


THE EFFECTIVENESS OF CIRCUMLOCUTION STRATEGY TOWARDS THE STUDENTS' SPEAKING SKILLS AT SMA-IT AL-BIRUNI MAKASSAR

Nur Fadhilah Wardana¹, Ilmiah², Wildan Burhanuddin³

^{1,2,3}Universitas Muhammadiyah Makassar, 90221, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 1, 2023 Revised: January 25, 2022 Accepted: February 19, 2023 Published: December 30, 2023</p> <p>Keywords: Effectiveness Speaking Skills Circumlocution Strategy</p>	<p>This research's aim is to find out whether the circumlocution strategy effectively improves the students' speaking skills at SMA-IT Al-Biruni Makassar. This research used a pre-experimental method which consisted the eleventh-grade students of SMA-IT Al-Biruni Makassar as the subjects. The research instruments for data collection used in this research are the pre-test and post-test to determine students' skills in terms of fluency before and after treatment. The result of this research showed that the t-test value was higher than t-table value. The mean score of the post-test is higher than the mean score of the pre-test. It means that the null hypothesis (H0) was rejected while the alternative hypothesis (H1) was accepted. In other words, there is significant difference between the result of the pre-test and post-test in teaching speaking skill in fluency by using circumlocution strategy. Based on the findings, the researcher concluded that the circumlocution strategy effectively improved students' speaking skills in terms of fluency in the eleventh grade at SMA-IT Al-Biruni Makassar.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Wardana, N. F., Ilmiah, & Burhanuddin, W. (2023). The Effectiveness of Circumlocution Strategy towards the Students' Speaking Skills at SMA-IT Al-Biruni Makassar. <i>Journal of Language Testing and Assessment</i>, 3(2), 132-137. https://doi.org/10.56983/jlta.v3i2.511</p>	
<p>Corresponding Author: Nur Fadhilah Wardana English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: nfadhillahw@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

Speaking is the process of interacting in English with the objective of understanding. According to Wahyuni and Afrianti (2021), stated that speaking is a more productive skill in oral mode than the other skills and is more complicated than reading and listening because of the difficulty of pronouncing words. Speaking is necessary to interact with others from various parts of the world in order to acquire relevant data.

Speaking fluency is important for communication, particularly for those learning English as a second language. Stockdale (2009) states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses, self-corrections, false starts, and hesitations. Fluency refers to how someone expresses

a foreign language in order to interact with another person, which is why speaking fluency is significant for students learning English as a second language.

Based on early observation that the researcher did, SMA-IT Al-Biruni Makassar is using Kurikulum Merdeka with the collaboration of the Cambridge International Curriculum (CIC). Cambridge International Curriculum is an education program that is known for its best in preparing students for life, helping them develop the skills students need to achieve at school and work (UCLES, 2018). This circumlocution strategy teaching method is ideal for the curriculum used at SMA-IT Al-Biruni Makassar, which is based on the Cambridge International Curriculum and requires 100% English speaking when teaching and learning.

The researcher believes that one of the theories that can be useful in effectively improving the eleventh grade students' speaking skill in fluency through the use of the circumlocution technique is that of the circumlocution strategy. Learning the definition, description, or explanation of words, including places and circumstances, as well as antonyms or synonyms, is referred to as circumlocution strategy. As a result, the researcher applied a circumlocution strategy in teaching students to communicate. The researcher conducted this research under the title *"The Effectiveness of Circumlocution Strategy towards the Students' Speaking Skills at SMA-IT Al-Biruni Makassar"*.

RESEARCH METHOD

In this research, the researcher implemented a pre-experimental design with a one-class pre-test and post-test. The population of this research were the eleventh grade students of SMA-IT Al-Biruni Makassar in the 2022/2023 academic year collected by using total sampling technique. In this research, the researcher used a speaking test as an instrument.

The researchers conducted two tests to students in order to collect data: a pre-test and a post-test. The pre-test was intended to evaluate students' preliminary speaking knowledge and achievement before they started treatment. The post-test was meant to collect data required to evaluate students after they had received treatment. Following the pre-test, the researcher handled the students for six meetings in class XI by implementing the circumlocution strategy.

