

## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

Fluency is the ability to speak smoothly and naturally without excessive hesitation. It reflects a speaker's capability to maintain a steady flow of communication while delivering ideas. In education, fluency supports students in expressing their thoughts confidently and engaging in meaningful discussions. A lack of fluency can hinder students from participating actively in class, affecting both their academic performance and social interactions. Therefore, the need to develop fluency in the classroom becomes crucial to ensure students can communicate effectively and adapt to various academic and real-life situations.

Fluency is considered a crucial skill in today's global era, where the ability to communicate fluently and confidently is becoming increasingly important. This is supported by Mohammed (2024), who said that EFL fluency is essential in today's globalized world, as English has emerged as the primary language for worldwide communication, as well as commercial and academic collaboration. Fluency in language is also important in helping someone secure better job opportunities, as it reflects their ability to speak smoothly and effectively. Relevant to Mohamed (2023), who said that Oral fluency is a crucial aspect of language production, and in the modern era of globalization, the ability to speak English fluently has become a key factor in obtaining high-paying employment opportunities. For students, fluency is essential for both academic success and

future career opportunities. It facilitates clear expression, active participation, and effective learning. As English proficiency becomes increasingly vital, early fluency development equips students to excel in academic and professional domains.

One of the key advantages of speaking fluency is its role in facilitating smooth and effective communication. Fluency allows speakers to convey their thoughts naturally and confidently, reducing hesitation and pauses. Relevant to Yang (2014) stated that speaking fluently can help the speaker to produce continuous speech without comprehension difficulties for the listener and to maintain the communicative ideas more effectively. Therefore, developing speaking fluency is essential for effective language use, as it allows speakers to engage more naturally in discussions and adapt to various communicative situations with ease.

Speaking involves several components, including pronunciation, vocabulary, grammar, comprehension, and fluency. Among these aspects, fluency plays a crucial role in ensuring smooth and natural communication. It is imperative that pupils acquire fluency as a means of accomplishing successful communication. Fluent students typically engage in more fruitful discussions and are able to convey their thoughts more effectively. This shows that speaking fluency is important for students to communicate effectively and succeed in their daily interactions.

In terms of junior high school students, speaking skills were one of the primary focuses in English language learning. MTs Madinatul Munawwarah

Bukittinggi was one of the schools that implemented this in its curriculum. The school applied two different curricula: the 2013 Curriculum for ninth-grade students and the Merdeka Curriculum for seventh- and eighth-grade students. In the 2013 Curriculum, particularly in ninth grade, several speaking materials were covered, such as procedure text, narrative text, descriptive text, expressions of congratulations, and expressions of agreeing and disagreeing. In this study, the researcher used procedure text to enhance students' speaking skills. Based on their learning experience, ninth-grade students were at the final level of junior high school, which allowed them to have broader learning experiences. They had already studied various materials in previous grades, enabling them to understand English concepts more effectively and develop their speaking skills in different communicative contexts.

Classroom learning followed the scientific approach, which consisted of five main elements: observing, questioning, experimenting, associating, and communicating (Government's file No. 103, 2014; Abidin, 2014, p. 132; Hosnan, 2014, p. 37; Mulyasa, 2014; Suharyadi, 2013, p. 1350, in Ratnaningsih, 2017). In this context, communication became a crucial aspect, as effective communication allowed students to express their ideas more clearly and confidently. Therefore, mastering speaking skills not only supported students' academic success but also prepared them to interact effectively in various real-life situations.

However, based on observations and interviews with English teachers at MTs Madinatul Munawwarah, several difficulties and challenges were found in

students' English learning, particularly in speaking skills. First, students still struggled to speak fluently in public. Second, the time allocated for developing speaking skills was limited. Third, students lacked confidence when speaking in English. Fourth, the lack of English language practice in the classroom led to low confidence in speaking English. Fifth, the teaching methods used were still conventional, causing students to feel bored with learning. Therefore, teachers need to implement more innovative teaching techniques to motivate students and help them overcome their difficulties in speaking English.

Appropriate teaching techniques are required to help pupils learn English and improve their speaking proficiency. The 4/3/2 technique is one technique that can be utilized to assist students in developing their speaking fluency. By using this technique, students are invited to give the same talk three times, with the length of each talk decreasing (first 4 minutes, second 3 minutes, third 2 minutes) and forcing students to speak more quickly, in other words, students repeat the same speech three times, but at different times and for different lengths of time (Santos and Avila, 2023). By repeating and modifying their messages over progressively shorter intervals of time, this technique aids pupils in improving their speaking speed and fluency.

