CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problem, objective of the study, hypothesis of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

English has now become one of the common and important language to learn. To get more widespread communication, English is as a universal language and a bridge to collaborate and interact internationally. English has been found as useful and functional language. It opens to knowledge and technological advance and it is the language of globalization par excellence (Bamgbose, 2019). So, to fulfill the needs of communicating widely, English must be taught appropriately and include the important aspects that exist in it. Basically, English is divided into four skills, namely listening, writing, reading and speaking. A person's ability to learn English can be seen from these four aspects. Since English is used as foreign language in Indonesia, the teaching and learning process is also upgraded. The purpose of teaching and learning English itself is to develop and increase communicative ability in its language by consisting four skills, those are listening, writing, reading and speaking.

One of the most important skills that has to be learned in English is speaking. Speaking is the skill to improve communication skills such as pronunciation, intonation, grammar, and vocabulary. It is defined as the ability to articulate one's ideas and opinion properly in particular context. Speaking is

one of the most essential abilities to learn for a variety of reasons, including: using speaking to be communicative with others, using speaking to ask others to do something, doing something for someone else, responding for someone else, expressing our feelings or opinions about something, exchanging information, referring to an action or occurrence in the past, present, or future, the possibility of something happening, and so on. It implies that speaking has several benefits in life and that everyone should learn to talk clearly and accurately.

The acquisition of speaking skills presents numerous challenges for students during the learning process, contributing to significant levels of anxiety. Pollard (2008) states that one of the most challenging components for students to learn is speaking. Speaking is a tough component for students to acquire since they do not have enough exposure to English, have infrequent English-speaking practice in daily life, and are too shy and unmotivated to study English. According to Ur (1991) students sometimes feel restricted while participating in speaking activities because they fear making errors and receiving feedback from the teacher and their peers. This issue affects students' cognitive clarity and restricts their ability to articulate their thoughts effectively in spoken communication. The existence of this factor might provide a significant challenge in the process of acquiring speaking skills, thus restricting students' ability to achieve success in this field. To enhance their speaking proficiency, students should actively engage in speaking activities throughout the teaching and learning process. Furthermore, it is important that the students demonstrate active engagement and assume responsibility in every

undertaking. Moreover, students are encouraged to overcome their fears and worries when it comes to speaking and expressing their thoughts in English. It implies that when speaking, students should be able to take turns in a discussion, correctly generate direct engagement, and maintain the flow of the discourse.

Students' ability to speak English will continue to improve if teachers can implement the right strategies or techniques to engage students in order to practice speaking English continuously. However, in its implementation, teachers rarely involve students to actively interact with English. In the past, an English teacher was required to spend the most of class time lecturing, while students passively absorbed linguistic information from either the instructor or the textbook, but their communication abilities were not taught and developed effectively (James, Yong, & Yunus, 2019). In order to maximize student achievement, the teacher should employ an appropriate technique when teaching speaking. Techniques should be available to actively engage students in speaking English. It indicates that the teacher must develop a classroom environment that encourages students to communicate out of their own initiative and also allows them to appreciate the process without feeling anxious. According to Brown (2001), said that it is the responsibility of teachers to provide a supportive environment that fosters student participation in spoken language. It could be stated that students should be provided with many opportunities to engage in practice. Students will gain confidence and have more possibilities to advance their speaking ability as more chances they get to practice speaking. In summary, it is essential for teachers to effectively

support and offer sufficient chances, appropriate activities, and valuable feedback to students within the context of the speaking classroom through the utilization of a specific teaching style.

To improve students' speaking ability, one strategy or technique that can overcome the problems above is by using 4/3/2 technique. The technique was introduced by Keith Maurice in 1983 and has been demonstrated as an effective approach for English language learners to enhance their engagement in classroom activities and their surrounding environment. In this instructional approach, students assume the roles of both speaker and listener. The speaker speaks three times, each time with different listeners. Therefore, the time can be adapted for each learning context according to English proficiency. Since its establishment, this technique has helped many students to improve their EFL speaking skills. According to Zhou (2006), students who used the 4/3/2 technique regularly produced 20% more concrete utterances than those who did not. In this activity, the students are directly involved and have the same opportunity to speak. Providing students with the option to address the same topic to several listeners facilitates the expression of their thoughts without fear of producing errors (Yufrizal, 2018). In conclusion, based on the problem stated above, this research is intended to be held under the title "The Effectiveness of 4/3/2 Technique to Teach Speaking"

B. Research Problem

Based on the background above, the research question of this study is formulated: "Is there any significant difference on speaking ability between the students who are taught by using 4/3/2 technique and those who are taught by group discussion?"

C. The Objective of the Study

Based on the research problem stated above, the purpose of this study is to determine the significant difference on speaking ability between the students who are taught by using 4/3/2 technique and those who are taught by group discussion.

D. Hypothesis of the Study

From the background of the stated above, the researcher formulates the hypothesis as follows:

1. The null hypothesis (H_0): There is no significant difference on speaking ability between the students who are taught by using 4/3/2 technique and those who are taught by using group discussion

2. The alternative hypothesis (Ha): There is significant difference on speaking ability between the students who are taught by using 4/3/2 technique and those who are taught by using group discussion

E. Significance of the Study

1. For the Students

This research is expected to train and improve students' ability to speak English. And this is also expected to be able to increase the level of self-confidence and motivate students, especially in speaking English.

2. For the Teachers

The results of this study are expected to inspire teachers, especially English teachers, to better understand the various characters and abilities of students, especially in English through the strategies or technique used in this study. Also, it can inspire teachers to take strategies and other approaches in order to better control the situation of the classroom.

3. For the Researcher

This research is expected to be useful for everyone, especially those who want to do the research about English teaching strategies and can be further developed in the future.

F. Scope and Limitation of the Study

This research is to find out the effectiveness of 4/3/2 technique to improve Students' speaking ability. This research will focus on first grade students of MAN 2 Kediri the academic year 2023/2024. The learning material is descriptive text. Therefore, this study only emphasizes the 4/3/2 technique on students' speaking ability.

G. Definition of Key Term

1. Speaking Ability

Speaking is referred to as the activity of being able to articulate oneself in a given circumstance, the activity of reporting acts or situations in exact language, or the capacity to communicate or convey a series of thoughts effectively.

2. 4/3/2 Technique

The 4/3/2 technique is a speaking practice that requires students to deliver the same speech to a different individual within less time on each repetition. The first delivery has a duration of four minutes, followed by a second delivery lasting three minutes, and finally, a third delivery lasting two minutes. This practice involves students increasing the speed of their speech, when they repetitively deliver the same speech three times, each time with varying durations.

3. Group Discussion Method

Group discussion is a comprehensive learning method where students are formed in groups to discuss a certain topic. This method instructs students to brainstorm and share ideas on a given topic.

4. Teaching Speaking

Teaching speaking means teachers teach students to produce sentences verbally. Teaching speaking refers to several components which include fluency, grammar, pronunciation, vocabulary, and comprehension. In teaching speaking, some techniques or strategies are needed so that it can be taught well.