

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the related literature concerning to the nature of speaking, the nature of 4/3/2 technique, descriptive text and previous studies.

A. The Nature of Speaking

1. Definition of speaking

Speaking is one of the four language skills that students have to learn. It is a crucial ability since speaking allows someone to express themselves. Additionally, it is a representation of the thoughts that are generally transferred from one person to another through the process of communication. According to Brown (1994), speaking is an interactive process of creating meaning that involves information production, reception, and processing. It implies that the speaker has to think and develop the appropriate words for the audience to comprehend what is being said.

According to Scolva (2011), speaking is an interactive activity in which persons alternate roles as speaker and listener and use verbal and nonverbal techniques to achieve their communication objectives. Another expert, Brudden (1995) as cited in Chastain (2004) states that Speaking is regarded as a productive talent as it involves the generation of ideas, messages, and suggestions, requiring regular practice in order to improve ability. To increase one's ability in speaking English, practice outside of the

classroom is necessary in addition to what is done in the classroom. It will affect how effectively we can communicate.

Based on the definition above, it can be concluded that speaking is one of the important abilities that humans have to communicate in social life as well as the ability of a person to express by saying what is in their thoughts and feelings.

2. The Components of Speaking

There are some elements of speaking according to Harris (1969) that is concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1. Comprehension

Comprehension is the ability to perceive and understand stretches of discourse in order to construct representations of sentence meaning. As a result, when teaching speaking, teachers should ensure that students understand what they are saying in order to avoid information misunderstandings.

2. Grammar

When speaking, grammar is also needed to put together correct sentences in conversation or other oral forms. Grammar is a way of putting the information of a perfect speaker of a language into a set of rules or principles that can be used to make well-formed or grammatical sentences in that language. The grammar of a language describes how words can change their forms and how they can be put together to make sentences that can be spoken.

3. Vocabulary

Vocabulary is very important because it allows for comprehension and communication when speaking. Oral vocabulary is the group of words which meanings we know when we talk or read aloud. Vocabulary in speaking refers to the selection of proper diction; a wide vocabulary will make it simpler to express ideas, emotions, and thoughts in conversation. For this reason, students must be familiar with words' meanings, spellings, and pronunciations. Thus, when teaching speaking, teachers also teach vocabulary, ensuring that they convey the meaning, spelling, and pronunciation of each word.

4. Pronunciation

Students can communicate effectively even with minimal vocabulary and grammar if they have excellent pronunciation and intonation. English pronunciation involves not simply mastering a list of sounds or isolated words, but also learning and practicing the uniquely English method of making a speaker's thoughts clear. In addition, pronunciation includes various elements of speech that collectively contribute to a coherent and comprehensible delivery of verbal communication. These elements encompass segmental articulation, rhythm, intonation, and phrasing, in addition to non-verbal cues such as gesture, body language, and eye contact.

5. Fluency

Fluency is the ability to talk accurately, fluently, and communicatively. This indicates that fluency is involved with the ability to speak freely and without interruption. If the teachers want to assess a student's fluency during the teaching and learning process, they should allow the student to speak freely and uninterruptedly. The objective is to enable students communicate with fluency and ease.

3. The Types of Speaking

There are some basic types of speaking according to Brown (2004) as following:

a. Imitative

The ability to verbally reproduce another speaker's words, phrases, or even entire sentences is known as imitative speaking. At this phase, the main goal of the learner is to effectively reproduce the verbal content communicated to them in an efficient way that is understandable and follows to the established pronunciation demonstrated by the teacher. It makes no difference if the student understands what they are talking about or is able to carry on a discussion. The primary objective here is to convey properly what was communicated to them.

b. Intensive

Intensive speaking exceeds imitative speaking by including any form of speaking intended for enhancing the phonological or grammatical aspects of language acquisition. Intensive speaking requires the production of a limited quantity of words in a highly controlled

setting. This would be reading aloud a passage or responding directly to a basic question. At this level, competence is demonstrated by a command of particular grammatical or lexical structures. This depends on the expectations of the teacher.

c. Responsive

Responsive speaking is engagement at the rather limited level of a brief chat, a conventional greeting and small talk, a simple comment or request, and other. At this stage, the dialogue consists of a short query followed by one or two follow-up questions. Conversations are taking place at this stage, although they are short.

d. Interactive

Interactive speaking is a complex engagement that may involve many exchanges and/or more than one person. Intensive speaking is distinguished by the fact that it is typically more interpersonal than transactional. Interpersonal communication refers to maintaining connections. Transactional speaking involves the exchange of information, as is typical at the response level. The difficulty of interpersonal communication lies in the context or pragmatics. When communicating, the speaker must bear in mind the usage of slang, humor, ellipsis, etc.

e. Extensive (monologue)

Extensive speaking is the oral production of speeches, oral presentations, and storytelling. This requires much planning and is not a typical example of improvised communication. It is one thing to make it

through a discussion in a second language. Students can use body language to adapt for communication difficulties.

