

Developing speaking Fluency of University of Technology' MSc students by Using the 4/3/2 Technique

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Abstract

In the new global world EFL teaching gradually changed from a traditional grammar-based model way of teaching to a communicative Language Leaching approach to teaching. So, a variety of methods was appeared to help the EFL learners to develop their speaking skills. This is lack of speaking fluency practice sometimes, is not sufficient to maintain a communicative task in EFL class. Therefore, this study is an attempt to develop the speaking skills of 53 MSc students at University of Technology. By using a pre and post-test , the researcher collect the data then analyze results which show that there is a good portion of development in students' speaking skills after using this the 4/3/2 technique.

تطوير الطلاقة الكلامية لطلاب الدراسات العليا في الجامعة التكنولوجية باستخدام تقنيته ٢/٣/٤

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الملخص

لقد تغير تدريس اللغة الإنجليزية كلغة أجنبية تدريجيًا من نموذج قائم على القواعد التقليدية إلى نهج تدريس اللغة التواصلية. لذلك ، هناك مجموعة متنوعة من المنهجيات لمساعدة طلاب اللغة الإنجليزية كلغة أجنبية على ممارسة مهاراتهم في التحدث. في بعض الأحيان ، لا يكفي عدم ممارسة الطلاقة في الكلام للحفاظ على مهمة التواصل في فئة طلاب اللغة الانكليزية كلغه اجنبيه. لذلك يعد هذا البحث محاولة لتطوير مهارات التحدث لـ ٥٣ طالب ماجستير في الجامعة التكنولوجية. باستخدام اختبار قبلي وبعدي ، يقوم الباحث بجمع البيانات ثم تحليل النتائج التي تظهر أن هناك جزءًا كبيرًا من التطور في مهارات التحدث لدى الطلاب بعد استخدام تقنية ٢/٣/٤.

Introduction

Speaking is considered the vital skill in our learning that we have to master. We can recognize ideas, messages, suggestions and information through speaking, and we can understand each other, and communicate each other. According to Nunan (2003: 48), "Speaking consists of production systematic verbal utterances to convey meaning". When we speak we produce words, phrases and sentences. That is the reason behind calling speaking as a productive skill. Because it is totally natural, furthermore, the ideal opportunity for arranging and altering discourse during discussion is restricted, even the components of language that must work together and must be managed when we speak and could be considered very demanding indeed. Unlike writing, having the chance to plan what we are going to share in unlimited time and doing either editing or revision. And one of core for success in education is speaking .

Improving students' fluency in speaking needs an appropriate strategy or technique to help their problems. The 4/3/2 technique can be used in teaching. According Bamfor and

Ricard(2004: 95), 4/3/2 technique is the technique that can improve oral fluency sharing with other students what they have read. 4/3/2 technique give chance to retell the story in three times delivery.

The problem ;

Most of MSc students at Material Department still have difficulties in English language, especially fluency in speaking.

To clarify, the problems are identified as follows:

- 1) Students' ideas especially in speaking cannot be expressed .
- 2) Some students are silent and don't have the skill to speak.
- 3) Some troubled to speak appeared because of students' thinking of appropriate grammatical rules.
- 4) Losing the ability to produce grammatically complex speech
- 5) losing the ability to determine how some words is pronounced
- 6) low fluency in speaking skills in some students

So the aim of this study is finding a way to improve the speaking fluency of 53 MSc students at University of Technology. Through using a pre and post-test , the researcher collect the data then analyze results which show that there is a good portion of development in students' speaking skills after using this the 4/3/2 technique.

Study Question :

This study try to raise this question : Is there any significant difference of the students' fluency performance in speaking between those students who were taught by 4/3/2 technique and those who were not?

1. The nature and meaning of speaking

The speaking activity is a part of our daily life. Every day we need to communicate with other people, such as give something, or we ask information or something we need to speak. The average person produces a thousand of word a

day(Thornbery:2004, 45). So speaking is very important in our life. Sometimes, using language (speaking skill) when remember our friends' names, neighbors' names or things around us, it is because repeat someone or something. Speaking is not only crucial in our daily life but also regarded as central part of the language learning development (Hasibuan etal :2004,104). Speaking is considered the productive aural or oral skill (Nation:2009, 30). Or can be called meaning focus output which involves speaking and writing whereas meaning focus input learning involves reading and listening. Speaking and writing activities incorporate talking conversation , making a letter, making a note , telling story or telling someone to do something , opposite to reading and listening. The typical activities of reading and listening are received or are gotten, for example, mutual perusing, broad perusing, staring at the TV, tuning in to story.

