The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL 2018)

**ENHANCING SPEAKING FLUENCY**

**THROUGH 4/3/2 TECHNIQUE OF EFL STUDENTS**

**Hery Yufrizal**

University of Lampung, Indonesia

[heryyufrizal@gmail.com](mailto:heryyufrizal@gmail.com)

**ABSTRACT**

The main objective of this areticle is to explore the application of 4/3/2 technique in enhancing learners’ speaking fluency The research was conducted at a language school in Indonesia. The subjects of the study were 20 first year students at the University of Lampung The students were separated into two teams the delivere and the receiver teams. The deliverer team was given the opportunty to speak for three speaaking turns: four minutes, three minutes and two minutes. Then, the teams change roles the speakers become listeners, the listeners became speakers. The topics of the talks were determined by the group prior to the application or the actitivites. The results showed that students improve their speaking accuracy and fluency.during three speakiing turns.

**Keywords:** *fluency, accuracy, talks, 4/3/2 technique*

1. **INTRODUCTION**

One of the techniques that can be used to improve students’speaking ability is 4/3/2 technique. According to Zhou (2006:19), this technique improve students’ speaking Englsh and increase the students’ accuracy in speaking English. This technique also encourages students to use English without being worried of making any mistakes.

The 4/3/2 tecnique was created by Maurice (1983) to improve students’ fluency for communication. The 4/3/2 technique means repetition of the talk content to different listeners without having to worry of what has been said. The characterisics of this techniquen is having a speaker(s) and the same content of the speech, but different listener and the decreasing of taking time. (Zhang 2002: 420).

The 4/3/2 technique gives opportunity to students to expreess their ideas to three different listeners for four minutes, three minutes, and two minutes with the same topic but different listeners. This will enable students to express their ideas without being worried of making any mistakes.

The rapid progress in information technology has been far beyond every one expected. Students are ornamented with the presence of handphones on multi media basis. There is is a fact that almost all students posses handphones both for entertainmen purposes and for other social media purposes. The use of multi media cellular phone is indespensable from the objective of teaching and learning English, i.e. to enable the students to communicate orally and in written.

30 November – 1 December 2018, Bandar Lampung, Indonesia 93

The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL 2018)

1. **THEORETICAL FRAMEWORK**

Maurice (1983) created the 4/3/2 technique to improve the oral language fluency. The technique has the meaning of repetition of the content of the talk by the speaker to different listeners in terms of minute to talk. The characeristics of this technique is the same speaker and the same content of speech, different listener and the decreasing time of speech. (Zhang 2002, Arab, 2006).

4/3/2 technique provides opportunities for students to deliver their thoughts to the listener with a duration of four minutes, three minutes, and two minutes with the same topic but different counterparts. This giving the opportunity to speak in three different length of speech will enable students to express what they want to say without being afraid of making mistakes.

There are some steps that must be followed in the implementation of 4/3/2 technique

a. Topic deternination

Topic determination is underttaken aftar the students have understood what tthey ara supposed to do. The topic chosen can be single topic that should be selecterd by all students or it can be some alternative adjusted to the curriculum so that a topic selected by one student can be different from other. The topic selected is adjusted to students’ ability and interest. Some common topics selected are ‘me and my family’, ‘the most interesting experience I ever have’, ‘my hobbies’, ‘TV Program, etc.

b. Drafting the talk

The second step in accomplishing 4/3/2 is drafting the talk. After the students decided the topic they choose, the students are asked to arrange draft (not a complete composition) about what they are suppose to deliver. The students are asked to compose an outline to deliver a speech for four minuts. The time alocated for drafting the speech is 10 to 15 minutes.

c. The division of participants in to speakers and listeners

After all students finished drafting for talk, the students are divided into pairs.

1. **METHODS**

This study is a quasi experimental in nature. It has an experimental group, i.e without a control group. It seeks to anwer a research question whether the actvities done by the sample produce the same amount of phenomenon it seeks to answer. The subjects of the research were the first year studets of English Department, the University of Lampung Indonesia. It seeks to answer a research quesion whether or not the subjects of the research produce fluency and accuracy when implementing the 4/3/2 technique.

The research procedures are the students are divided into speakers and listeners. The speakers are assigned to talk to listeners in 4/3/and 2 minutes talking with the topics chosen by the speakers. Students then change roles, speakers became listners, listners become speakers who would speak for four, minutes, three minutes and two minutes. There are three alternative topics that stydents can choose to be deleverd in their

30 November – 1 December 2018, Bandar Lampung, Indonesia 94

The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL 2018)

speeches. The alternative topics are: Me and my hobbies, why I choose English as my major, and The most exciting experence I’ve ever experienced.