In educational contexts, the 4/3/2 approach has been shown to be beneficial in increasing fluency in English. As found in research conducted by Permata et al. (2022), classes that were taught using traditional techniques did not achieve the same speaking test results as those that employed the 4/3/2 technique. Therefore, this technique was used in classroom teaching to help students speak

English more fluently. Relevant to this, Nation (1989) stated that the 4/3/2 technique improved speakers' fluency in delivering speeches. This was evidenced by the fact that the 4/3/2 technique led to a reduction in false starts, repetitions, and hesitations. Accuracy also improved, especially in repeated grammatical contexts, although the overall reduction in errors was not significant. Arab (2016) revealed that repeating the same speech three times using the 4/3/2 technique had a positive impact on enhancing students' fluency, speaking speed, accuracy, and conciseness, as well as reducing their hesitation and reluctance.

The 4/3/2 technique can be applied to help students become more fluent speakers at MTs Madinatul Munawarah Bukittinggi. In line with this, MTs Madinatul Munawarah Bukittinggi also focus more on children's language development because they are based in a boarding school that focuses on language. Class IX can use the 4/3/2 technique in learning English. Class IX students already have a fairly strong foundation in English from previous learning. This allows them to focus more on improving their fluency using the 4/3/2 technique, which aims to increase fluency and confidence when speaking English.

Thus, Learning English using the 4/3/2 technique will be useful for teaching English in junior high school, especially for developing students' fluent speaking skills. Therefore, researchers used 4/3/2 technique to study its effect on students' speaking fluency ability. Researchers conducted this research with the title "**The Effect of the 4/3/2 Technique Toward Students' Speaking Fluency Ability**

at MTs Madinatul Munawarah Bukittinggi".

## **B. Identification of The Problem**

The researcher was able to detect several issues based on the background presented., which are as follows:

1. Students' poor use of the English language
2. Insufficient fluency in English among the students.
3. Lack of students' confidence when speaking English
4. Lack of speaking-focused English language instruction
5. Less efficient technique of instruction

## **C. Limitation of The Problem**

Considering the aforementioned identification, researchers limit "fluency" in speaking English, by paying attention to learning outcomes that use the 4/3/2 technique and those that do not use the 4/3/2 technique. This study focused on teaching speaking fluency using the 4/3/2 technique. Additionally, it concentrated on applying the 4/3/2 technique to enhance students' speaking fluency in describing or presenting procedure text, such as how to make something or a recipe.

## **D. Formulation of The Problem**

Considering the aforementioned constraints, to validate or verify the

veracity of current research. The problem that the researcher formulated was, "Is there any significant effect of the 4/3/2 technique toward students' speaking fluency ability at MTsS Madinatul Munawwarah Bukittinggi?"

### **E. Purpose of The Problem**

The purpose of this research is to investigate the effect of using the 4/3/2 technique towards students' speaking fluency ability at MTsS Madinatul Munawwarah Bukittinggi

### **F. Significance of The Study**

#### **1. Learners**

This study can assist students in better grasping successful learning strategies, which will improve their comprehension of the subject matter. This study's application of the 4/3/2 technique is crucial since it helps improve students' speaking abilities, particularly when it comes to developing speaking fluency.

#### **2. Instructors**

This study offers suggestions to educators on how to best implement teaching strategies based on the skills they wish to see students acquire. One useful ability for teaching English to pupils is speaking fluency, which can be enhanced with the use of the 4/3/2 technique.

#### **3. Additional investigators**

This study will broaden the understanding of research science theory and practice for other researchers, particularly English majors. The results of this. The results of this study have practical applications when teaching English in the future, in addition to being pertinent in an academic setting.

## **G. Definition of Key Terms**

### **1. 4/3/2 Techniques**

The 4/3/2 technique is a language learning method that divides a topic into three shorter segments of time four, three, and two minutes in order to help students become more proficient speakers. Used to increase speaking confidence and fluency in language learning sessions. Students' speaking skills can be strengthened by using this technique, which encourages them to repeat and simplify their ideas.

### **2. Speaking**

Speaking is the act of using spoken language to convey ideas, facts, or opinions. Speaking in the context of language learning is the act of producing language orally in order to communicate with other people. This involves having the appropriate word choice, proper grammar, and clear vocalization. Speaking is the primary focus of many language learning programs and is any one of the four core language acquisition competencies, in addition to reading, writing, and listening.



### 3. Fluency

The ability to communicate in a language confidently and smoothly.

The capacity to write or talk in a way that other listeners or native speakers can understand is referred to as fluency. This covers using suitable grammar, suitable vocabulary, and suitable intonation. Fluency in language acquisition is frequently assessed by listening to or writing fast and easily without making a lot of mistakes or pausing for extended periods.