Talking is considered a delivering sounds process as well as a cycle of accomplishing objectives that includes moving messages over. The ability to pass on effectively and adequately in long turn is the activity of a fruitful speaker .

Douglas Brown: 2004, 131, unlighted five basic types of speaking or oral production . They are:

1) Imitative

In the event that somebody is intrigued distinctly with regards to what is marked by "Articulation". She/he impersonate a local speaker's elocution.

2) Intensive

Gaining ability of the meaning of the conversation which is based on the context.

3) Responsive

It refers to the comprehension of short discussion, standard greeting and casual banter, straightforward solicitation and remark, and so forth.

4) Interactive

It comprises of two structures, conditional language, which has the motivation behind trading explicit data and relational trades,

to keep up social relationship. It is more unpredictable than responsive.

5) Extensive (monologue)

It incorporates discourse, oral introduction, and narrating, during which the opportunity for oral communication from audience members is either profoundly restricted (maybe to nonverbal reactions) or precluded through and through.

All the above are kinds of oral presentation that often come in the class. Such as giving task; word repetition class, read aloud task, question- answer, and interview.

2) Speaking Skill

One of important skills that has to be taught by the teacher is speaking, that is to develop communicative competence in oral and written form, which includes listening, speaking, reading and writing.”(Pendidikan;2006, 307) Speaking is the ability of two human to communicate with each other. Many people evaluate managing English successfully from speaking well. Brown, (2004, 142) states that many components in speaking skill that can be considered a criteria for directing assessment. It has the purpose to serves as taxonomy of skill which you select one or several that will become object of an assessment task. Micro skill refers to producing the smaller chunk of language such as phonemes, morphemes, words, collocations and phrasal unit. Macro skill refers to speakers’ focus in target element; fluency, discourse, functions, style cohesion, nonverbal communication, and strategic option (Ibid, 142).

3) Teaching Speaking

In teaching speaking, teachers’ effort is very needed to help the students. The teachers’ methods or techniques are very influence in teaching English especially in speaking. Brown (2007, 269), states that there are four aspects that should consider to teaching oral communication;

1) Teaching pronunciation. As a speaker of language we need to understand how words, phrases and sentences are pronounced.

2) Teaching fluency and accuracy. Fluency and accuracy are the goal of Teaching Communicative Learning (CLT). Fluency and accuracy issues often use message oriented (or some call it teaching language use) and language oriented (teaching language usage) in our teaching.

3) Affective factors. Teachers' affective such as to correct what the students say is not good. Students will never talk because they will feel reluctant to speak. Our job as a teacher is to provide the kind of warm, and encourage the students to speak.

4) The interaction effect. To make the students' interaction naturally is very difficult. Interaction necessarily involves trying to understand and make yourself understood. To ensure that you are understood, try to ask for clarification, repetition, or explanations during conversation, learners get the people they are speaking to address them with language at a level they can learn from and understand.

Five principles for teaching speaking by Nunan(2002, 54) are as follow:

1) Learners must be aware of the differences between second language and foreign language learning contexts. It means that foreign language contexts are not one of the target languages of communication in society, whereas second language contexts are one of the target languages of communication in society.

2) Teachers must give students practice with both fluency and accuracy. Accuracy means how students can use the target language, when and to who they are speaking with. Fluency implies the understudies can utilize language quickly and unhesitatingly, with few hesitations or unnatural interruption, fake beginnings, etc.

3) Teachers must provide opportunities for students to talk by using a group work or a pair work, and limit their talk. Pair and group work activities can be used to increase the amount of time that learners get to speak in the target language during the lessons.

4) Teachers must plan speaking tasks that involve negotiation for meaning. It is important because interaction necessarily involves to understand and make yourself understood.

5) Teacher can design classroom activities in a way that include guidance and practice in both conditional and interactional talking. Inside the homeroom, speaking activities need to embody both interactional and value-based purposes, since language students should communicate in the objective language in both transactional and interactional settings.

From the theories above, there are some similar items that should be taught by teacher such as, teaching conversation and teaching fluency and accuracy. Here the writers assume that fluency and accuracy are crucial aspect that should be taught by the teacher.

