

TEACHING SPEAKING TO YOUNG LEARNERS THROUGH CIRCULAR RESPONSE TECHNIQUE

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Abstract

The purpose of writing this paper is to discuss about teaching speaking to young learners through circular response technique. As we know that English is not easy thing while we need that skill for communication. When the students especially young learners face several problems in learning speaking process, absolutely the teacher teach to the young learners using circular response technique. It is one of the best, challenging and interesting ways in teaching speaking to young learners. Circular response technique is an interesting way to teach speaking to young learners because it can make the learners more attractive and have same opportunity in giving and developing their idea in discussions. The procedure or steps how to teach speaking to young learners through circular response technique are 1) Teacher divides students into some groups, 2) the students sit in a circle form, 3) The teacher asks students to choose their topics, 4) After group perform, the teacher asks the students to gives their comments based on the leader's right, 5) Each group makes summary of the group discussions. From the explanation above, we can conclude that the learners are helped to develop their ideas and opinion in teaching speaking using circular response technique in teaching learning process.

Key Words : *Speaking, Young Learners ,Circular Response.*

A. INTRODUCTION

Speaking is one of the keys to communication beside listening, reading, and writing. When we communicate with other people, we can deliver the information and get important information; so speaking skill becomes important language skill that the students should master. However, it is

found that some students are reluctant to communicate in English. Unlike other language skills, speaking has important roles in everyday activities of a language community. For example, teachers and students speak during the teaching-learning process in the classroom. Most of their

interactions during the class hours are conducted through spoken communications.

Based on the writer's experiences when teaching speaking as a apprentice teacher at SMK N 5 Padang, many students lack of speaking ability. The writer's opinion it happen because of two factors. They are, first factor is the teacher. Teachers have not applied the appropriate technique in teaching learning process. They just given the theory, texts about speaking, and ask students to do exercises. They have not facilitated the students in speaking practice. So the students have not get real speaking. It means that they have not known about how to speak well.

Second factor is the students. Sometimes the students never try to practice their speaking in English in daily activity such as conversation with their friends in the classroom, sharing with friends, and especially in speaking learning process. Generally, students are shy to speak English. They just speak using regional language. As the result, they can not improve their

speaking in English. In addition, they keep silent because they are afraid of making mistakes. Learners usually consider making mistakes as an embarrassing act. Finally, learners also get into trouble in their attempts to speak English because they lack of ability to organize their speech well.

The important roles of speaking that have been mentioned in the paragraph above are supported by several facts of speaking. When the children are growing, the first language skill they learn is how to speak rather than how to write in their mother tongue. The children has started to learn speaking since their infancy. Furthermore, people commonly divide language users into two categories that are native speakers and non-native speakers.

Based on the important roles of speaking in everyday life of language users as already discussed, English teachers should pay serious attention to speaking skill in the process of teaching English. English teachers should be able to find and employ appropriate methods to teaching

speaking for young learners. English teachers are required to consider appropriate techniques that can motivate the students to speak in English.

Relating to the problem above, here the writer discusses Circular Response technique that can be used for teaching speaking. By this technique, teaching speaking to young learners is an interesting and challenging duty for teachers for some considerations. Circular Response technique can help students become confident, respect for the students' own values, opinions, ideas, and more proficient to share information in English.

Speaking

In this chapter, the writer discusses about some literatures that are related to learning speaking. This chapter includes the nature of speaking, characteristics of a good speaker, problems in teaching speaking.

Nature of Speaking

Speaking is one of four basic language skills that is very important in our

life because by speaking we can communicate with other people. Then, we can get new knowledge and new information from other people. In other words, if people always produce their speaking, they can deliver many information and knowledge.

Several experts have put forward their views on the nature of speaking. According to Nunan (2003) speaking is the productive oral skill that consists of producing systematic verbal utterances to many meanings. Rees (2002) states that speaking is a verbal communicative interaction between speaker and listener. Speaking is a process to communicate to the listeners as the purpose to make them understand what speaker says. In speaking, the listeners can get a message from speaker and give a response to what she/he says. Boyd (2004) suggests that speaking is an activity of presenting information from the speaker to the listener. Koptuyug (2003) states that speaking is an action which happens due to a gap between speakers, and

the gap leads them into a spoken communication.

Furthermore, Berlinger (2000) states that providing the students with gaps which can create speaking opportunities alone is not enough since speaking requires the mastery of sufficient vocabulary, grammatical and syntactical understanding, cultural and social awareness, as well as confidence and fluency.

The students will not be able to speak appropriately in real communications if he does not have good understanding of social and cultural aspects of English. In speaking we must interact effectively. According to Renandya (2002) effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communicative purpose. Brown (2004) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Then, speaking is a productive

skill that can be directly and empirically observed.

