

**USING CIRCUMLOCUTION IN TEACHING SPEAKING TO JUNIOR  
HIGH SCHOOL STUDENTS**

**PAPER**

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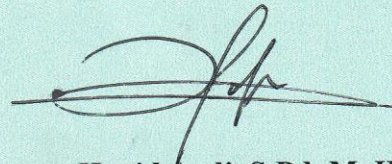
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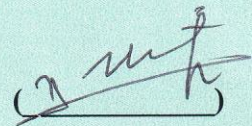
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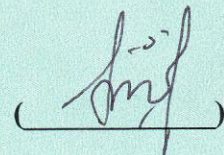
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## ABSTRAK

**Novtreealis, Annisa. 2015.** “Using Circumlocution in Teaching Speaking to Junior High School Students”. Makalah. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini membahas penggunaan *circumlocution* dalam pengajaran keterampilan berbicara bahasa Inggris di sekolah menengah pertama (SMP). Hal yang menjadi latar belakang masalah dalam makalah ini adalah kesulitan siswa dalam mengatakan sesuatu ataupun mengingat kata yang ingin digunakan. Selama percakapan atau kegiatan berbicara, siswa seringkali harus berjuang keras untuk menemukan kata yang tepat. Dalam keadaan tersebut sangat tidak efisien jika siswa harus melihat kamus. Oleh karena itu makalah ini menggunakan *circumlocution* untuk membantu siswa merangkai kata sesuai topik yang mereka bicarakan. *Circumlocution* merupakan strategi untuk memahami dan mengembangkan percakapan dengan menggunakan deskripsi, fungsi, *superordinate*, dan kombinasinya sebagai bahan diskusi atau percakapan yang bermakna (*meaningful*). Strategi ini diharapkan dapat digunakan oleh guru dalam mengajarkan keterampilan berbicara bahasa Inggris.

**Kata Kunci:** Pengajaran berbicara, pengajaran berbicara di sekolah menengah pertama (SMP), *circumlocution*

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## TABLE OF CONTENTS

<b>ABSTRAK</b> .....	i
<b>ACKNOWLEDGMENTS</b> .....	ii
<b>TABLE OF CONTENTS</b> .....	iii
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Limitation of the Problem .....	4
C. Formulation of the Problem .....	4
D. The Purpose of Paper .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. The Nature of Speaking .....	5
B. Teaching Speaking Skill .....	8
C. Teaching Speaking Skill at Junior High School .....	10
D. The Concept of Circumlocution.....	12
<b>CHAPTER III DISCUSSION</b>	
A. Preparation of Teaching Speaking by Using Circumlocution to Junior High School Students .....	19
B. The Implementation of Circumlocution in Teaching Speaking for Junior High School Students.....	23
<b>CHAPTER IV CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	30
B. Suggestion .....	31
<b>REFERENCES</b> .....	32

# CHAPTER I INTRODUCTION

## A. Background of the Problem

English has been one of crucial subjects to be learnt in Indonesia. It is introduced to the students at kindergarten, elementary school up to universities. English has four basic skills to be learnt; they are listening, reading, speaking and writing skills. Among the four, speaking skill is very important to be learnt since it can accommodate an interaction process between a speaker and a listener. In this interaction, the activity done by speaker and listener are producing, receiving, and processing information. Johnson in Burns (2002:167) states that speaking as a combinatorial skill that involves doing various things at the same time.

Moreover, in human life, speaking is one of the most important skills. People do the communication through speaking. It also has an important role in making social interaction with another people in order to gain the information. Thus, every person need to have a good speaking skill to be able to speak English around the world because speaking has a main role for people to communicate and interact with each other.

However, to be able to communicate in English is not easy because the speaker should master a lot of rules in speaking such as pronunciation, intonation, fluency, tone of voice, stress, vocabulary, grammatical structures, and use of body language for the effectiveness of communication. When the students master these rules, they will be able to speak and use this language in

many occasions, they will be more confident to communicate with others by using English language.

