THE EFFECT OF USING 4/3/2 TECHNIQUE TOWARD STUDENTS' SPEAKING FLUENCY AT THE SECOND GRADE OF SMAN 1 TANJUNG BINTANG

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

**THE EFFECT OF USING 4/3/2 TECHNIQUE TOWARD STUDENTS'
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BINTANG**
By
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The aims of this study is to find out whether there is significant improvement of students' speaking fluency after being taught by 4/3/2 technique

The subjects were 34 students of XI MIPA 1 at SMA N 1 Tanjung Bintang South Lampung in 2018/2019 academic year. The speaking test was used as the instrument. The students' speaking fluency improvements were measured in terms of speaking speed and word production by considering the speaking hesitation. The data were analysed by using repeated measure t-test in which the significance was determined by $p<0.05$ and hypothesis testing was computed using Statistical Package for Social Science (SPSS).

The result of the research showed that t-value was higher than t-table (15.265 >1.6923). The results of computation of the value of two tailed significance is $p=0.000$ ($p<0.05$). It showed that the hypothesis was accepted that is, there is a significant improvement on students' speaking fluency after being taught by using 4/3/2 technique. Briefly, referring to the results above, it is concluded that the 4/3/2 technique can be applied to help the students at Senior High School level to develop their speaking fluency and it also recommended as a references to teach English in speaking class for other aspects.

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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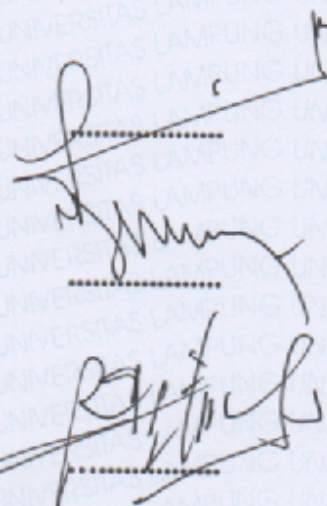NIP 19640106 198803 1 001

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Judul Skripsi   : The Effect of Using 4/3/2 Technique toward Students' Speaking Fluency at the Second Grade of SMAN 1 Tanjung Bintang

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The researcher's name is Sitta Audita. She was born in Tanjung Bintang, on November 11th, 1996. She is the sixth child of great parents, Istirmansyah and Nurlaili. She has three sisters, Novi Elitasari, Wenti Windasari and Kiki Rizkia Zahara. She also has two brothers, Ismet Juniansyah and Yosep Irhamdi.

She stared her study from kindergarten at TK Dharma Wanita in 2002. She joined elementary school at SD N 1 Tanjung Bintang in 2003 then graduated from elementary school in 2009. She went to SMP N 1 Tanjung Bintang and graduated in 2012. Afterwards, three years later, she graduated from SMA N 1 Tanjung Bintang in 2015.

In 2015, the researcher was registered as a student of English Education Study Program at the Faculty of Teacher Training and Education (FKIP) Lampung University. She finished her Teacher Training Program (PPL) as one of the requirements for FKIP students, at MTs Nahdlatul Fata Lang Lang Muda, Margajaya, Metro Kibang from July to August 2018.

DEDICATION

This script is proudly dedicated to:

My beloved parents: Istirmansyah and Nurlaili

(Thanks for your affection, your prayers, your forbearance and everything)

My beloved siblings

My lectures

My friends

My Almamater University of Lampung

MOTTO

Never underestimate the pain of a person, because in all honesty, everyone is

struggling. Some people are better at hiding it than others.

(Will Smith)

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Alhamdulillahirobbil'alamin, praise is merely for Allah SWT, the Almighty God for blessing me to finish this script. The script which is entitled: The Effect of using 4/3/2 Technique toward Students' Speaking Fluency at the Second Grade of SMAN 1 Tanjung Bintang is submitted as a partial fulfilment of the requirements for S1 degree at the Department of Language and Arts of Teacher Training and Education, University of Lampung.

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Bandar Lampung, August 7th, 2019

The writer,

Sitta Audita

CONTENTS

V. CONCLUSION AND SUGGESTION

REFERENCES

APPENDICES

LIST OF APPENDICES

LIST OF TABLES

I. INTRODUCTION

This chapter introduces several points which are relevant to the study. They are the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms which will be explained and clarified as the follows:

1.1. Background of the Research

In learning English, there are four major skills which need to be mastered by the learners. They are reading, writing, listening, and speaking. Speaking is the essential skill that we have to master. Through speaking we can recognize the ideas, messages, suggestions, and information. Through speaking we can understand each other. Through speaking we can communicate with each other.

According to Nunan (2003), speaking consists of production systematic verbal utterances to convey meaning. When we speak we produce words, phrases, and sentences. That is why speaking is called productive skill. Language generated by the learners i.e. speaking or writing is referred to productive skill. Language directed at the learners i.e. reading or listening is called receptive skill. Speaking and writing skill is called productive skill, but both skills are different. In speaking, we have to share an idea directly, without thinking for its writing. It means that it is totally natural and there is limited time for planning and editing speech during conversation

even managing the components of language that must work together when we speak is very demanding indeed. So it is very different from writing.

According to Byrne (1984) speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in the speaking process, they are sender who sends message and receiver that receives or responds the message given. They try to communicate with each other. On the other hand, Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in a variety of situations, while Nunan (2003) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot". The general aim of speaking skill is communicative efficiency. By having a good ability in speaking, the students can communicate fluently to other people. So they are able to express their idea, work out in some aspect and maintain the social relationship by communicating with others in the society.

Fluency is the ease and speed of flow of the speech (Harris, 1974). Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking. Nation states fluency involves the degree of control of language item, and the way language and content interact.

Confirming to Derwing et al (2004), fluency is often be the object of evaluation in testing second language learners (L2) proficiency. Becoming fluent speaker is the aim for all L2 learners. Many of them evaluate their success in learning English base on their speaking proficiency. Unfortunately, there are still many students who cannot communicate fluently in speaking in English. They are still got confused what to say,

doing some hesitation sound, for example, "mm, what-what", and not confident to speak in English because they do not master English well.