The researcher analyzed the results of the test after collecting the data by using an oral test. To analyze the data, the researcher took some steps. They are: 1) Scoring the Speaking Test by using the classifications of speaking fluency; 2) Finding out the students' speaking fluency level by using Fluency Scale Ordinate (de Jong et al., 2012); 3) Calculating the mean score of the students' speaking test pre-test and post-test by using SPSS 26; 4) Finding out the standard deviation of the students' speaking test pretest and posttest by using SPSS 26; 5) Finding out the significant differences of t-test value (at the significant level 0.05) between pre-test and post-test by using SPSS 26; and 6) Find the value of the t-table, where t table search is based on the value of df.

The findings of the data analysis in this study are to determine whether or not there is a significant difference in the speaking fluency of the students before and after utilizing the Circumlocution Strategy in learning to speak English.

RESULT AND DISCUSSION

Result

1. The frequency and percentage of students' pretest and posttest scores

Tabel 1. The Classification of Students' Pre-Test and Post-Test Scores

No	Classification	Range	Pre-Test		Post-Test	
			Frequency	%	Frequency	%
1.	Excellent	96 – 100	0	0%	1	5.6%
2.	Very Good	86 – 95	0	0%	4	22.3%
3.	Good	76 – 85	0	0%	10	55.7%
4.	Average	66 – 75	0	0%	3	16.7%
5.	Poor	36 – 65	18	100%	0	0%
6.	Very Poor	0 – 35	0	0%	0	0%
TOTAL			18	100%	18	100%

Table 1 shows that prior to treatment, no student improved from an average to an excellent score; 18 (100%) students received a poor score in the 36 – 65 range. After giving treatment, there is 1 (5.6%) student who gained an excellent score, 4 (22.3%) students who gained a very good score, 10 (55.7%) students who gained a good score, 3 (16.7%) students who gained an average score, and no students who gained a poor or very poor score. From this result, it can be seen that there is a significant improvement in effectiveness after using the circumlocution strategy in speaking fluency.

2. The mean score and standard deviation of the pretest and posttest

Tabel 2. Paired Sample Statistics

Tests	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	18	43.61	4.47	1.05
Post-Test	18	81.72	7.52	1.77

Table 2 shows that from pre-test to post-test, the speaking skills in fluency of the eleventh grade students of SMA-IT Al-Biruni Makassar effectively improved from 43.61, classified as a poor score, to 81.72, classified as a good score, after giving treatment. It means that the mean score increased by about 38.11 points. The post-test mean score is higher than the pre-test mean score. The pre-test standard deviation is 4.47, while the post-test standard deviation is 7.52. It signifies that the pre-test standard deviation is less than the post-test standard deviation. It indicates that the circumlocution strategy effectively improved students' speaking fluency. The effectiveness of the circumlocution strategy is also reflected in the rate percentage of students' pre-test and post-test scores.

3. The significant differences of the pre-test and post-test

Tabel 3. Paired Sample Test

Tests	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test – Post-Test	-38.11	4.52	1.06	-40.36	-35.86	-35.749	17	0.000

Tabel 4. T-test and T-table value of the students' pretest and posttest

Variables	T-test Value	T-table Value
X	-35.749	2.110

It can be seen from Table 3 and Table 4 through inferential statistics that t-test value (-35.749) is greater than the t-table value (2.110). Besides, the significant difference is lower than 0.05 which is 0.000. It means that the null hypothesis (H0) was rejected, but the alternative hypothesis (H1) was accepted. In other words, there is a significant difference between the pre-test and post-test results when teaching speaking skill in fluency by circumlocution strategy.

Discussion

Circumlocution strategy is introduced by Celce-Murcia et al. (1995) and it is one of the communication strategies used to overcome communication challenges in order to avoid communication breakdown. It describes or illustrates the intended object or action. It comprises a description of a thing's functions, characteristics, synonyms and antonyms, and so on. While speaking skills in terms of fluency described by Fillmore et al. (1979) and Luoma (2004), they stated that fluency includes abilities to talk without awkward pauses for relatively long time and also fluency is about the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of excessive pausing, and also the absence of disturbing hesitation markers.