4) The Nature of Fluency

Fluency is defined as the ability to speak (and understand) English quickly and easily without translation. In other word, we can speak and understand instantly. Many experts define fluency. Fillmore's (2004,23) identifies for abilities that might be subsumed under the term of fluency, the first of which is the ability to talk at length with few pauses. The three other abilities are the ability to talk in coherent, reasoned, and semantically dense sentences, the ability to have appropriate things to say in a wide range of contexts and finally the ability to be creative and imaginative in language use. Fluent speech must be automatic, do not require much attention or effort, and characterize by the fact that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently (Schmidt, 21). According to Hedge(Ibid, 26) ELT fluency has two definitions.

First, typically dictionary fluency defines as able to speak and write a particular language competently and with ease. It refers to productive skill. They also distinguish three types of fluency:

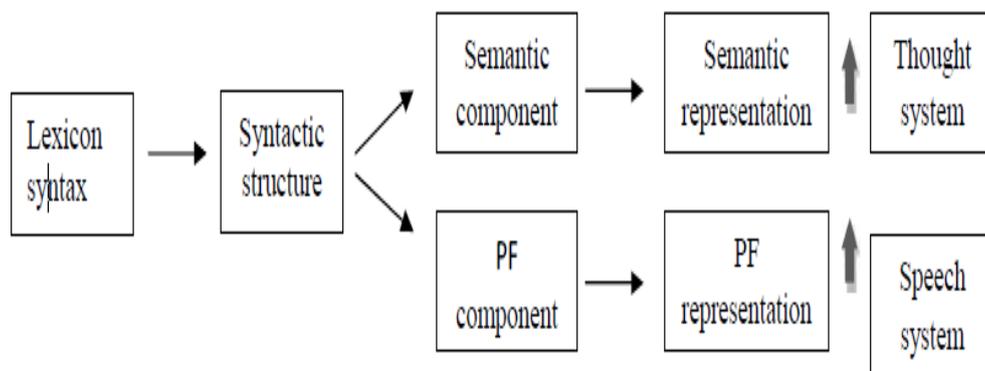
- 1) Semantic fluency, including linking together propositions and speech acts.
- 2) Lexical syntactic, including linking together syntactic constituent and words.
- 3) Articulator fluency, including linking together speech segments.

From the theories above, the researcher try to clarify the type of fluency:

1) Semantics fluency including linking together proposition and speech act. Proposition is something which is named or talked about, such as argument etc.(Jack C. Ricard:1992, 279) Whereas speech act is a communicative view of language holds as axiomatic that when someone say something they are also doing something(Thorbury:2004, 45).The meaning utterances such as expressing request, praise, warning, promise etc. Type of fluency here is, get ideas what is saying. Know the meaning of sentence that is used.

2) Lexical syntactic, including linking together syntactic constituent and words.

Syntax is the scientific study of sentence. Syntax relate with structure and grammar. According to Radford (2004, 3), the syntactic structure serves an input into two other components of grammar . It can be seen in the following diagram :



Both components are, semantic component syntactic structure into corresponding semantic representation, it is to a representation of linguistic aspect of its meaning. Another is a PF component it is called because it maps the syntactic structure into PF representation . It is to a representation of its phonetic form, giving us phonetic spell out for each word, telling us how it is pronounced. The semantic representation interfaces with systems of thought , and the PF representation with systems of speech. The type of fluency here is syntactic structure , seeing how words are consolidated together to frame

expressions and sentences. The expressions and sentences are developed by a progression of merger activities, every one of which consolidates a couple of constituents together to shape a bigger constituent.

3) Articulator fluency, including linking together speech segments. Articulation involves the use of the organ of speech to produce sound. According to Christina and Gercia define that fluency considering with criteria of the American Council on Teaching of Foreign Languages (ACTFL)(2012, 174).

Here fluency is defined as: 1). Quantity of the speech or length of the learners' utterances per response. 2). Flows of the learners' speech measured by pauses and, 3). Evidence of the struggle with the language. Additional definition comes from Lennon(2012, 21) in Nel De Jong, defines fluency in broad and narrow definition. Broad: general oral proficiency whereas narrow: speed and smoothness of oral delivery. Nation states that there are characteristics of fluency including four skills(Nation etal;2009, 151):

1) Familiar language use includes the handling of language progressively. That is students' exhibit familiarity when they take a section in importance centered exercises and do it no sweat without holding up the progression of talk. There are detectable signs that can be utilized to quantify changes in familiarity. These incorporate discourse rate (as measure in word or syllables every moment) number of filled delays, for example, um, ah, er and number of unfilled stops.