Based on the teacher experience (the second grade of SMAN 1 Tanjung Bintang teacher) speaking has been taught by using three phase technique. By this technique, teacher explains the expression of genre. Then, the teacher asks the students about the material that has been explained. During teaching and learning process the teacher always discusses and gives the students memorizing the unfamiliar word or phrase that the students do not know. According to Nation and Newton (2009), a quick way to get fluency is to memorize the useful phrases. For improving English subject, the teachers also provide them some activities such as, English club, speech which uses bilingual language. Ideally, the students can achieve the based competence; speak fluently and accurately. However, the teacher founds that the students got low fluency in speaking. It happens because the following reasons:

1. Some of the students cannot express their ideas especially in speaking.
2. Some of the students are silent when they are speaking.
3. Some of the students are afraid to speak because of thinking grammatical rules.
4. Some of the students cannot produce grammatically complex speech.
5. Some of the students cannot determine how words is pronounced.
6. Some of the students have low fluency in their speaking.

To improve students' speaking fluency needs an appropriate strategy or technique. One of the techniques that can improve students' speaking fluency is 4/3/2 technique. According to Bamfor and Richard (2004), 4/3/2 technique is the technique that can enhance students' oral fluency by sharing with other students what they have read or

experienced. This technique gives chance to retell the story in three times delivery. It can improve student speaking fluency by giving three times chance to speak with the same topic. They will get used to speaking in English because of that. Therefore, the aim of this research is to find out the effect of implementing 4/3/2 technique toward students' speaking fluency.

There are some researchers who have done the research related to 4/3/2 technique. The 4/3/2 technique helps the students to share their idea or retell a story for three different times. There are several researchers that use 4/3/2 technique to see whether this technique can improve students' skill or not. The first research shows that 4/3/2 technique improves the speaking fluency, grammatical accuracy and control the content of the talk of 20 first year students at the University of Lampung. The result of study showed that the number of words produced by students increased constantly during the first, the second and the third turn. The result of the research also shows that the 4/3/2 technique provides opportunities of students to self-reflection over their speaking English ability, the opportunity to make coding over language aspects, and to do peer review and peer correction. (Yufrizal, 2018)

The second research reports that 4/3/2 technique has proved to be very successful and helpful in assisting the students in improving their speaking fluency of the first year students of LMD students at the English department, University Frères Mentouri, Constantine. The findings were very positive not only because the technique itself was very motivating to the participants but also because of the improvements they witnessed in terms of the confidence they gained in the second and third talks. The researcher strongly agrees with Yang (2014) that he asserts that knowing how to improve speaking fluency is important but challenging at the same time, but they believe that with more practice students could even do better. (Arab, 2016)

The third researcher has two findings by using 4/3/2 technique as the method. The first finding is that the overall proficiency is increased especially the speaking fluency and the confidence of speaking. Secondly, most EFL learners' grammar structure is improved after this research period. However, two students' grammar accuracy decreased because they speed up dramatically when speaking with sacrificing meaning. Furthermore, this research also shows that there is an increase in motivation in practicing speaking fluency. The willingness of participating in public speaking is high. The standard deviation before and after the research is enlarging, which indicates some EFL learners improving fast and others may make their progress slowly. The major finding in continuing doing the 4/3/2 activity that the EFL learners' improvement in speaking fluency in class is eventually supporting the real conversations that require similar languages and contents provides a strong reason for implementing the communicative language teaching in the EFL class in China. The 4/3/2 activity fills a gap between developing speaking skills and speaking fluency. The discussion of the importance of fluency, the procedure of running the 4/3/2 activity and the practice of speaking fluency in the long term, are all included. The three questions are answered by both qualitative and quantitative approaches (Yang Y. , 2014).

The fourth research finds that the 4/3/2 technique has the positive effect on all the three aspects of speaking including fluency, accuracy and control of the content by Mohaved (2014). This was shown by calculating the number of words spoken per minute and also the number of hesitations, repetitions, and false starts per 100 words. The 4/3/2 technique hopefully can be applied in the classrooms by asking students to retell a story or reading material they have just read. The property of repetition which is in the heart of the method will help students promote their speaking fluency and

reduce their hesitations, repetitions and false starts. The technique will also help them to be more accurate and concise during speaking. Students can be set in groups of four and each group can receive a different story or reading material to study and then apply the 4/3/2 to it. This way several students can do the technique simultaneously and it will save the class time but doing this the teachers should make sure that the students have thoroughly understood the procedure in order to avoid confusion. Each group can have its own voice recorder to record students' speech. Students will enjoy listening to their own voice and at the same time they will perceive their own mistakes and problems when they listen to the recording.

The last research indicated that the 4/3/2 technique has a significant effect on the students' fluency of the second semester in the 2011/2012 at SMPN 5 Malang. The improvement of fluency can be measured from the words per minute and hesitation per 100 words that students made. Regarding the research findings, it was evident that 4/3/2 technique has a significant effect on the development of fluency of junior high school students. Therefore, this technique can be used as an alternative technique for teachers in developing student's oral fluency in Indonesia. (Suryawira, 2011)

Based on the background and problem above, the writer is interested in conducting a research entitled: The Effect of Using 4/3/2 Technique toward Student's Speaking Fluency at The Second Grade of SMAN 1 Tanjung Bintang.

1.2. Research Question

In line with the background explained, there are two problems formulated as:

- Is there any significant improvement of the students' speaking fluency after being taught by using 4/3/2 technique at the second grade of SMAN 1 Tanjung Bintang?

- What aspect of fluency which most effected the improvement of students' speaking fluency?

1.3. The objective of the Research

As stated in the background and the problem of the research, the researcher states that the objective of this research is:

To find out an improvement of the students' speaking fluency after being taught by 4/3/2 technique and what aspect of fluency effected the most.

1.4. The Uses of the Research

There are some benefits that can be taken from the result of this research. The benefits are:

1. Theoretically, this research can be regarded as one of the study that proposes the various and effective ways in teaching speaking.

2. Practically, this research can enrich the implementation of 4/3/2 Technique.

1.5. The scope of the Research

Based on the identification of the problem above, those problems of this research are limited to the students' speaking fluency of the second grade of SMAN 1 Tanjung Bintang.