**IV. RESULTS AND DISCUSSION**

**Language elements produed**

Language element produced are divided into two parts: fluency and accuracy. The reults are as follows:

*Fluency*

*i. words per minute*

Table 1 illustrate the number of words per minute produced by students for the first turn (four minute talk), the second turn talk (three minutes) and the third turn talk (two minutes)

Table 1 Number of words produced in three talks

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | N | Minimum | Maximum | Mean | Std. Deviation |
|  |  |  |  |  |  |  |
|  | wpm4 | 20 | 23,00 | 121,25 | 71,6750 | 26,90797 |
|  |  |  |  |  |  |  |
|  | wpm3 | 20 | 26,00 | 131,00 | 75,4901 | 27,14023 |
|  |  |  |  |  |  |  |
|  | wpm2 | 20 | 28,00 | 119,00 | 81,7500 | 27,45882 |
|  |  |  |  |  |  |  |
|  | Valid N (listwise) | 20 |  |  |  |  |
|  |  |  |  |  |  |  |

Table 1 shows that the number of words produced by students per minute in the first turn talking (four minute) talk is 71,67. On the second turn the average number of words per minute produced was 75,49, and the third talk time was 81,75. Thus, it can concluded that there is a constant increase in the number of words produced in each talk turn

*ii. The number of pauses*

Tabel 2 The number of pauses) in three talk turns

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | Std. |
|  |  | N | Minimum | Maximum | Mean | Deviation |
|  |  |  |  |  |  |  |
|  | pauses4 | 20 | 3,00 | 47,00 | 14,5500 | 11,39471 |
|  |  |  |  |  |  |  |
|  | pauses3 | 20 | 1,00 | 17,00 | 7,4500 | 4,78457 |
|  |  |  |  |  |  |  |
|  | pauses2 | 20 | ,00 | 15,00 | 5,4000 | 4,22275 |
|  |  |  |  |  |  |  |
|  | Valid N (listwise) | 20 |  |  |  |  |
|  |  |  |  |  |  |  |

From the number of pauses, in the first turn the average number of turn taken by the studet was 11,39. 14,78 pauses were produced in the second turn, while in the third turn students produced 4,22 pauses. Therefore, it can be concluded that that there was a decreasing number of pauses produced in the first, second, and third turns of talk. iii Number of hesitations

Tabel 3 The number of hesitations produced in three talking turns

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | N | Minimum | Maximum | Mean | Std. Deviation |
|  |  |  |  |  |  |  |
|  | hesitation4 | 20 | 1,00 | 20,00 | 5,5500 | 4,61662 |
|  |  |  |  |  |  |  |

30 November – 1 December 2018, Bandar Lampung, Indonesia 95

The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL 2018)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | hesitation3 | 20 | ,00 | 12,00 | 4,0500 | 3,28433 |
|  |  |  |  |  |  |  |
|  | hesitation2 | 20 | ,00 | 10,00 | 2,7000 | 2,75490 |
|  |  |  |  |  |  |  |
|  | Valid N (listwise) | 20 |  |  |  |  |
|  |  |  |  |  |  |  |

The average number of hesitations resulted from the first talking session was 5.55 hesitations in the first. It decreases into 4.22 hesiitations in the secod turn and into 2.70 in the third session of the taks. Therefore, it can be inferred that there a constant decreaing number of hesitations produced by subjects during the first, second, and third turn of studets’ talk.

*iv. The number of false-starting*

Tabel 4 The number of false staring

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | N | Minimum | Maximum | Mean | Std. Deviation |
|  |  |  |  |  |  |  |
|  | false4 | 20 | ,00 | 7,00 | 1,8000 | 1,60918 |
|  |  |  |  |  |  |  |
|  | false3 | 20 | ,00 | 7,00 | 1,8000 | 1,82382 |
|  |  |  |  |  |  |  |
|  | false2 | 20 | ,00 | 4,00 | ,8500 | 1,03999 |
|  |  |  |  |  |  |  |
|  | Valid N (listwise) | 20 |  |  |  |  |
|  |  |  |  |  |  |  |

The average number of false staring resulted from the first talking session was 1.8 false starting in the first. It remains 1.8 false startings in the secod turn and into .88 in the third session of the talks. Therefore, it can be inferred that there a constant decreaing number of false startings produced by subjects during the first, second, and third turns of students’ talk.

*v. The number of L1 use*

Tabel 4. 5 The number of L1 use

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | N | Minimum | Maximum | Mean | Std. Deviation |
|  |  |  |  |  |  |  |
|  | L14 | 20 | ,00 | 9,00 | 1,8000 | 2,54641 |
|  |  |  |  |  |  |  |
|  | L13 | 20 | ,00 | 5,00 | ,9500 | 1,27630 |
|  |  |  |  |  |  |  |
|  | L12 | 20 | ,00 | 5,00 | ,7000 | 1,49032 |
|  |  |  |  |  |  |  |
|  | Valid N (listwise) | 20 |  |  |  |  |
|  |  |  |  |  |  |  |

The average number of L1 uses resulted from the first talking session was 2.54 L1 uses in the first. It decreases into 1,27 L1 uses in the secod turn and into 1.49 in the third session of the taks. Therefore, it can be inferred that there is a constant decreaing number of L1 uses produced by subjects during rhe first, second, and third turns of students’ talk.