2) Familiar language use doesn't need a lot of consideration and exertion from the learners.

3) On the off chance that we consider the four objectives of language, thoughts, ability, text (LIST) familiarity is an aptitude. Despite the fact that it relies upon nature of information on the language and its improvements include the expansion to and rebuilding of information, fundamentally it includes making the most ideal utilization of what definitely known..

All of these characteristics of fluency; message focus activity, easy tasks and performance at a high level are designed to develop fluency. From three characteristics above the writer

assumes that two of them refer to speaking skill, it can be concluded as follow;

- 1) Speaking with speed and ease without holding up the flow of talk .
- 2) Fluency can be measured by speech rate (words or syllables per minute) and number of filled pause such as um, ah, er and number of unfilled pause.
- 3) Speaking fluent means that does not need a great deal of attention and effort from the learners, or we called “speak naturally”.

All of these theories it can conclude that the most components of fluency are flow or smoothness , rate of speech, absence of excessive pausing , absence of disturbing hesitation, length of utterances. Based on theories above , the writer assumes that the characteristics of students speaking fluency of MSc in materials Department are the length of utterances, absence of pausing and hesitation.

5) Teaching Fluency in Speaking

Fluency is the important component of teaching English, including in speaking skill. Many people evaluate their English ability from their speaking skill. So they become fluent speakers that are the aim of all students. Ricard(2008, 25) states that some of the schools’ syllabuses emphasize both fluency and accuracy as the goals of teaching and learning. Furthermore, Brown(2007, 56) states that fluency and accuracy are both important goals to pursue CLT. Fluency and accuracy are the components that have to achieve by students. According to the syllabus at MSc grade, for the first semester in basic competence that the students in expressing the meaning of transactional and interpersonal conversation use various oral language accurately, fluently, the contextual life that involves expressing; advice, celebration, and feeling relief, pain and pleasure. Fluency and accuracy often come together, but those are different. Brown(Ibid,140) states that achieving accuracy that focuses on elements of phonology, grammar and discourse in their spoken output . While, in achieving fluency is a stream of speech. Another expert, Nunan(2003, 55) defines accuracy as the

degree to which understudies' speech matches what individuals really state when they utilize the objective language. Fluency is the extent to which speaker utilizes the language quickly, confidently, with scarcely any homes or delays, bogus beginnings, word searches, and so forth.

According to Nation and Newton(2009, 71), teaching fluency however will increase accuracy. In their study Arevart and Nation, the study results indicates that improvement in fluency moreover, it also increases a grammatical complexity and reduces errors. Nation(Ibid, 164) also designs the activities to teach fluency:

- 1) Easy task. To make students understand and can speak fluency, the task given should be easy or the students' experiences.
- 2) Message focus . Having a clear outcome to an activity encourage a meaning focus because the learners use language for achieve outcome .
- 3) Time pressure . One way to encourage learners to reach higher level than usual level of performance is by limiting the time in which they can do something .
- 4) Planning and preparation . Study found that the learners who were not given time to plan, the learners who planned productively longer utterances and produce more grammatically complex speech . While the purpose of preparation is to make the quality of subsequent listening or speaking that reach a higher that it would without the preparation .
- 5) Repetition . The success of repetition activities largely depends on the repetitions involving substantially the same message .

There are three kinds how to measure the fluency scale. According to Weir(1991, 40), the fluency scale can be seen below:

0. Utterances halting , fragmentary and incoherent.
1. Utterances hesitant and often incomplete except in a few stock remarks and responses . Sentences are, for the most part, disjointed and restricted in length.

2. Sign in developing attempts at using cohesive devices, especially conjunction .

3. Utterances , whilst occasionally hesitant, are characterized by an evenness and flow , hindered, very occasionally, by groping, rephrasing and circumlocutions . Inter-sentential connectors are used effectively as fillers .

It differs from Weir, according to Hasselgren in Louma (2004, 87) the fluency scale can be seen below:

1. Speakers' utterance is short, often a single word. There are long pause when they are trying to understand the interlocutor, getting clarification, or searching for words or forms. Repetition and restarts are common. Sometimes the speakers are unable to make responses, and messages are sometimes abandoned because of the language shortcomings .