1.6. The definition of Terms

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following term:

1. Speaking consists of production systematic verbal utterances to convey meaning. When we speak we produce words, phrases and sentences. That is why speaking is called productive skill. Language generated by the learners i.e. speaking or writing is referred to productive skill. Language directed at the learners i.e. reading or listening is called receptive skill. Speaking and writing skill is called productive skill, but both skills are different. In speaking, we have to share an idea directly, without thinking for its writing. It means that it is totally natural and there is limited time for planning and editing speech during conversation even managing the components of language that must work together when we speak is very demanding indeed. So it is very different from writing. (Nunan, 2003)

2. Fluency means that the students can use language quickly and confidently, with a few hesitation or unnatural pause, false start, etc. Nunan (2003) stated that fluency is when the students can speakeasy and effective in the long turn.

3. 4/3/2 technique is the technique where the same information is told by the same person three times. In this research 4/3/2 technique is the technique that can help students' speaking fluency. Therefore 4/3/2 technique is conducted in the research to improve students' fluency (Bamford J. R., 2004).

II. LITERATURE REVIEW

This chapter will discusses the review of relevant studies, speaking skill, aspect of speaking, teaching speaking, speaking fluency, the concept of 4/3/2 technique, implementing the 4/3/2 technique, the procedure of implementing 4/3/2 technique, benefit of 4/3/2 technique, theoretical assumption, and hypothesis

2.1. Review of Relevant Studies

The 4/3/2 technique helps the students to share their idea or retell a story for three different times. There are several researchers that use 4/3/2 technique to see whether this technique can improve students' skill or not. The first research shows that 4/3/2 technique improves the speaking fluency, grammatical accuracy and control the content of the talk of 20 first year students at the University of Lampung. The result of study showed that the number of words produced by students increased constantly during the first, the second and the third turn. The result of the research also shows that the 4/3/2 technique provides opportunities of students to self-reflection over their speaking English ability, the opportunity to make coding over language aspects, and to do peer review and peer correction. (Yufrizal, 2018)

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The third researcher has two findings by using 4/3/2 technique as the method. The first finding is that the overall proficiency is increased especially the speaking fluency and the confidence of speaking. Secondly, most EFL learners' grammar structure is improved after this research period. However, two students' grammar accuracy decreased because they speed up dramatically when speaking with sacrificing meaning. Furthermore, this research also shows that there is an increase in motivation in practicing speaking fluency. The willingness of participating in public speaking is high. The standard deviation before and after the research is enlarging, which indicates some EFL learners improving fast and others may make their progress slowly. The major finding in continuing doing the 4/3/2 activity that the EFL learners' improvement in speaking fluency in class is eventually supporting the real conversations that require similar languages and contents provides a strong reason for implementing the communicative language teaching in the EFL class in China. The 4/3/2 activity fills a gap between developing speaking skills and speaking fluency. The discussion of the importance of fluency, the procedure of running the 4/3/2 activity and the practice of speaking fluency in the long term, are all included. The three questions are answered by both qualitative and quantitative approaches (Yang Y. , 2014).

The fourth research finds that the 4/3/2 technique has the positive effect on all the three aspects of speaking including fluency, accuracy and control of the content by Mohaved and Karkia (2014). This was shown by calculating the number of words spoken per minute and also the number of hesitations, repetitions, and false starts per 100 words. The 4/3/2 technique can be hopefully applied in the classrooms by asking students to retell a story or reading material they have just read. The property of repetition which is in the heart of the method will help students promote their speaking fluency and reduce their hesitations, repetitions and false starts. The technique will also help them to be more accurate and concise during speaking. Students can be set in groups of four and each group can receive a different story or reading material to study and then apply the 4/3/2 to it. This way several students can do the technique simultaneously and it will save the class time but doing this the teachers should make sure that the students have thoroughly understood the procedure in order to avoid confusion. Each group can have its own voice recorder to record students' speech. Students will enjoy listening to their own voice and at the same time they will perceive their own mistakes and problems when they listen to the recording.

The last research indicated that the 4/3/2 technique has a significant effect on the students' fluency of the second semester in the 2011/2012 at SMPN 5 Malang. The improvement of fluency can be measured from the words per minute and hesitation per 100 words that students made and the number of hesitation. Regarding the research findings, it was evident that 4/3/2 technique has a significant effect on the development of fluency of junior high school students. Therefore, this technique can be used as an alternative technique for teachers in developing student's oral fluency in Indonesia. (Suryawira, 2011)

Based on the five previous studies above on the implementation of 4/3/2 technique, the researcher will conduct a research in improving students speaking fluency by using 4/3/2 technique as well.

Table 2.1. Summary of the Result of Relevant Studies

No.	Researchers	Method	Research Question	Result
1.	Yufrizal (2018)	Quasi experiment	To see the students' improvement in speaking fluency.	The number of words are increased and hesitation are decreased
2.	Arab (2016)	Quantitative experiment	To know do the participants' fluency develop or not	The students motivation an confidence are gain so that their fluency are improved.
3.	Yang (2014)	Quantitative and Qualitative experiments	To see the importance, improvement and effect in real life conversation of fuency	The students' speaking fluency is improves and it is important to support students real life conversations.
4.	Mohaved and Karkia (2014)	True experiment.	To determine the influence on students speaking, reading and listening skills. Also the improvements on	The students speaking, reading and listening are go well and the fluency of speaking is mproved.

			speaking fluency.	
5	Suryawira (2011)	Pre experiment	To see the effect of the technique o students' oral fluency	The technique improves students' oral fluency.

2.2. Speaking

There are many definitions of speaking according to experts. Byrne (1984) defined speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in the speaking process, they are sender who sends message and receiver that receives or responds the message given. They try to communicate with each other.

In addition, Harmer (2007) stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot" while, Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in a variety of situations.

Nunan in Kayi (2006) defined speaking as the productive aural or oral skill. Or it can be called meaning as focus output (Nation I. S., 2009). Meaning focuses output learning involves speaking and writing whereas meaning focus input learning involves reading and listening. The activities of speaking and writing include talking conversation, making a letter, making a note, telling a story or telling someone to do something. It is contrary to reading and listening. The typical activities of reading and listening are received such as shared reading, extensive reading, watching TV, listening to story.