In speaking activities, the teachers' job is to make the students are able to speak English clearly and appropriately. However, Based on the writer's experience in studying English in Junior High School, there are some problems that make speaking activity did not run well. The first, many students had problems such as lack of vocabulary and lack of idea to speak. When people do not have enough vocabulary to express their idea or thoughts and do not have any idea to speak, so that they just keep silent and do not know what to speak. It is also supported by Murcia (2001:103) that many people are shocked and disappointed in speaking the second or foreign language because they do not prepare for spontaneous communication. This case can be seen from the experiences of some students about speaking in English class. When the students asked to practice the dialogue in front of class, many of them did not want to perform due to a fear of speaking.

The second problem is some students who are doubt to speak. Young (1999:126) states that students' concern about making mistakes was the primary reason they were reticent about speaking in class. The major problem is when the students are fear in making mistakes that makes them not to speak, even if they speak, they cannot speak naturally. The students have the doubts about the right expression and choose the right words. So, it can be said that the students do not speak English well because they are afraid making mistakes.

The third problem is related with media and strategy used by the teacher. There are several kinds of media in teaching and learning speaking. However, most of the English teachers are still not creative to choose the appropriate media in teaching and learning process. They still use textbook and students' worksheet as the main media instead of using another interesting media. This condition makes the students easily get bored to learn the lesson. By using media, the students can be attracted to learn English because media is one of the components in teaching and learning process used by the teacher as a source to explain the materials to students.

In solving the problem, there are many ways that can be used to help students. One of them is by using circumlocution. As we know that, using an appropriate strategy in teaching and learning process can increase the student's motivation in studying, especially English subject. Through this way the students will be more motivated and competitive to improve their achievement in speak English in the class.

Based on the explanation above, it can be identified that teachers often find difficulties in creating activities to motivate students to speak English. For this case, there are some problems faced by students. They are lack of the vocabulary, lack of confidence, and there is no variety of teaching media.

In order to solve the problems above, it is suggested to use the circumlocution in teaching speaking. As stated by Doqaruni and Yaqubi (2011:145) that this communication strategy is simply defined as the description of the characteristics or elements of the subject or action instead of using the target language. Salomon and Masal in Chen (2000:262) also

maintain that training on circumlocution is possible and desirable. They suggest teachers to use circumlocution to promote both linguistic knowledge and cognitive flexibility, including examples. Therefore, this paper will discuss how teachers use circumlocution in teaching speaking to Junior High School students.

### **B. Limitation of the Problem**

Based on the explanation above, this paper will be limited on the procedure of practicing circumlocution as an activity to teach speaking English.

### **C. Formulation of the Problem**

The problem to be discussed in this paper is formulated as follow "how to practice circumlocution as an activity in teaching speaking English of Junior High School students?"

### **D. Purpose of the Paper**

The purpose of this paper is to describe the procedures of circumlocution in order to teach students' to speak English. Besides that, this paper also helps the teachers in teaching speaking especially for Junior High School students.

## **CHAPTER IV CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Using circumlocution in teaching speaking will help the students to understand the unknown words by giving the explanation or description. The students' speaking ability will be seen from the activity how they try to explain something clearly and help each other to finish the activity. In applying circumlocution for teaching speaking, the teacher should do some steps below: First, the teacher will make the students into group and gives several descriptive texts for each group and they have different topic to be discussed. Second, the teacher will ask the students to read and comprehend the text. The students will find one vocabulary in the text that has been prepared by the teacher. It means that the students have to explain the word by using circumlocution like description, superordinate, function, and combination. The third, the teacher will ask the students to perform what they have discussed in front of the class. Based on previous discussion; using circumlocution can help the students to explain something orally and catch the students' attention in learning speaking.

Dividing the students into group make all of them are able to discuss the lesson together. Thus, the students can remember the new vocabularies or words that have been learnt. The students also have self-confidence while speaking. As a result, the students are interested and can speak freely in learning process.

**B. Suggestion**

It is suggested to the teacher to use circumlocution in learning speaking, because it can help the students to understand something from the explanation. Therefore, the teacher can monitor how the students apply their speaking ability in this activity. Based on the conclusion that has been mentioned above, the use of circumlocution is very helpful and can motivate the students to speak in different way. Then it is hoped that the students will initiate to speak more because they are free to speak anything that relate to the topic.

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