2. Speakers frequently need assistance so as to comprehend their conversationalist, however messages, once began, are commonly satisfied in a shortsighted way, without development, for example through models, stopping, despite everything happen when searching for lexical or linguistic decision – in some cases with circumlocutions and frequently with halfway switch of detailing

3. Speakers usually understand the interlocutor. They seem more aware of the proposition , also, stopping will happen in settling on these decisions, with some speaking to the interlocutor. Articulations tend to be more extended. Back directing – utilizing hm or definitely – serves to make discussion more regular.

4. Misunderstandings are uncommon. Speakers' use supports to communicate absence of assurance in the propositions. Not many single – e\word articulations are given, and speakers' expand their expressions, for example giving back – ups to opinions. Time is spent arranging the substance of the suggestion and how to communicate and present their perspectives. Reformulations happen when the speaker isn't

happy with the recommendation or the correctness of the definition.

5. Speakers demonstrate more certainty and are more averse to communicate propositional uncertainty. They rarely stop for reasons of language structure or word decision. Reformulations happen for the most part for reasons of communicating suggestion fully. They expand and support themselves . They respond very quickly .

Penny Ur (1991, 120) state that scale for fluency, the maximum score is five.

1. Little no communication
2. Very hesitant and brief utterances , sometime difficult to understand
3. Get ideas across but hesitantly and briefly
4. Effective communication in short turn
5. Easy and effective communication in long turn

The criteria are given by Nation almost involve in 4/3/2 technique, so the writer assumes that this technique will help the students' fluency in speaking. Actually these theories on assessing fluency are almost similar. In order to ease assessing fluency in speaking the researcher uses scale for fluency .

The 4/3/2 Technique

1) The Nature of 4/3/2 Technique

This technique is including communicative language teaching approach (CLT). Communicative language approach is an approach to foreign or second language teaching with emphasizes that the goal of language learning is to communicate competence (Jack C. Richards etal:1992, 65). This approach refers to meaning than structure or form. 4/3/2 technique is the technique is that one that can improve fluency. The way to develop fluency is meaning focused. According to Brown(2007, 21) that communicative language teaching approach emphasizes fluency. 4/3/2 technique is part of Audio-lingual method. Audio-lingual method is a method of foreign language or second language teaching with emphasizes the teaching

listening and speaking before reading and writing(Ibid, 25).The characteristics of audio-lingual method are; priority is given to spoken rather than written language, language learning is basically a matter of developing a set of habits through drilling (Nunan:2003, 55).

The 4/3/2 technique is the one that is created by Maurice in 1983. According to Nation (2009, 71), 4/3/2 technique can improve fluency. According Julian Bamfor and Ricard R. Day(2004, 95), 4/3/2 technique is the one that can enhance oral fluency and to share with other students what they have read. According to Nel De Jong and Charles Perfective that 4/3/2 technique is the technique that offers students the chance to talk with higher than ordinary familiarity and intricacy during their third conveyance. They also state that there are two main features of 4/3/2 technique: time pressure and speech repetition . Automatically, when they have time pressure to deliver something, it can encourage the students to speak more quickly and efficiently, with shorter pause. The benefit of repetition is in a repeated speech, some knowledge is already activated, and therefore easier to access (Nation :2012, 2).

2) The Purpose of 4/3/2 Technique

According to Nation (Ibid) the purpose of 4/3/2 technique are;

a) First, the learner is encouraged to process a large quantity of language by allowing the speaker to perform without interference and by having the speaker make three conveyances of a similar book.

b) Second, the requests of the movement are restricted to a littler set than would happen in most uncontrolled learning exercises; for example the student has command over the theme and language being introduced.

c) Third, the student is assisted with arriving at an elevated level of execution by having both the chance to rehash the message and by the test by diminishing an opportunity to pass on that message.3) The Procedure of 4/3/2 Technique

According to Bamford and Ricard (2004,95), there are four steps to perform 4/3/2 technique; Model the activity in class. For homework, tell students to select a book they have read and prepare to tell the story three times to three different classmates in four, then three, then two.

a) The teacher gives the students chance to select narrative text in their book, than they read and prepare to tell the story three times to three different classmate in four, then three, then two minutes.

b) The teacher asks to the students to find a partner and tell their story in four minutes. The listeners' job is to listen and to ask at least one question about the story. The listening partner also serves as a timekeeper and monitoring to make sure that the teller follows the procedure. The partners then switch roles.

c) The teacher asks to the students to find a different partner and tell the same story in three minutes, following the same procedure as step 2.

d) The teacher asks to the students to find a different partner and tell the same story in two minutes following the same procedures as step 2.