Therefore the important thing that everything wants to say is conveyed in an effective way because speaking is not only producing sounds but also a process of achieving goals that involve transferring messages across. The successful speaker is capable to convey easily and effectively in the long turn.

2.3 Types of Speaking

It is important to discuss about the types of speaking, so that it can clarify that speaking is not just about talk and talk but it has some types that has its own meaning and function. According to Brown (2000), there are six types of oral production as follows:

1) *Imitative.* This kind of speaking is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. For example when the teacher applies the drilling technique where the students imitate what the teacher said precisely.

2) *Intensive.* Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even for part of some pair work activity, where learners are "going over" certain forms of language.

3) *Responsive.* Responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) *Transactional (dialogue).* Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative to them

than does responsive speech. There are some examples of transactional (dialogue) such as: (1) classroom group discussion, (2) tourist and tour guide when discussing about the destination, (3) customer and hotel receptionist when doing transaction for booking a room for staying and etc.

5) *Interpersonal (dialogue).* Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. It can be known as *chit-chat talk* where the speaker is not talking or asking in purpose to get information. For example:

   A: Hello, long time no see. Where were you?

   B: I just stay at home. How about you?

6) *Extensive (monologue).* Extensive oral production tests include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether (Brown, 2004). For example, when The President gives National Speech or when someone doing story-telling.

For this study, the researcher chose extensive (monologue) type which was related with the topic discussed—explanation text in the form of telling the listener of how a phenomenon is happened. The students were asked to explain about the topic provided by the teacher.

2.4 Aspects of Speaking

In relation to the aspects of speaking, it has some aspects as described below:

1. **Pronunciation**

According to Harmer (2007) Pronunciation refers to the student's ability to produce comprehensible utterances to fulfil the test requirements. He provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2. **Vocabulary**

Vocabulary can be defined as the words use in language, phrase, clauses, and sentences. If someone has many words to utter what they interest to say, they will be smooth to give some information or receive the information. (Harris R. , 1997)

3. **Grammar**

Grammar is the study of rules of language in inflection. Lado (1977) has the same opinion that it is a system of units and patterns of language.

4. **Comprehension**

Comprehension is the ability to understand the speakers' intention and general meaning. It means that comprehensibility focuses on the students' understanding of the conversation. It is also included the understanding of what the speakers want to deliver (Heaton, 1991).

5. **Fluency**

Fluency is the speed of the flow of the speech. Fluency refers to the smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking. For example, when people speak they usually say eee... em... to fill the vagueness during they speaks and also some people repeated several words. It is what fluency deal with. (Harris R. , 1997)

2.5 Teaching Speaking

The students should improve their speaking skill to express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Kayi (2006) states that teaching speaking has been undervalued and English language teachers have continued teaching speaking just as a repetition of drills or memorization of dialogues. However, today's world requires the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves. Teaching speaking means teaching how to produce the language for communication. So, it is clear that language is very important. We can not only teach what will be spoken but also the situation that will be faced as the teacher to teach speaking by carrying out the students in a certain situation concerning the topic discussed. For example, the topic is about "Holiday". Hence, the teacher should carry out the students' activities in this situation to be involved. The topic must be:

a) Familiar: well-known from long or close association to the students.

b) The ideas: a thought or suggestion as to a possible course of action.

c) Organization: entities comprising multiple people, such as an institution or an association that has a collective goal and is linked to an external environment are clear and the learners have an oral command.

d) Oral commands of the language: the primary goal in small classes, while grammar and the written aspects are not neglected.

2.6 Speaking Fluency

According to Harris (1974), fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking. Nation states fluency

involves the degree of control of language item, and the way language and content interact. Generally, the problem faced dealing with fluency was when the learners speak to the others; the students tried to make the listeners understand about what they want to say. The researcher found that the students tended to hesitate and fragmentary while speaking because of they have problems in retrieving the lexical items, encoding the grammatical form of their message and correcting their own output. This condition made the students speak hesitantly and fragmented, as mean that the frequency of pause filler such as "well", "mm", "ee" and also the production of disfluency such as repetition, repair, restarts, and also prolongation will fluently fulfilled their talks.

Another aspect that also affected the students' fluency in speaking was related with the type of activities provided by lecturer in the teaching and learning process. Lecturers need to be very careful in implementing and developing particular methodology including choosing the approach and technique to be implemented in teaching and learning process. Bygate (1987), said "Development in language teaching must depend on our ability to understand the effects of our methodology."

While, Ur (1996), stated that classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course. Implementing and developing inappropriate approach, method, and technique in teaching and learning process may create some new problems. The students felt bored with the activities run in the classroom, most of them felt sleepy when the activities running, and finally, their motivation in following the lecturing activities decreased slowly. She also provides some characteristics of successful speaking activity as follows:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributors are fairly evenly distributed.

3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a test objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

According to The National Certificate descriptive scale (National Board of Education,2002) in Luoma (2009), fluency can be measured by calculating the number of words per minute spoken during each of the three deliveries of the talk, and by calculating the number of hesitations, repetitions, and false starts per 100 words for each delivery. The number of words spoken in each delivery will be decreased with the number of hesitations like um and ah, repetitions such as well I, I, see that, that he, and a false start. They are not fluent in speaking. People can be said as fluent speakers if they fulfil the following features:

a. Pauses may be long but not frequent

b. Pauses are usually filled

c. Pauses occur at meaningful transition points

d. There are long runs of syllables and word between pauses.

(Thornbury, 2005)

Based on the explanation above the researcher limited the temporal variable into only two variables: 1) speaking speed (words per minute), 2) number of hesitation (including; pauses, repetition, false starts, and L1 use)

The speaking speed can be stated as increase if the words produced per minutes are increasing from the first round to the third. The more words produce by the speaker, the more fluent the speaker is.

The hesitation including the false start, pauses, repetition, and L1 use. The four aspects of hesitation are counted into one – the hesitation. The speaker can be stated as a fluent speaker if the number of hesitation are decreased from the first round to the third. Therefore, we can conclude that the less hesitation made by the speaker the more fluent the speaker is.