The researcher found that fluency is a person's speaking skills that do not stammer, pauses slightly in speaking or even no pauses and affect fluency in speaking, especially in speaking English. The researcher also concluded that learning how to describe a word using a definition, description, or explanation that includes the shape, materials, features, size, color, classification, use, function, location, condition, or situation, as well as antonyms or synonyms, is part of the circumlocution strategy. It means that the circumlocution approach enables students to understand a word not only by its meaning in their native language, but also by other aspects such as synonyms, antonyms, and features. It also assists students in becoming more effective, fluent, and confident in using circumlocution when speaking English.

CONCLUSION

Conclusion

Based on the result findings and discussion, it can be conclude based on the research question “Does the circumlocution strategy effective in improving the students’ speaking skills at SMA-IT Al-Biruni Makassar?”.

The students in the eleventh grade at SMA-IT Al-Biruni Makassar in the academic years 2022/2023 represented the sample and they improved their speaking skills in terms of fluency after being taught the circumlocution strategy. It is shown by the t-test value, which is greater than the t-table value ($-35.749 > 2.110$), and the mean score of the students’ post-test (81.72) is higher than the mean score of the students’ pretest (43.61). The results of the pre- and post-test showed significant improvement.

The researcher’s goal could be accomplished if the students effectively improved their speaking skills in terms of fluency. Moreover, as indicated in the discussion part, this research has improved students' strategic competence. It means that using the circumlocution strategy to teach speaking is effective.

Suggestion

Based on the result of this study, it is suggested that English teachers should use the circumlocution strategy in teaching speaking in order to improve students’ speaking skills in terms of fluency. Circumlocution strategy can help students to effectively improve their speaking by practicing deeply, as well as to develop their strategic competence.

For future researchers, they can try to use circumlocution strategies to help students improve their English skills, which include listening, speaking, reading, and writing skills. They need to introduce more simple new phrases and also practice speaking using a basic set of words (shape, material, other features, size & colour, classification, use, function, and location), because it will be hard for the students to speak more fluently if they do not know simple new phrases and also practice speaking using a basic set of words.

The suggestions for the students are to show more respect to the teacher and be more attentive to the teacher when given explanations about the material. The students should be more creative to help themselves master English, especially in speaking. The students should keep practicing English in their daily lives as well as practicing circumlocution. At least it will motivate the students to learn English and practice speaking to decrease their disfluencies as much as possible.

REFERENCE

- Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics*, 6(2). <https://doi.org/10.5070/1462005216>
- de Jong, N., Steinel, M. P., Florijn, A. F., Schoonen, R., & Hulstijn, J. H. (2012). *The effect of*

- task complexity on functional adequacy, fluency and lexical diversity in speaking performances of native and non-native speakers. *January 2016*, 121–142. <https://doi.org/10.1075/llt.32.06jon>
- Fillmore, C. J., Kempler, D., & Wang, W. S.-Y. (1979). Individual differences in language ability and language behavior. *Journal of Pragmatics*, 5(5), 485–489. [https://doi.org/10.1016/0378-2166\(81\)90032-1](https://doi.org/10.1016/0378-2166(81)90032-1)
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733017>
- Stockdale, D. A. (2009). *COMPARING PERCEPTION OF ORAL FLUENCY TO OBJECTIVE MEASURES IN THE EFL CLASSROOM*. <https://www.birmingham.ac.uk/documents/college-artslaw/cels/essays/matefltesldissertations/dastockdale-dissertation-maintefl.pdf>
- UCLES. (2018). *International curriculum*. <https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/international-curriculum/>
- Wahyuni, N., & Afrianti, I. (2021). The Contribution of Speaking Practice with the Native Speaker to Student's Speaking Ability in Junior High School. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 2(3), 247–252. <https://doi.org/10.54371/ainj.v2i3.88>