4) The Variation of 4/3/2 Technique

a) Another variation comes from Bamford, Julian and Ricard R. Day (2004, 95), state that with low level students, it can give more time, other than 4/3/2, students can do 5/4/3 or 6/5/4.

b) It is about the topics given. According Nation and Newton(2009, 71), students' preparation is in the class and, Nation suggests that the topic given is about the topic that happens to them. Because the chorological order of the event and experience will ease to learner for remember. Whereas, according to Bamford and Ricard(2004, 96) states that the topics are given or students prepare the topic in their home.

The procedures to perform the 4/3/2 technique as follows:

1) The teacher gives the students chance to select narrative text in their book, than they read and prepare to tell the story three times to three different classmate in four, then three, then two minutes.

2) The teacher asks to the students to find a partner and tell their story in four minutes. The listeners' job is to listen and to ask at least one question about the story. The listening partner also serves as a timekeeper and monitoring to make sure that the teller follows the procedure. The partners then switch roles.

3) The teacher asks to the students to find a different partner and tell the same story in three minutes, following the same procedure as step 2.

4) The teacher asks to the students to find a different partner and tell the same story in two minutes following the same procedures as step 2.

Study Method

A. The Study Design

The design of this study is a quasi-experimental with non-equivalent control group design. According to "Kerlinger in Louis Cohen"(2007, 283), quasi experiment is compromise design when conduct in educational study where the random selection or random assignment of schools and classroom is quite impracticable.

B. Population and Sample of the Study

The population of this study was the MSc students at Material Department/University of Technology. There was four classes and the researcher took only two to make her study. These classes took by using cluster sampling. According to Cohen, by doing cluster sampling, the researcher can select a specific number of colleges and test all the students in those selected colleges (2004, 112). Moreover, Singh believe that a cluster sampling is to select the intact group as a whole. In cluster sampling the simple units contain group of elements (clusters) instead of individual members or items in the population (Singh:2006, 79).

Table 1 the total sampling of students at University of Technology

No	Class	population
1	experimental	27
2	Control	26
	Total	53

C. Instrument of Data Collection

In order to get the data for this study, the researcher uses an interview.

Interview

The technique to collect the data is interview. Interview is a common format to get the information. Interview is the technique that is held together contrast between interviewer and student (Madsen:1983, 162). Effective interview contains a number of mandatory stages ; warming-up, level check, probe, wind-down.

The result of this assessment was to provide the information about the students' speaking fluency. It was administered in two times. First for pretest, it was performed before treatment. Second for posttest, it will be performed at the end of treatment. The students did the test based on the topic given. The topic was given on the pretest also given on the post test.

Table 2
Pre-test and post-test task

no	Pre-test	Post-test
1	Interview (introduce yourself)	Interview (introduce yourself)
2	Interview (talk about your first day)	Interview (talk about your first day)
3	Interview (do you think studying alone is better that studying in groups)	Interview (do you think studying alone is better that studying in groups)

The students were recorded. Those recordings then were transcribed and analyzed. The data were analyzed by comparing raters. Mean score of control and experimental groups is categorized as follow:

Table 3
Score classification

No.	Categories	Score
1	Very Good	80-100
2	Good	66-79
3	Enough	56-65
4	Less	40-55
5	Fail	30-39

Data and Analysis

The data was collected by using an interview . which is knowing fluency in speaking test for students' fluency in speaking test result. When analyzing the data, the researcher used the scores of both the pre-test and post-test of experimental as well as and control group. These scores were analyzed statistically by using T-Test formula .

A. The Description of the Data

The significant difference of the students' fluency in speaking between these students who were taught by using 4/3/2 technique and those who were not was presented by the researcher.

The data of the speaking test were the score of the students' from pretest and the post-test for both experimental and control groups. The data were collected through the following procedures:

1. The students of the experimental or the control groups were asked to respond to the interviewer.
2. The responding of interviewee of fluency in speaking was recorded and evaluated by using Penny Ur's theory. This was fluency scale.
3. Students' speaking results were collected and evaluated by two raters .