2.7   4/3/2 Technique

Brown (2007) 4/3/2 technique is part of Audio-Lingual Method (ALM). Audio-lingual method is a method of foreign language or second language teaching with emphasizes the teaching listening and speaking before reading and writing. According to Nunan (2003), there are two characteristics of ALM are the priority is given to spoken rather than written language, language learning is basically a matter of developing a set of habits through drilling.

The 4/3/2 technique was first introduced by Maurice (1983) and later was popularized by Nation in 2004 to improve oral fluency in second language learning. This technique has three important features which are important to enhance the learners' speaking fluency as suggested by Nation in 2004. Those features are:

The speaker has different audiences each time she speaks, so her concentration will be on communicating the message. Adult learners will not consider grammar much. Alwright (1979) in Nation (2004) also supports this idea by saying that activities with the message focus are all that is essential for all language learners.

The speaker repeats the same talk which means that she will develop confidence in her ability to deliver the talk and will have less difficulty in accessing the language she needs to deliver the talk. Repetition delivers opportunity to develop fluency.

The time available to deliver the talk is reduced each time the talk is given. It also means that as the speaker delivers her talk more fluently there is no need to think of new material to fill the available time. They are also intended to speak efficiently without using a lot of unimportant words.

2.8 Explanation Text
2.8.1 The Definition of Explanation Text

An explanation is a set of <u>statements</u> usually constructed to <u>describe</u> a set of facts which clarifies the <u>causes</u>, <u>context</u>, and <u>consequences</u> of those facts. This description of the facts et cetera may establish <u>rules</u> or <u>laws</u>, and may clarify the existing rules or laws in relation to any objects, or phenomena examined. The components of an explanation can be <u>implicit</u>, and interwoven with one another.

According to Anderson and Anderson (1997) explanation text type is often used to tell how and why thing (phenomena) occur in nature. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. It means that explanation text tells the processes relating to forming of natural, social, scientific, and cultural phenomena and explain how or why something happens. Anderson and Anderson (1997) also assumed some language

feature, purpose and generic structure of Explanation Text that will be elaborate below.

2.8.2 The Language Features of Explanation Text

Language features of an explanation consists of:

1. Constructing a written explanation. The steps for constructing a written explanation are:
   - A general statements about the event or thing
   - A series of paragraphs that tell the how's or why's
   - A concluding paragraph
2. Language features in an explanation. The language features usually found in an explanation are:
   - Technical language
   - Words that show cause and effect
   - Use of the timeless present tense

2.8.3 Generic Structure of Explanation Text

1. General statement: stating the phenomenon issues which are to be explained
2. Sequenced explanation: stating the series of steps which explain the phenomena.

Overall, there are some types of explanation text. Those types elaborate in this table below:

Table 2.2. Types of Explanation Text

No.	Type	Purpose	Organizing Strategy	Example
1.	How to?	Explains the steps of doing something.	Organize in logical sequence.	How to change your brake pads.
2.	What?	Defines what a concept is and is not.	Parts of that concept, or aspects of it.	What is beauty (or friendship or self-confidence)?
3.	Why?	Explains cause or effect of something. Sometimes explains both cause and effect.	Organize by least important to most important. Or organize by different aspects of cause.	What caused 9/11 What effects do cell phones have on teenagers?
4.	How does it happen?	Explains what can be observed about the process of something, especially something in nature, or how something works.	Usually tells the sequence of how something occurs.	How does photosynthesis happen? How is aluminum made?
5.	What is its history?	Explains the changes in something over time. Usually used to discuss human history or artefacts.	Broken into parts and told in sequence.	What is the history of the Abolitionist movement? What is the history of divorce in the U.S.?

Based on the explanation of Explanation Text above the researcher briefly, choose the text because it has some types and some purpose based on its types. Those will not make the student get bored while learning the text.

2.9 Implementing 4/3/2 Technique

In teaching language, the teacher should have some techniques to make students interested in learning, and one of the techniques is 4/3/2 technique. The 4/3/2 technique requires a speaker to deliver the same talk to three different listeners in varying periods of time.

The first delivery lasts four minutes, the second three minutes, and the third two minutes. In the second and third deliveries, the speaker pushes himself beyond his normal speaking speed focusing on conveying the same message to the three listeners. Changing the audience enables the speaker to focus on the message as if it is delivered for the first time, repeating the same talk three times increases his familiarity with the topic at hand, and decreasing the time in the second and third deliveries puts the speaker under time pressure to increase his speed.

2.10 The Procedure of Implementing 4/3/2 Technique

There are several steps that must be followed in the implementation of techniques 4/3/2 in addition to the general steps in English learning such as an explanation of the duties and obligations of students. This procedure is modified from Yufrizal (2018) and Yang (2014). Those steps are as follow:

    a. Topic setting

The topic determination is done after the students understand what to do. The selected topic can be a single topic that must be submitted by all students. Selected topics tailored to students' abilities and interests. The topics given is in form of explanation text:

Table 2.3. Topic chosen for treatments

No.	Topic
1.	How does the earthquake happen?
2.	How the tsunami formed
3.	How does the volcano happen?
4.	The life cycle of frog
5.	The water cycle
6.	The life cycle of butterfly

Note: the first three topics were chosen for the first meeting of treatment, and the other three topics for the second one.

    b. Drafting of the talk

The second step in the implementation of 4/3/2 is the drafting of the talks. After the students read the topic they have chosen, they are asked to draft (not the full text) on what to say. The time given for drafting the text to talk is about 15 to 20 minutes. Counsellor teachers are assigned to assist students if they find it difficult to express their thoughts.

    c. The division of students into speakers and listeners

After all the students have finished with drafting for the talks, the students worked in pairs with the sealing composition in the large class with the following seating arrangement.

