

Investigating the Effect of 4/3/2 Technique Toward Students' Speaking Ability

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Abstract

This study is aimed to find out the effect of 4/3/2 Technique toward students' speaking ability. Type of this research was a quantitative research which used quasi-experimental design. The sample of this research was 64 students of XI grade at SMAN 8 Padang which were divided into two groups; experimental group and control group. Each group consisted of 32 students. The 4/3/2 Technique was used in the experimental group and the traditional technique was used in the control group in teaching speaking. The data of this research were collected by doing speaking test in order to obtain the students' speaking score. Then, the data was analyzed by using t-test formula with the significance alpha 0.05. The findings of the research showed that 4/3/2 technique gave better effects on students' speaking skill compared to traditional technique used. It was proven by the value of t_{observed} that was 4.678, higher than the value of t_{table} which was 1.6698. The data indicated that the students taught by using 4/3/2 Technique achieved significantly better scores in speaking than those who were taught by using the traditional technique.

Keywords: *teaching speaking, speaking ability, 4/3/2 Technique*

Introduction

Speaking is a skill that must be taught and learned in mastering a language. It is also a process of delivering ideas, messages, suggestions, and information in order to be able to understand and communicate each other. Obviously, it is one of the four language skills learned in Senior High School besides listening, writing, and reading. It has become a priority in language teaching since the communicative approach has been influential in foreign language learning. Hence, the government has decided to include it as one of the skills in English mastery that must be taught and learned in junior and senior high school curriculum.

Students are expected to have speaking competence not only in teaching and learning, but also in real life time situations. In order to be able to have good speaking ability, the students should maximize their role in speaking during teaching and learning process. Moreover, the students should be active and have responsibility in each activity. Besides, the students are encouraged not to be shy and frightened in communicating and expressing their ideas in English. It means, in speaking students should have the ability to turn-take in a conversation, create direct interaction appropriately and keep the conversation flowing. Unfortunately, those items are considered as complexity among the students. Thus, speaking skill is often regarded as the most difficult English skill.

The complexity of speaking skill makes students faced many difficulties in the learning process and becomes a serious anxiety for them. According to Ur (1991:121) one of the problems in speaking activities is students are often inhibited about trying to speak in English because they are anxious to make mistakes and get criticism from the teacher and classmates. This problem makes students not able to think clearly and express their ideas well in speaking. It can become a serious threat in speaking learning process because it can be an obstacle for students to get successful in speaking skill.

Another factor that influences students' speaking skill is the technique used by the teacher to teach speaking. Most of activities teaching speaking activity are still done in a monotonous way. Mostly, the teacher asks students to create groups consist of three until five students then gives them topic and tasks to discuss. Moreover, the teacher talks too much during teaching-learning process and does not give enough opportunity for students to practice. Based on this teachers' explanation, the teacher does not consider the appropriate technique used to make students

involved in speaking activity actively and also how to increase students' willingness to speak in English without being asked by the teacher first.

In teaching speaking the teacher should apply an appropriate technique to maximize students' achievement. technique should possible to involve students to speak in English actively. It means that the teacher must create a fun classroom situation that will encourage students to speak actively by their own desire and also enjoy the process without anxiety feeling. As Brown (2001: 269) says that it is the teachers' job to provide a warm situation that will encourage students to speak. It can be said that students should get enough opportunities to practice. The more students get opportunities to practice their speaking, the more they will get confidence and possibility to promote their speaking skill. In conclusion, the teachers should facilitate and provide rich opportunities, adequate activities and good input for the students in the speaking classroom by using an technique.

There are various teaching techniques can be applied in teaching speaking. One of them is 4/3/2 technique, which was established by Keith Maurice in 1983, and has been proven as one of the ways for English learners to generate opportunities to become more active in learning in the class activities or their environment. In this technique, students work as speaker and listener. The speaker talks for three times speaking with reduced for each with the changing listeners. As mentioned by Nation and Newton (2009:153), The purpose of 4/3/2 technique is to generate the opportunities for the students to become more active and more brave to deliver their idea and then perform it without any interruption through three deliveries of the talk, and to become more fluent speaking since they have planned and organized the ideas beforehand, and be able to repeat the appropriate key features as the decreasing time of talks. To some extent, this activity could also give the students enormous confidence and satisfaction, and the assistance of the teacher's guidance could encourage the students into further study. Moreover, giving the opportunity to speak the same topic to different listener will enable the students to express their ideas without being afraid of making any mistakes, and it means a lot for teaching and learning process.