Characteristics of Good Speakers

The goal of teaching speaking skill is to guide the students to be able to communicate effectively. Students should be able to make themselves understood using their current proficiency. According to Albert (2005), effective communication depends on both form and content. The form refers to how the speaker says something, and the content refers to what he/she says, or the intended meaning. Mababaya and Mababaya (2005) declare that a good speaker always does the following things: (1) Planning and preparing what to say and how to say it; (2) Speaking with confidence; (3) Speaking with certain knowledge; (4) Speaking the truth and refraining from falsehood or lies; and (5) Having knowledge and mastery of the subject matter.

Similarly Cullen (1998) points out that a good speaker shows the following attributes: (1) Always organizing what he or

she says systematically; (2) Being not afraid of using English even though he or she is not sure that his or her English is correct; and (3) Using contextual cues in comprehending his or her interlocutors. It can be summarized that a good speaker has the following characteristics: knowledge, confidence, organization, preparation, and willingness to practise.

It should be noted that language is practical in nature. If a learner does not have a sufficient bravery to try it, he or she will not be able to speak it. Therefore, an English learner should not be afraid of trying to practice his or her English in various uses of the language.

Problems in Teaching Speaking

Teaching speaking is an important one, and it is indicated by the fact that a large percentage of the world's language learners study English in order to develop proficiency in speaking (Renandya, 2002). In teaching speaking teacher should be creative to make speaking class more

enjoyable and suggest the students to speak English in front of the class more confident. Kayi (2006) states that teaching speaking has some aspects. First, to use words and sentences, teacher must have more vocabulary. Second, to select appropriate words and sentences to the audience, situation and subject matter, teacher must look situation and condition of students. Third, to arrange the students' thought in a meaningful and logical sequence, teacher must use meaningful sentence. So, it is easier for students to understand about what teacher speaks.

Washburn and Christianson (1996) put forward that three challenging problems of teaching speaking to present learners with the authentic need to use spoken language in the classroom. First problem is students are not accustomed to speaking English in their everyday life activities. In general, they tend to speak Indonesian in the classroom even though they are learning English. This is a big problem to an English teacher

because students often do not feel that they need to speak English in the classroom.

Second problem is to monitor and provide feedback to learners in large classes. To monitor refers to the teacher's activities that are intended to observe students' progress during the teaching-learning process. Thus, monitoring is directed to help students do their activities according to the predetermined guidelines. To solve the problem of monitoring and giving feedback in large classes, the teacher should divide the students into several groups.

Third problem is the reluctance of learners to practice English for their imperfect speaking skills. The students do not want to try speaking English because they are afraid of making mistakes and embarrassment in front of their friends. To solve the problem of students who tend to speak Indonesian rather than English, the teacher himself/herself should speak in English as much as possible in class. From the first day of teaching, the teacher should

speak English during the teaching-learning process.

Circular Response Technique

Circular Response Technique is a technique of teaching speaking. In Circular Response Technique includes Concept of Circular Response Technique, Procedures of Circular response Technique, and Advantages of Circular Response Technique.

Concept of Circular Response Technique

Some definitions of Circular Response Technique are proposed by some experts. According to Brookfield (2006) states that circular response is a way to democratize discussion participation to promote continuity and to give people some experience of the effort required in respectful listening. He adds in this process participants sit in a circle so that everyone can see each other, and each person in turn takes up to a minute to talk about an issue/question the group has agreed to discuss.

Besides that, Barkley (2010) adds in circular response the students sit in a circle and take turns expressing their thoughts in response to an instructor designated prompt, but by making a brief summary of the preceding speaker's comments and using that as a spring-board for their own remarks. Then Ellsworth (2011) states that circular response is a technique to allow each member of the group to contribute to the discussion by giving a comment or opinion in turn around a circle. It means that in this technique students are divided into some groups and each group can give comment or opinion in turn around a circle.

Based on the information above, the writer can conclude that circular response is a technique of teaching speaking in which students work in group and are seated in a circle, so that everyone can see each other. In this technique, each student takes up a minute to talk about the topic. This technique also gives each student an opportunity to respond about the topic.

Procedures of Circular Response Technique

Some experts give their opinion about procedure in circular response technique. Brookfield (2006) suggests that procedure in circular response such as: first, choose a theme that group want to discuss, form into a circle and ask a volunteer to start the discussion. This person speaks up to a minute or so about the theme chosen. Second, after the minute is up, the first discussant yields to the floor and the person sitting to the left discussant speaks up for a minute or so. Third, the second discussant must show her/his contribution how/what she is saying springs from or response to the comment of the first discussant. Fourth, after a minute or so, the second discussant stop speaking, and the left person becomes the third discussant, and thus the discussion moves all the way around the circle.

Barkley (2010) divides procedures of circular response technique into four points. The first procedure is drafting an engaging question that has many potential responses.