The class setting will be:

Table 2.4. The scheme of seating arrangement for the treatments

1st round with 4 minutes speaking	Students speaking	A1 A2 A3…→ An
		↓ ↓ ↓
	Students listening	B1 B2 B3…→ Bn
	Students listening	A1 A2 A3… An
		↓ ↓ ↓
	Students speaking	B1 B2 B3…→ Bn
2nd round with 3 minutes speaking	Students speaking	A1 A2 A3…→ An
		↓ ↓ ↓
	Students listening	B2 B3 Bn…→ B1
	Students listening	A1 A2 A3…→ An
		↓ ↓ ↓
	Students speaking	B2 B3 Bn…→ B1
3rd round with 2 minutes speaking	Students speaking	A1 A2 A3…→ An
		↓ ↓ ↓
	Students listening	B3 Bn B1…→ B2

	Students listening	A1 A2 A3…$\rightarrow$ An
		$\downarrow$ $\downarrow$ $\downarrow$
	Students speaking	B3 Bn B1…$\rightarrow$ B2

    d. Set the conversation on four minutes

After the students take their positions, the teacher gives the command and sets the time to speak for four minutes. Students who take turns to speak convey his thoughts, while the students who get a turn to listen to what is delivered by his friend without having to comment on what is delivered. After four minutes of completion, the teacher instructs all the students who speak to stop the talk.

    e. Substitution pair

After four minutes of the first conversation finished the students are asked to change pairs. Students who get their turns move to sit to talk to other listeners.

    f. Determination of the conversation in three minutes

At this time, the time to talk is reduced to three minutes. Just as the previous speaker conveyed his thoughts, while the listener listened and showed a sign that he listened to what was delivered. After three minutes, the teacher instructs the students to stop talking.

    g. Substitution pair

After three minutes of speaking, the speaker's students are asked to move places and look for other couples (listeners).

h. Determination of the conversation in two minutes

After all, students have acquired a new partner, the teacher instructs the student who plays the role of the speaker to deliver what has been said before to the new couple for two minutes. After two minutes of talk, the teacher instructs all the students to stop talking.

i. Substitution of speaker and listener roles

After three turns of speech for four minutes, three minutes, and two minutes finished, the teacher replaced the role. Students who previously acted as speakers switched the role of the listener while the listener shifted the role of being a speaker.

j. Repeating the entire process c) through h)

The whole process at step d and above is repeated in accordance with the new student's role. The speaker spoke to three different listeners for four minutes, three minutes, and two minutes.

k. The listener listens while recording the entire conversation. The recordings are then played transcribed.

l. Discussion of experience following activities and writing what has been delivered

After all the activities were completed, the teacher asked all the students to return to their original seats. After that, the teacher opens a discussion of what students have been doing during the activities and how they perform each step. As a variation teachers can ask students to rewrite what they have been talking about without having to look at their notes.

2.11 Benefits of 4/3/2 Technique

There are three benefits of implementing 4/3/2 technique according to (Nation I. , 1989) those are:

1. The speaker has a different listener in every 4, 3, and 2 minutes she/he speaks. This will lead the speaker to focus on the message being communicated to three different listeners.

2. The speaker will repeat the same talk three times. This will help her/him to improve her/his confidence and lessen mistakes/error,

3. The reduced time from 4 to 3 and to 2 minutes means that as the speaker delivers her/his talk more fluently, there is no need to add additional information to fill the available time.

2.12 Theoretical Assumption.

From the frame of theories and explanation above, it can be assumed that 4/3/2 technique is an appropriate technique to teach speaking skill. By using this technique in teaching speaking, students' speaking ability will improve since this technique gives the same opportunity to speak for all students in the classroom. Besides, this technique can improve students' speaking aspects, especially in fluency. This is because 4/3/2 technique gives responsibility for every student to speak. Students can speak in three different times with the same topic that makes the students focus on transferring the message of the topic. In this way, the most improvement of students' speaking aspect is predicted to be on fluency.

2.13 Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypotheses as follows:

H_0.   There is no significant improvement of students' speaking fluency after being taught by using 4/3/2 technique.

H_1.   There is a significant improvement of students' speaking fluency after being taught by using 4/3/2 technique.

So, it can be inferred that there would be a difference of students' speaking ability after the implementation 4/3/2 technique.

The researcher also analysed what is the aspect of speaking hesitation that most effected the students' speaking fluency. The researcher used One-Way ANOVA in SPSS 16.0 for windows to calculate the result. This hypothesis analysed at significance level of 0.05 in which the hypothesis is approved if sig $<\alpha$. It means that the probability of error in the hypothesis is only about 5%. The hypothesis can be seen as follows:

1. H_0: There is no aspect of speaking hesitation effected the most after being taught through 4/3/2 technique.

2. H_1: There is an aspect of speaking hesitation effected the most after being taught through 4/3/2 technique.

III. METHODS

This chapter discusses about research design, population and sample, variables of the research, the instrument of the research data collecting technique, validity and reliability, data analysis, and hypothesis testing.

3.1. Research Design

The objective of this research was to find the significant improvement of students' speaking fluency after being taught by using 4/3/2 Technique. In this research the researcher used one class as experimental class. The students had been given pre- test before treatment, and after two times treatments the students were given Post-test. The Pre-test is used to find out the students' preliminary ability and the Post-test is used to look how far the increase is after the treatments.

Since, this researcher is quantitative method which deals with statistical analysis data in the form of scores and numbers (Creswell, 2012), it mainly deals with a score which the aim is to find out whether there is an improvement in the students' speaking skill or not. The researcher compares the result of the tests. The research design presents as follows:

T1 X T2

Where:

T1   : Pre-test

X   : Treatment

T2   : Post-test

(Setiyadi, 2006)

3.2. Population and Sample

Research population, in Setiyadi (2006), means an individual who becomes the target of the research. On the other hand, research sample is all individual who will be given the material. The population of this research was the second grade students of SMAN 1 Tanjung Bintang in the second semester of 2018/2019 which has about 30-35 students in each class.

Furthermore, in order to get the data, the researcher took a sample from the population. Sample is used to collect the data and it is expected can be generalized for the population. In this research, the researcher choose one class of second grade students at SMA N 1 Tanjung Bintang with number of students is 34. In defining the sample, the researcher used probability sampling method with simple random sample technique by using lottery which means every second grade class in the school had the same opportunity to be chosen as the sample.

3.3. Variables

In this study there were two variables, they were independent variable (X) and dependent variable (Y). 4/3/2 technique was considered as independent variable (X) because it was investigated whether it affected the dependent variable or not in this

study. Then, speaking fluency was considered as dependent variable (Y) because this variable was measured to know the effect of implementation of 4/3/2 technique.