Furthermore, according to Zhou (2006:19), this technique is not only able to enhance students' speaking ability English, but can also increase the students' accuracy in speaking English. This technique is also able to encourage students to use English without being worried of making any mistakes. This is in line with what has been stated by Nation (1989:381) the application of 4/3/2 technique increased the learners' speed of speaking, decreased their hesitation, and definitely alleviated their grammatical errors during the repeated talks. It was also found that some students used more complex grammatical constructions in the third or final talk compared to the first one. The similar statement is also stated by Arevart and Nation (1991:91) who indicate that the students involved in the 4/3/2 activity are more coherence in speaking in terms of the articulating words in measured time.

Technically, there are several features of 4/3/2 that develop speaking fluency. First, 4/3/2 technique covers vocabulary, grammar, and discourse proficiency. Second, there are possibility for students to demonstrate their speech at a higher rate than they usually did. Additionally, repetitions of talking about the same talk are situated as advantageous opportunities for the students. This condition happens because the clear arrangements and setting of each talks which rely merely on reduced time will ease the speaker to memorize, repeat, and rearrange their talks so that they will achieve better performance.

In accordance to the previous explanation, in 4/3/2 technique the speaker is suggested to deliver their thought in some well-constructed language formations without being interrupted, and to conduct three-time deliveries of the same talk. This activity requires good arrangements definitely controlled by the teachers. Students are asked to involve by asking them to decide the ideas and appropriate language items, and plan how they should carry out the talks. The three-time deliveries - four, three, and two minutes - enable the students to present their talks appropriately and purposefully. That is why fluency may achieve the highest target of this activity. Nevertheless, the speakers still have to put high priority on the purpose of delivering the message since the listener on each talk are changed. Then, it is clear that in this activity the students are guided to achieve a much better performance through experienced repetitions, and limited as well as decreased time to deliver the same message.

There are several studies that have been conducted related to 4/3/2 technique and show that this technique is effective to use in teaching English, especially speaking skill. The first study was conducted by Nation in 1989. He proved that the technique increased the fluency with which the speakers delivered the talk, and reduced the number of repetitions, false starts, and hesitations while speaking. The second study was conducted by Patterson in 2013. He discussed the role of 4/3/2 technique as an ideal activity of improving fluency that elevates the efforts in enhancing speaking ability. The third study was conducted by Sariyani *et al* in 2014. She conducted an action research study by applying 4/3/2 technique to improve the speaking skill of English department students,

Padang State Polytechnics, and also to solve the students' problems in learning speaking. The fourth study was conducted by Yang in 2014 in Chinese high school. The study investigated how the high school EFL teachers and students get the competence of fluency in speaking. Furthermore, it was found that there was a strong relationship between implementation of speaking fluency activities and the students' preference and participation. This study explored that implementing 4/3/2 technique supported the efforts of training fluency. Then, the last study was conducted by Arab in 2016. He conducted an experimental research to find out the influence of 4/3/2 technique in improving speaking fluency. Based on those previous studies, this technique is proven to be potential to be applied in teaching speaking so that the goal of having good speaking performance will be possibly achieved.

In this research, the researcher used 4/3/2 technique as the treatment to find out its effectiveness in teaching speaking. The researcher limited the problems into two variables, 4/3/2 technique was stated as the independent variable and speaking skill as dependent variable. In accordance with the standard of competency in schools' syllabus, analytical exposition text was used as the teaching material for speaking skill. Moreover, this research was limited to find out the effect of 4/3/2 technique toward grade XI students' speaking skill of SMAN 8 Padang. Meanwhile, the research question of this research is "Does 4/3/2 technique produce better result in students' speaking skill than traditional technique?" Then, the alternative hypothesis (H_a) of this research is the the 4/3/2 technique produces better result than traditional technique in students' speaking skill, and the null hypothesis (H_0) is the 4/3/2 technique does not produce better result in students' speaking skill than traditional technique.