B. The Data Presentation

The data that presented were the students' fluency in speaking score from pre -test to post -test from both

experimental and control groups. In giving the test; pre -test and post- test, the students were asked to respond the interviewer. The speaking test deals with narrative text . It was the topic being taught at the time and was evaluated by students' fluency in speaking .

C. The Validity and Reliability of the Test

1. Validity

In this study, the researcher used construct validity. Sugiono(2012, 352) states that to analyze the construct validity it can be used judgment expert. To measure instrument of the student's fluency in speaking test, the researcher used inter-rater validity. In other word, the students' fluency in speaking is scored by judgment experts. The researcher used correlation product moment formula to correlate between two scores of the experimental and the control groups. The more similar between experimental and control groups the more valid of its instrument will be.

It was concluded that, the result of correlation between experimental class and control class was the same (0.60). It means the instrument was valid.

2. Reliability

According to Gay , reliability is how much a test reliably measures whatever it is estimating (2000, 169). In this study, to know the reliability of the talking test, the analyst utilized between rater unwavering quality, on the grounds that the scientist has two raters so as to score the understudies' familiarity with talking. It was found that the scores of the first rater correlated with the scores of the second rater .

The test reliability would be acceptable if it is not less than 0.50 (Hedges, 1966:22; Nunnaly, 1972: 226). Pearson's formula is applied and the reliability coefficient is found out to be 0. 69, which is considered an acceptable coefficient.

D. The Data Analysis

The information investigation presents the measurable outcome followed by the conversation about the understudies' familiarity with speaking score at the MSc students at University of

Technology. The data are divided into two groups; the experimental and the control scores. The researcher used T-Test formula to analyze the significant difference of students' fluency in speaking between these students who were taught by 4/3/2 technique and those who were not.

The mean score of experimental group is 53.2 while the mean score of control group is 53.6. By knowing that , it is easy to measure and to know the significant difference of the students' fluency in speaking after experiment or the difference between class that have been taught by using 4/3/2 technique and those who were not.

The mean score of experimental group is found 71.6 while the mean score of control group is 54.4. Both of the groups show some improvement from pre-test to post test score, but the improvement is different, students' fluency in speaking at experimental is higher than control class. And to analyze the results academically, a t-test formula should be used.

Before the experiment, the students' speaking mean score were about 53.2, it was known by taking pre-test at the beginning . After giving the experiment, the mean score of students' fluency in speaking improved . This improvement after the experiment can be indicated as follows; the mean score of students were 71.6. It improved 18.4 point. The percentage of the improvement was 35.87%. Fantastically, there were some students drastically improved, one student improved and three students improved 50 and 60.

It can be found that t-test results is 8.34. The tabulated t is compared by getting degree of freedom of 50 in 0.5 and 0.1 2.01 and 2.68. Based on the calculating above, the researcher found that $2.01 < 8.54 > 2.68$. It means that t is higher than tabulated t in significant difference of students' fluency in speaking by using 4/3/2 technique. So it concluded that there is significant difference of using 4/3/2 technique toward students' fluency in speaking between those students who were taught by using 4/3/2 technique and those students' who were not.

Conclusion

Based on the results of the analysis, a conclusion can be drawn. The 4/3/2 technique improve the speaking fluency, 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.

So from the conclusion of the study above, it is known that using 4/3/2 technique can have a significant difference toward students' fluency in speaking.

1. When implementing the 4/3/2 technique, the teacher should show up intrigue in instructing the action so as to inspire understudies, in light of the fact that it is a very tested and intrigued method to improve understudies' familiarity with talking.

2. The teacher should uphold this strategy by utilizing an intriguing topics to understudy that are appropriate their level and presents at the asking the exercise objective obviously and he can clarifies some troublesome vocabularies and frameworks understudies when required so as to make them spurred in the learning movement. Additionally the instructor can support understudies' consciousness of the talking familiarity and its significance, to pass on the importance and to immediately comprehend. Basically and significant, the educator should give an assortment of inventive and pleasant learning exercises so as to make the understudies not be exhausted and understudies will be keen on the showing learning action.

3. With respect to the students' part, they need to share hard exertion to improve their familiarity with the talking action and effectively and monotonously take a section in some association so as to help their acing talking particularly in familiarity.

4. Concerning the institution, it will be more viable for them if this procedure is actualized and done in a little class as the instructor have a decent arrangement of power over the understudies' learning exercises and on time which is here

considered of generally significant . This action needs additional time so as to offer opportunity to the understudies decently and similarly .

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