3.4. Data Collecting Technique

3.4.1. The Instrument of the Research

Speaking test was used as the instrument of this research. In the beginning, the researcher gave the Pre-test to measure their initial ability in speaking. The method of evaluation will employ in the two-hour speaking class in order to investigate if there was any progress in terms of students' speaking fluency. In practicing the 4/3/2 technique, the students will was given enough time to prepare the topic at hand; then each one delivered three speeches about the topic to three different listeners. The 4/3/2 technique will be performed three times, and the intervention was last for twice meetings. Students' deliveries were recorded, transcribed, and analysed.

3.4.2 Validity

Validity refers to the extent to which the test measures what is intended to measure. This means that it relates directly to the purpose of the test (Shohamy, 1985), There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity, the writer will use content validity and construct validity. In the content validity the material and the test are composed based on the indicators and objective of 2013 Curriculum. The materials that will be taught base d on the students' handbook for Senior High School. While, the construct validity focuses on the kind of the test used to measure the students' ability. If the test has construct validity, it is capable of measuring the students' speaking fluency. It means the test can be measured in the certain aspect based on the indicator which attached in scoring

rubric. The researcher would like to examine it by correlating the aspects that will be measured with the theories of this aspect (fluency).

Aspect to be measured	Theories
Fluency	Fluency is the ease and speed of flow of the speech (Harris, 1974). Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking. Nation states fluency involves the degree of control of language item, and the way language and content interact.

It is important to make sure that the raters use same scoring criteria. In evaluating the students' speaking score, the researcher and another rater will base their judgment by considering one aspect of speaking fluency to be tested; it is fluency. The score gap between rater 1 and rater 2 maximally 8 points.

The following table is the oral ability scale proposed by Nation that will be used as the scoring standard for the students' fluency in explaining the process of a phenomenon and other (explanation text). The scoring system modified from Shohamy (1985). The rating sheet was as follows:

No.	Score	Fluency	
		Speed and flow of language production	Degree of control of language item

1.	0-20	No language produced	Silence or near silence (occasional "yes/no") in English, pronunciation problem so severe as to make speech unintelligible, vocabulary limitation, cannot be said to understand even simple speech, no more than two errors during speech.
2.	21-40	Speech is slow, exceedingly halting. Difficult to perceive continuity in utterances.	Less than single sentences, fragmentary speech, very hard to understand because of pronunciation problem most frequently be asked to repeat, misuse of words and very limited vocabulary make comprehension quite difficult, has great difficulty following is said can comprehend only "social speech" spoken slowly and with frequent repetition, few errors with no patterns of failure.
3.	41-60	Frequently hesitant	Single-sentence utterance; intrusion of Mother Tongue; many repetitions, pronunciation problems necessitate concentrated listening and occasionally lead to understanding, frequently use wrong word, speech somewhat limited because of inadequate vocabulary, understand most of what is said at slower than normal speed with repetition, frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4.	61-80	Normal rate of speech for most formal and informal speech	Discourse unit more than one sentence; able to express himself/herself (with some effort) on the subject being discussed, but little or no use of speech markers (such as question-tags) or cohesion markers (sentence connectors), has some errors during the speech.
5.	81-100	No hesitations, Speech is effortless and smooth, but non-native in speed.	Appropriate use of the more common language expressions, always intelligible though one is conscious of a definite accent, sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary, understand nearly everything at normal speed although occasionally repetition may be necessary, constant errors control of very few major patterns and frequently preventing communication.

3.4.3 Reliability

The test that used for testing students' speaking ability has to have reliability. According to Gay (2000), reliability is the degree to which a test consistently measures whatever it is measuring. It is reflected in the obtaining how far the test or instrument test enables to measure the same subject on different occasions that indicate the similar result. In other words, it is called consistency. In this research, to know the reliability of the speaking test, the researcher used inter-rater reliability, because the researcher has two raters in order to score the students' fluency in speaking. Gay said that inter-judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then, the scores of the rater 1 correlated with the scores of the rater 2. To know the instrument is reliable or not, it can be adjusted by r table. The formula of the *Rank-order Correlation* is as follow:

$$P = \frac{6.\sum d^2}{N\left(N^2 - 1\right)}$$

P   : Coefisien of rank order

N   : Number of the students

D   : The difference rank between R1 and R2

1-6   : Constant number

<div align="right">(Hatch & Farhady in Wulandari, 2017)</div>

The standard of reliability

A very low reliability   ranges from 0.00 to 0.19

A low reliability   ranges from 0.20 to 0.39

An average reliability   ranges from 0.40 to 0.59

A high reliability   ranges from 0.60 to 0.79

A very high reliability ranges from 0.80 to 0.100

The Reliability of Pre-test   The Reliability of Post-test

$$P = 1 - \frac{6.\sum d^2}{N\left(N^2 - 1\right)} \qquad\qquad P = 1 - \frac{6.\sum d^2}{N\left(N^2 - 1\right)}$$

$$P = 1 - \frac{6.353}{34\left(34^2 - 1\right)} \qquad\qquad P = 1 - \frac{6.94,5}{34\left(34^2 - 1\right)}$$

$$P = 1 - \frac{2118}{34\,(1155)} \qquad\qquad P = 1 - \frac{567}{34\,(1155)}$$

$$P = 1 - \frac{2118}{39270} \qquad\qquad P = 1 - \frac{567}{39270}$$

P = 1 - 0,054   **P = 1 - 0.014**

P = 0,946 (a very high reliability)   **P = 0,986 (a very high reliability)**

3.4.4 The Procedure for Collecting Data

The researcher administered both Pre-test and Post-test based on the planning as follows:

3.4.4.1 Pre-test

The Pre-test was conducted to measure students' speaking fluency before the treatment. It is in the form of monologue about explanation text, where the students should explain one of determined topics from the researcher. The oral performance should be practiced by the students maximally two minutes in front of the class

3.4.4.2 Post-test

The Post-test was done after the implementation of 4/3/2 technique to measure the development of students' speaking fluency. It was also oral test in the form of monologue about explanation text, where the students should explain one of

determined topics from the researcher. The monologue should be practiced by the students maximally two minutes.