Method

The research is an experimental research. There were two groups involved in this research; experimental group and control group. The experimental group was treated by implementing 4/3/2 technique, and the control group was treated by using traditional technique used by teacher, in this case it was small group discussion technique. The population of this research was the grade XI students of science class at SMAN 8 Padang in the academic year of 2019/2020. There were 164 students which were divided into five classes. The researcher took two classes as sample classes, and arranged them into the experimental class and the control class. After teaching by using 4/3/2 technique to the experimental class, and Small Group Discussion technique to the control class, the researcher gave oral presentation as a speaking test to the students of both classes in order to know the effect of the treatment toward students' speaking skill. There are five indicators of speaking which were used to reach the score - pronunciation, grammar, vocabulary, fluency, and content - which are adapted from Brown (2001). Students in both classes received similar test, then it was presented individually in front of the class. This activity was recorded and analyzed by the researcher. The result of data analyzed was used as the data of speaking test. After getting the data, it was analyzed by using normality testing, homogeneity testing, hypotheses testing, t-test, and analysis of variances.

Results and Discussion

Table1. Descriptive Statistics of Students' Speaking Score

Class	N	Mean	Max	Min	SD	Var	Sum
Experiment	32	74.03	96	56	8.98	80.81	2369
Control	32	63.78	84	50	8.53	72.82	2041

The table above is the descriptive statistics table of speaking score in experimental class and control class. The data analysis of speaking skill was taken from the results of students' speaking test which was administered in experimental and control class after treatment. The data was analyzed by using Ms Excel. Based on analysis, the maximum score of students speaking test in experimental class is 96 and the minimum score is 56. The mean score is 74.03, the standard deviation is 8.98 and the variance is 80.81. Meanwhile, the maximum score of students speaking score in control class is 84 and the minimum score is 50. The mean score is 63.78, the standard deviation is 8.53 and the variance is 72.82. It can be concluded that the mean score of students speaking test in experimental class was higher than the mean score of students in control class.

In order to answer the hypothesis of this research about the effect of 4/3/2 Technique toward students' speaking skill, t-test was analyzed to the students' speaking score. Normality of the data has been measured. The result showed that significance value of experimental class is 0,821 whereas it is higher than significant alpha 0,05. It means that the data is normal. The result showed that significance value of control class is 0,361 whereas it is higher than significant alpha 0,05. It means that the data is normal. The homogeneity of the data has

also been proven to be homogeneous that the significance value is 0.75, as it is higher 0.05. The result can be seen as below:

Table 2. The Results of the Independent-Sample t-test for Speaking Score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Score	Equal variances assumed	.107	.745	4.678	62	.000	10.250	2.191	5.870	14.630
	Equal variances not assumed			4.678	61.833	.000	10.250	2.191	5.870	14.630

From the table we can see that there is a significant difference between speaking score in control class and experiment class. 4/3/2 Technique significantly give a better result towards students speaking score compared with Small Group Discussion Technique. The result shows that $t_{\text{observed}}(62) = 4.678$ while the critical $t_{\text{table}}(62) = 1.6698$ with significant is 0.00 which lower than 0.05 ($\text{sig} < \alpha$). It means that $t_{\text{observed}} > t_{\text{table}}$. So, statistically null hypothesis (H_0) is rejected while alternative hypothesis (H_a) is accepted for hypothesis of this research.

Then, the probability of significance value is less than the specified alpha value ($\text{sig} < \alpha$), it shows that the t_{observed} is significant. So, the students who were taught by using 4/3/2 Technique got better result in speaking test than those who were taught by using Small Group Discussion Technique at the grade XI students of SMA N 8 Padang. Through this technique, the students can be more active in learning speaking. Role of monitoring handled by the teachers is very necessary to make sure that all students participate effectively while applying the technique. Teachers need to control every steps, so that the students would realize that each step is important to be implemented in order to help them to get good achievement.

Conclusion

The use of an appropriate technique in teaching speaking is able to maximize students' achievement. the result of this research shows that students in experimental class who were taught by using 4/3/2 technique achieved higher scores in speaking test than those in control class who were taught by using traditional technique. Hence, it can be concluded that the urgency of this research is to reveal the idea that 4/3/2 technique is an effective one to be used in teaching speaking because this technique gives chances for students to involve in speaking activity especially using English actively. This technique enables the teachers to solve the obstacles and develop students speaking skills by generating opportunities for students to use foreign language in a fun and comfortable way, so students do not feel burdened in learning, and they get more relax to speak, and finally they will be able to develop their speaking skills. Students are also motivated to speak more confidently. It will encourage students to focus more on the component of the speech so that they can deliver the message well through utterances.

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