English and Indonesian.

The types of circumlocution that the teacher applied were : paraphrase over name, ambiguity, equivocation, and grammar. He used paraphrase over name with the aim to help the students feel confident in teaching and learning process. As usual they did not know about what they wanted to say or about the meaning of the vocabulary. The teacher guided the students to help them confident to speak up if they did not know or forgot the vocabulary. Beside that, the teacher used ambiguity with the aim to help the students to know about what makes them confused in sentence that speaker talked. The ambiguity happened when the sentence that the speaker talked did not catch well by the hearer. So, the participants had different perception and it was make them miscommunication. The teacher gave correction the words that make the students

ambiguity and he gave explanation of that words to make student understood.

The next, the teacher used equivocation it used to help the students to explore their knowledge by found some meaning in one word. The teacher guided to them to found the meaning in a word, and different students had different meaning according to their knowledge. The aim of this strategy was to help them feel confident to speak up by a simple way like found the some meaning in one word. The last strategy that the teacher used is grammar, the aim of this strategy to help the student felt confident to speak up. They did not think to much about the structure of the sentence or grammatically. It can acceptable if the hearer understood about the speaker talked. The teacher also gave correction to them about how to talk with a good structure.

Concerning with the result of finding and the discussion of the research, it can be concluded that the implementation types of circumlocution strategy in teaching speaking of eleventh grade students generally run well. It means that both the teacher and the students had good interaction in teaching and learning process.

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