**Speaking Accuracy**

Speaking accuracy is defined in terms of the number of errors committted by students in each talking turn. The following is the number of accuracy produced by students during the sesssins.

30 November – 1 December 2018, Bandar Lampung, Indonesia 96

The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL 2018)

***Self repair on single word***

Student revises a mistake in producing one word. Misal: My name is Wulan, I was born in...on April 1997 (pada pembicaraan pertama)

For example: My name is Wulan I was born on April 1997.

***Self repair on clause***

Student revise the error commiterd in the first talk

4 minute talk: What I dream ...eee...before...uuuh...what I dream in the future first...uhhm in the first, I am going to continue...

3 minute talk: I choose uhh the two option about what I dream in the future... first...uhh..in uhhh rational

2 minute talk: I choose the second option what I dream in future...as for the...uhhh...the....

for my rationale dream.

***Self repair on sentence***

4 minute talk: and my mother, my mother’s name is Mutia. She was born in Medan on...

September 8th 1964. And then now he works as a house wife... you know house wife.

He...she doesn’t work uhhh anywhere.

3 minute : ”And.then... my mother, my mother’s name is Mutia. She works..uhh she was born in Medan, on September 8th 1964. And then uhhh she is a house wife, you know that she doesn’t work.

2 minute talk:: And my mother’s name ia Mutia. She was born in Medan, on September 8th 1964, and now she has been 52 years old

According to research done by Movahed and Karia (2014) the 4/3/2 technique has three main advantages: improving the speaking flency, increasing grammatical accuracy, and intensifying control over the content of the talks.

**4/3/2 technique increase fluency of talk**

There are 8 cases that show 4/3/2 technique was successful to improve the speed of talk. The first case study showed that there are improvements of language production by students in in the first turn (four minute talk) to the second turn of talk.

The students talk in the average speed of 86 words per minute on the first turn talking. It then increaed to 100 words per minute in the second turn, then the speech increased to 122 word per minute in the third turn of the talk.

The research also shows that there was an increase in the number of words produced by students in the first four minute turn. Students produced 71.67 words per minute in first turn talking. It then increased to 75.words per minute in the second turn. While in the third turn talking students produced 81.75 words per minute in the third talking turn. Nation (1989) stated that 4/3/2 decreases the number of hesitation from 1 percent to 67 percent of hesitation in the first, second and the third talking turns.

30 November – 1 December 2018, Bandar Lampung, Indonesia 97

The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL 2018)

**4/3/2 technique strenthen grammatical power**

This technique requires the participant to talk about the same topic to different listeners. Of course, there would be some repetitions made by the speakers in the first, second, and third turns because the topic is similar without new information delivered. Nation (1989) stressed that from 8 studies, 4 of which showed the same errors were found in each turn.This shows that there are some accuracy improvements underr two conditions firstly, repetitions improve students’ self reliance. Secodly, according to Nation (1989) the technique has the local inflence in the talk that it enables students to monitor their performance.

**4/3/2 technique increaes control over content**

When we talk, we often use unnecessary words or phrases. By giving time limitation to talk, the speaker tries to deliver the intention of the talk directly without using unecessary ornaments. This will increaase the complexity and avoid ambiguity in the talk. From the data obtained, students in this study are able to cut off 144 unnecessary words in the third turn taking. This confirms the research by Nation (1989), Movahed and Karia (2014) that by limiting the talk, the studens are ‘forced’ to transfer information concisely and efficiently.

**4/3/2 technique improve students motivation to talk in English**

One of the characteristics of Indonesian students learning English is their lack of confidence in using English for communication. (Alissyahbana, 1989). Through 4/3/2 technique students are motivated to talk in English becaue they have to talk to three different listeners. They are forced to speak more and faster due to the limitation of time given.

1. **CONCLUSIONS AND SUGGESTIONS**

Based on the results of the analaysis, some conclusions can be drawn. The 4/3/2 technique improve the speaking flueny, grammatical accuracy and control the content of the talk. The result of study showed that the number of words produced by students increased constantly during the first, the second and the third turn. Additionally, the data showed the number of pauses, the number of hesitations, the number of false startings and repetitions are kept on decreasing from the first, the second, and the third turn taking.