To any response given by the students, the teacher will make some adjustment as necessary. Second, the teacher decide how the questions are going to be presented (handout, presentation slide, white board). Third, the students are assigned to sit in a circle composition. If the class is large, multiple smaller circles of 6-9 students should be formed. One student in each group serve as process monitor. Fourth, the teacher explains the purpose of the activity and the direction. Here is an example:

Moving clockwise around the circle one, each of you will take a turn responding to the prompt starting with a summary of the preceding.

Then, Ellsworth (2011) divides procedure of circular response technique into some points. Firstly, students sit in the group in a circle and introduce the topic. Secondly, comments start with the person on the leader's right and proceed around the circle. Thirdly, group members may pass

and not comment if they desire. Fourthly, all comments do not have to be new or original ideas. Group members may repeat what someone else has already said if they share the same concern or experience. Fifthly, the leader may change the question or topic if the responses become repetitive or if the topic gets dull or if the topic is confusing. Sixthly, leader summarizes the main point of the topic.

Meanwhile Root and Creasy Dean (2011) also offer some steps or procedures in circular response. Firstly, the groups select a theme that they would like to discuss. Secondly, the first person speaks for two minutes on her/his chosen theme. Thirdly, the person on her/his left be the next to paraphrasing the first speaker's comments and explaining how his/her comments spring on them. In this point, the person who on the left of the first speaker will paraphrase the first speaker's comments and explain it. Fourthly, after two minutes the next person on the left continues the process and so it goes.

Based on the information above, the writer concludes that procedure of circular response technique can be divided into some points. First, the teacher divides the students into some groups; each group has 6-9 students. Second, teacher ask students seat in a circle in the group. Third, teacher ask the groups to select a theme that they like to discuss. Fourth, explain the purpose of the activity and the direction. Fifth, ask volunteer to start the discussion. Sixth, comments start with the person on the leader's right and proceed around the circle. Seventh, after a minute is up, the next person on the left continue the process and so it goes. Eighth, group members may pass and not comment if they are desire. Ninth, all comments do not have to be new ideas, group members may repeat what someone else has already said if they share same concern or experience. Tenth, after each person has had a turn to speak, the leader offers general conversation to give comment, question or opinion related to the

topic. Eleventh, the leader summarizes the main points.

Advantages of Circular Response Technique

Circular response technique can give many advantages for students as stated by Barkley (2010) that circular response help students learn to listen and speak to other attentively and respectfully, integrated what they hear into their current understanding, and then use their new insight as the basic for their own ideas and it makes their ideas will be developed in speaking.

Furthermore, Ellsworth (2011) states that circular response technique can give several advantages for learners. The first advantage is encouraging everyone to participate in a discussion. The second advantage is presenting monopoly of the discussion by a few people. The third advantage is allowing group members to discover that they are not the only ones to feel that way. The last advantage is useful for introducing a topic or unit.

Based on the information above, the writer concludes that circular response gives advantages to students. Through circular response technique speaking skill will be improved because in this technique they have same opportunity to speak. The students also will become more active because each student in this technique must give her/his question, opinion, comments, and etc.

THE IMPLEMENTATION OF CIRCULAR RESPONSE TECHNIQUE

In this chapter, the writer will describe about the procedures of teaching speaking through circular response technique. There are several aspects that will be discussed in this chapter.

Preparation

Before starting learning process of using circular response technique, the teachers should prepare some important things as follow;

1. The teacher should prepare a topic which all participants will be concerned. To make easier the writer chooses the exposition text in applying circular response technique in teaching speaking.
2. The teacher should prepare the media to help students understand the lesson and achieve the teaching goal.
3. The teacher should set the time allocation before he/she teaches. The teacher needs time for 2 x 45 minutes or 90 minutes which is divides into 15 minutes for pre-teaching, 60 minutes for whilst activities, and 15 minutes for post teaching.

Implementation of Using Circular Response Technique in Teaching Speaking

Pre-Teaching Activities

Pre-teaching is the activity done at the beginning of the class that is used to

give students background knowledge and build their confidence. There are some activities that should be done by the teacher before teaching. Some of them are:

- a. The teacher greets the students.

Example:

Teacher : *Good morning class.*

Students : *Good morning teacher.*

Teacher : *How are you today?*

Students : *I am fine. How about you?*

Teacher : *Great, thank you.*

- b. The teacher and the student pray together before study.

“Well. Before we start our lesson today let’s pray together. Pray begin...! pray finish..!”

- c. The teacher check the students’ attendance list.

“OK, I will check your attendant list. Who is absent today?”

- d. Teacher asks the students about the lesson last week.

“Who still remember about our lesson last week?”

- e. Teacher gives engaging questions to the students related to the topic.