3.5 Procedure of The Research

3.5.1 Determining subject

There was an experimental class of this research. The subject was the Second grade students of SMAN 1 Tanjung Bintang that consists of 30-35 students for each class. Then, the researcher chose one class randomly. The subject chosen was the XI MIA 1 which consist of 34 students.

3.5.2 Selecting the Material

The material were about Explanation Text which based on the Curriculum 2013. The topic chosen are the general issues about how do something happen, the definition of something cause and effect of events, the history of events.

3.5.3 Conducting Pre-test

The researcher conducted the Pre-test before the implementation of 4/3/2 technique. The Pre-test is aimed to know how far the students' competence in speaking before the treatments of 4/3/2 technique, it last for 70 minutes. Because the school use 40 minutes for each time lesson hours, the researcher conducted the Pre-test for twice meetings. The English lesson is only once a week, and two lesson hours per meeting. Thus, the researcher conducting the Pre-test for two meeting. The first lesson hour for introduction the second lesson hour for conducting the Pre-test for half number of students. So did the second meeting but without a long introduction. The material tested is related to 2013 based Curriculum which suitable with their level. In selecting speaking material, the writer used the syllabus of the Eleven Grade of SMAN 1 Tanjung Bintang students.

In doing the test, the students were asked to speak clearly since the students' voice would be recorded in the phone and the two raters; the researcher herself and an English teacher, would score it.

3.5.4 Conducting treatment

The treatment was given twice after the Pre-test. It requires 2 x 40 minutes for each meeting. The researcher who took role as teacher taught the students by using 4/3/2 technique. At first, the students listen to the brief summary of explanation text. The teacher gave the example of explanation text. After that the students got the topic which had been provided by the teacher. Then, the students read the text, made the draft of what they are going to deliver. After that they delivered the topic in arranged seating position. The whole treatment was video recorded by the researcher and the students spoken were recorded to be transcribed.

3.5.5 Conducting Post-test

The post-test aims to know the progress of students' fluency after being taught by using 4/3/2 technique. Some materials that had been tested for the post-test were similar to the materials for the pre-test. In conducting the Post-test the researcher provided some topics, let the students choose one of the topics provided and made a draft of what to perform. They spoke in front of the class. Since the students' voice will be recorded, the researcher and an English teacher judge the students' performance.

3.6 Data Analysis

The data analysis presented the statistical result followed by the discussion about the students' fluency in speaking score at the second year of SMAN 1 Tanjung Bintang. The data were divided into pre-test and post-test scores. The researcher transcribed

the students speaking performance in order to make the raters objectively score the students' speaking fluency. Also, the transcripts are function to know whether the students speaking speed increase and the hesitation made decrease or not. To be more convincing, the researcher used T-Test formula to analyse the significant improvement of students' fluency in speaking before and after being taught by 4/3/2 technique. These scores were analysed statistically by using independent sample T-Test formula. The researcher provides t-test because it is used to compare mean from pre-test and post-test scores. In addition, the researcher also found out which speaking hesitation aspect that most effected the students' speaking fluency by using ANOVA. The significance of the test was analysed by using computer program of SPSS 16 for windows.

3.7 Hypotheses Testing

The hypothesis testing is used to prove whether the hypotheses proposed in this research are accepted or not. Hypotheses of this research are:

H0: There is no significant improvement in students' speaking fluency after being taught by 4/3/2 Technique.

H1: There is a significant improvement in students' speaking fluency after being taught by 4/3/2 Technique.

In testing the hypothesis that the 4/3/2 technique can improve the students' speaking fluency significantly, Repeated Measure T-Test was used. The hypothesis was also statistically tested using statistical computerization (SPSS 19), in which the significance is determined by $p < 0.05$.

Briefly, those are the explanations of this chapter about the methods of the research. They are research design, population and sample, variables, data collecting technique, procedure of the research, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use 4/3/2 technique in teaching speaking and for those who want to conduct similar research.

5.1 Conclusions

In accordance with the analysis of the findings and discussion, the conclusion of the research signified that there was a significant improvement of students' speaking fluency after being taught by using 4/3/2 technique. It can be seen from the computation which showed that the value of two-tailed significance is 0.000. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. It is proved by the improvement of the students' mean score in post-test which was higher than in the pre-test. It can be seen from the gain of students' mean in table 4.5.

Furthermore, the most effecting aspect witch effect the improvement of students' speaking fluency was speaking speed which measure based on word produce per minute. Since the students were more confident to talk in English after the implementation of 4/3/2 technique. Thus, it made them able to produce more words in post-test than in pre-test. However, the students' speaking hesitation were also

decrease than made by students speaking fluency improved significantly In addition, pauses was the most effected aspect which effected the deterioration of speaking hesitation. It was because the students were struggling to deliver their talk in English. They decided to think the words in English than say it in their mother tongue language (L1). Also, by thinking a lot about the vocabulary the students were sometimes silent and it cause the pauses aspect produce higher than other aspects.

5.2 Suggestions

Considering the findings of the research, the researcher would like to recommend some constructive suggestions. Firstly, for the teacher: the English teachers are suggested to use 4/3/2 technique as one of the alternative to improve students' speaking fluency. This is because it can help the students share their idea without any interruption by the listeners. Thus they can only focused on what they are going to deliver. Other than that in implementing the 4/3/2 technique the teacher should show up enthusiasm and interest in teaching learning activity in order to motivate students to involve in the learning process. Because this is challenging technique to improve students' speaking fluency. Furthermore, it needs much time to apply 4/3/2 technique in teaching speaking. Therefore, the teacher should allocate the time efficiently.

Secondly, for the further researcher, this study was conducted in the second grade of Senior High School. Therefore, the further researcher can try to find out the use of 4/3/2 technique in different level of school. And then, this research in only focused on students' speaking fluency. Thus, the further researcher is suggested to use the 4/3/2 technique toward other aspects of speaking – accuracy (grammar), comprehension, pronunciation and vocabulary. Furthermore, this study was conducted for a kind of text—explanation text while the other various topics can be applied by the future

researcher. I addition to maximize the improvement of students' speaking fluency the further researcher are suggested to make some modification in applying the technique. The further researcher are suggested to make the students which taking role as the listeners can give the comments or questions in the end of each session, in order add feedback to the students whose taking role as speakers.

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