Additonal conclusions that can be drawn from the study are:

1. The 4/3/2 technique provide opportunities for students to self reflection over their speaking English ability.
2. The 4/3/2 technique provides opportunities for students to train srancsribing therir conversation.
3. The 4/3/2 technique gives the opportunity for students do make coding over language aspects.
4. The 4/3/2 technique provides opportunities to do peer review and peer correction.

Cosidering the fact that the 4/3/2 technique can improve students’ speaking accuracy and fluency, it is suggested that the technique be applied and developed at all levels of education and learning ability. Consdering that the massive use of cellular phone for

30 November – 1 December 2018, Bandar Lampung, Indonesia 98

The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL 2018)

learning language, it will be useful for lecturers and students to make use of this tool to improve language learning massively.

**REFERENCES**

Alisyahbana, ST. (1990). *The teaching of engish in Indonesia. In J.M. Britton,R.E* *Shaffer, and K.Watson(Eds.). Teaching and Learning English Worldwide*.Cleveland. Multilingual Matters, Ltd.

Arevart, S. & I.S.P Nation. (1991). *Fluency improvement in a second language*. RELC Journal 1: 84- 95.

Arab, Oudid. (2016). The Effect of the 4/3/2 technique on students’ speaking fluency The case of first year LMD students, Frères Mentouri University, Constantine. *Revue* *EXPRESSIONS n°2. Juillet*

Brumfit. C.J. (1994). The practice of communicatve teaching. Pergamon Press

Brumfit. C.J. (2000). Individual freedom in language teaching. Oxord, Oxford University Press.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press

Maurice K. (1983). The fluency workshop TESOL Newsletter. !7 (4) 29.

Foster，P．＆P．Skehan．(1996)． *The influence of planning and task type on second* *language performance. Studies in Second Language Acquisition* 18：299－32．

Higgs, T.V. and Clifford, T. (1992). The push toward communication. In T.V Higgs (Ed.) Curriculum, Competence, and the Foreign Language Teacher. Pp.57-136. Lincolnwood, IL. National Textbook, Co

Long, M.C. (2007). Problems in SLA Mahwah, NJ Lawrence Erlbaum Associations Nation, Paul. (1990). Improving speaking fluency. Pergamon Press.

[www.victoria.ac.nz/lals/staff/.../paul-nation/1989-Fluency.pdf.](http://www.victoria.ac.nz/lals/staff/.../paul-nation/1989-Fluency.pdf) {Online}.

Available. accessed on December 20, 2011

Nation, P. (1989). *Improving speaking fluency*. *System*, *17* (3), 377-384.

Nation, I. Newton, J. (2009). *Teaching ESL/EFL listening and speaking.* New York:

Cambridge University Press.

Nunan, D. (1999). *Second language teacher education.* Cambridge: Cambridge University Press.

Nunan, D. (1993). *Second language teaching and learning*. Cambrisge: Newbury House. Sajavaara. (1987). *Second language acquisition in a study abroad context.* John Benjamin

Publishing Company.

Schmidt. R. *Studies in second language acquisition.* Cambridge. Cambridge University Press.

Skehan, P. (1996). *A framework for the implementation of task- based instruction．*

*Applied Linguistics* 17/1: 38- 62.

Skehan, P. P. Foster. (1999).*The influence of task structure and processing conditions on* *narrative retellings. Language Learning* 49/1: 93-120

Stern. H.H. *Issues and options in language teaching*. Oxford. Oxford University Press. Stren M. (1994). *An introduction to spoken interaction. London*: Longman Group

Limited.

Ur, Penny. (1996). A coutse in language teaching. Cambridge University Press

YANG, Y.I.J. (2014a). The development of speaking fluency: the 4/3/2 technique for the efl learners in china. International Journal of Research Studies in Language Learning, 3(4), 55-70.

30 November – 1 December 2018, Bandar Lampung, Indonesia 99

The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL 2018)

YANG, Y.I.J. (2014b). The implementation of speaking fluency in communicative language teaching: an observation of adopting the 4/3/2 activity in high schools in china. International Journal of English Language Education, 2(1), 193-214.

Zhang, Wenzhong. (2002). *The development of l2 oral fluency in efl classroom setting*.

Changsha: Hunan Education Press.

Zhou , Aijie. (2002). A study of the effects of the 4/32 technique on the fluency improvement in oral English. Journal of Guangdong Polytechnic Normal University 2: 102- 105.

Zhou Aijie. (2006)*.* A Further Study of the Effects of the 4/3/2 Technique on Spoken English Production. CELEA Journal 65

***About the Author***

Hery Yufrizal is currently a senior lecturer at the department of language and art education, FKIP Universitas Lampung. He teaches Second Language Acqusition, Semantics, Pragmatics and Speaking. He got his PhD in Applied Linguistics from La Trobe University, Melbourne, Australia in 2001. His research interests include: classroom interaction, teachers’ development, and discourse analysis.