1. Do you have television at home?

2. What programme do you like?

3. Which one do you like to watch; news or gossips?

4. What is the up-to-date issue in this week?

- f. The teacher shows the pictures related to the topic

Example:

Well, I have some pictures. Look at the pictures.



a.

b.



c.



1. Do you know who they are?

2. What do you know about them?

3. Have you ever heard the issue about them?

- g. Teacher gives an example of hortatory text to the students related to the picture.

Corruption

Do you know what is the meaning of corruption? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. it is just a matter of the intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia. → **Thesis**

The survey has made all people in Indonesia sad, actually, because they stay and earn a living in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials. → **Argument 1**

Well, I think the measures taken so far to overcome the problem by punishing the corruption is still not far enough. We have to present the younger generation from getting a bad mentality caused by corruption. → **Argument 2**

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions. → **Recommendation**

- h. Teacher asks about the text to the students
Who know what is the text about?

- i. The teacher writes the topic on whiteboard
“Ok class, today we have speaking practice with the topic “corruption”.

Whilst-Teaching Activities

Whilst-teaching activities are done after doing pre-teaching activities. The procedures are as follow:

- a. The teacher divides students into some groups ; each group has 6-9 students.
“Well, today we will study in group work; I will divide you into some groups.”
- b. The teacher asks students to sit in a circle in their group.
“Have you got the group?”
“If all of you have the group, please sit in the circle form.”
- c. The teacher explains the role, purpose of activity and the direction.
“Well, now you are going to work in groups. Each group consists of six to nine persons. Please you sit in a circle form in your group. One of you should be volunteer to start the discussion. Comments will start with the

person on the leader's right and proceed around the circle. You have 1-2 minutes to speak. After two minutes is up, the next person on the left continue the process and so it goes. You have a minute to comment about your theme.

Do you get it?

- d. The teacher asks the students to start the discussion.

Teacher: Who wants to start the discussion first?

Student: I want to start first madam.

Teacher: Yes, please.

Student: "Angelina Sondakh is a famous artist".

- e. The teacher asks students start commenting with the person on the leader's right and proceed around the circle.

Teacher: OK, comments will start from person on the leader's right.

Student: I want to gives comment for that statement. "Angelina is not only famous actrist, but she is a corruptor too. She did the corruption after her husband died."

- f. After each person has had a turn to speak, the floor is opened for

general conversation to give comments, questions or opinions related to the topic.

"The group has finished their discussion; they will open the general conversation."

- g. The teacher gives opportunity to other groups to give comments, suggestions, and questions after the group performs.

"Well, for other groups if you have any comments, suggestions, and questions for group that presents the topic, please tell it. Do you have it?"

- h. The teacher asks every group to conclude their discussion.

"Now, conclude the discussion."

Post-Teaching Activities

Post teaching activities are necessary as the follow up phase on what the students have studied. In this activity, the teacher asks students to conclude the material that they have learnt.

- a. Teacher asks students' difficulties about the lesson.
"OK students, any questions so far about our lesson today?"
- b. Teacher concludes the lesson with the students.

Teacher : What is corruption?

Students : (students answer)

Teacher :What is the relationship between corruption and money?

Students : (students answer)

- c. Teacher closes the lesson.

Teacher : “OK class, I think enough for today, see you tomorrow”.

Students : “See you Madam.”

CONCLUSIONS AND SUGGESTIONS

Conclusion

Speaking is the way to express ideas and feeling to be responded by listener in oral communication, and to share an information. To be fluent in speaking English, someone should practice it as a habit. As a matter of fact there are many problems faced by students in learning speaking skill. It may caused by some factors. First factor comes from students that they are afraid of making mistakes. Second factor comes from teacher that the teacher does not use interesting strategy in teaching speaking.

Therefore, an English teacher should be creative of making the students become

active to improve students' speaking skill.

There are many interesting strategies or techniques that can be used by the teacher in teaching speaking. One of them is Circular response technique. It is an appropriate technique of teaching that can be used by the teacher in teaching students to improve their speaking skill and ability. By using this technique in teaching speaking, it can make the students enjoy, have fun without stressful. It can manage the students mental and build students self-confidence to speak English because the technique make the students practice speaking and listening with their peers in which students exchange the position to be listener and speaker in discussing familiar topic.

4.2 Suggestion

Despite its advantages in teaching speaking, it should be noted that every good teaching method has its own drawbacks. The writer suggests to English teachers, in order to increase their ability in teaching speaking to make the students interested in learning speaking. Then the writer hopes the English

teacher's will use circular response technique in teaching speaking. It will be more effective and attractive to teach speaking to young learners because this technique gives great opportunity for them. For the students, the writer hopes they are never shy to practice speaking English again and again in their everyday lives, because practice is essential thing that will determine their success in speaking.

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