4. Teaching speaking

Teaching Speaking is necessary for learners to acquire communicative skills. Teaching speaking is the act of transferring knowledge about the facets of speaking in order to increase students' communication skills during the learning process. According to Spratt et al (2005), teaching speaking involves increasing students' speaking abilities by consistently concentrating on certain components of speaking, such as fluency, pronunciation, grammatical accuracy, and body language. It indicates that when teaching speaking, the teacher should be able to boost students' confidence and always pay attention to characteristics of speaking, such as fluency, pronunciation, grammatical accuracy, and body language, that need to be taught to students. The consideration must be given to expectations, motivation, experience, and variety of learning styles. Therefore, teachers should vary their techniques and give as much features as possible for each student to discover something to hold on to, establish, and develop.

B. The Nature of 4/3/2 Technique

1. Definition of 4/3/2 Technique

The 4/3/2 technique was developed by Maurice (1983) to enhance the fluency of spoken language. The process involves individuals delivering a speech about a selected subject matter, such as a personal interest or a

meaningful event, an upcoming goal, or even employing a visual aid. The speakers thereafter allocate a brief period of time for preparation before having a talk with three different listeners addressing the same topic. Nation's (1989) as cited in Villaroel (2022) stated that, during the preparation period, speakers essentially think about what they will say and do not take written notes. At the end of the thinking duration, the speaker starts talking about the same topic for the duration of four minutes with the first listener, three minutes with the second listener, and two minutes with the third listener. The listening partner is expected to just listen to the speaker without interrupting or asking any questions. The speaker focuses on just conveying the same information or idea in the specified amount of time.

2. The Purpose of 4/3/2 Technique

The main purpose of employing the 4/3/2 technique is to facilitate the development of students' active engagement and confidence in presenting their ideas, while ensuring uninterrupted delivery across the three stages of the speech. Additionally, this technique aims to enhance students' fluency in talking in public through the process of pre-planning and organizing their thoughts. Furthermore, it enables students to effectively repeat the essential elements of their talk as the duration of each speech decreases. Engaging in this activity has the potential to increase students' self-confidence and a sense of satisfaction. Moreover, the advice provided by the teacher can serve as an encouragement for students to pursue additional educational opportunities. In addition, affording students the

chance to address various audiences on a shared subject matter would enable them to articulate their thoughts without fear of committing mistakes, thus producing significant advantages to the learning and academic processes.

Moreover, as stated by Zhou (2006), this type of technique not only has the capacity to improve students' proficiency in spoken English, but also has the potential to raise their accuracy in spoken English. This technique additionally encourages a sense of confidence among students when speaking English, decreasing worries about making mistakes. This finding correlates with the statements made by Nation (1989) on the efficacy of employing the 4/3/2 strategy. It was observed that the use of this technique resulted in enhanced speaking fluency, reduced occurrences of hesitation, and a significant rise in grammatical accuracy among learners during repeated speaking exercises. Additionally, it was shown that certain students employed elaborate grammatical structures during their third or final presentation in comparison to their initial one.

3. The Steps of 4/3/2 Technique

The 4/3/2 technique encourages speakers to communicate their ideas in some well-constructed speech arrangements without being interrupted and to give the same topic three times. The successful execution of this exercise requires effective organization and control by the teachers. According to Nation (1989), the process of implementing the 4/3/2 technique involves several sequential stages:

- a. During this phase, the learner engages in thinking processes in order to generate ideas for talk without focusing on written notes.

- b. The student is paired with another student, and they engage in a talk on a specific topic for an estimated time of four minutes. The listener does not interrupt or ask any kind of question. After that, they switch partners.
- c. The speaker continues to retell the previous topic to a new listener, although with a time limit of three minutes to convey the same topic. When it is finished, they switch partners once more.
- d. The same speech is delivered in two minutes to the new listener.

4. The Implementation of Using 4/3/2 Technique in Classroom

In addition to the general steps for learning English, the implementation of the 4/3/2 technique requires additional steps, such as an explanation of student roles. The steps were explained by Yufrizal (2018) as follows:

a. Topic Determination

The selection of a topic occurs after the students comprehended their duties. The chosen topic can either be a single topic that is generally selected by all students, or it can be an alternative topic that fits in to the curriculum, allowing for each student to select different topics. The chosen topic has been selected based on students' abilities and level of interest.

b. Drafting The Talk

The next step to accomplish the objective of 4/3/2 involves the process of composing a draft of the talk. Once the students have collaboratively determined their selected topic, they are then instructed to prepare a draft, which is an incomplete content, highlighting the

content they are expected to deliver. The students are required to construct an outline in order to present a speech for about four minutes. The allocated time for the drafting of the speech is estimated to be approximately 10 to 15 minutes.

c. The Division of Participants into Speakers and Listeners

Once all the students have completed their drafts for the talk, they divide up into pairs. The seating arrangement is composed as follows:

Table 2.1
The Scheme for Seating Arrangement

| A | B | A | B | A | B |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The lines for students to speak are marked as A, while the lines for them to listen are marked as B. Once the students have been seated, the teacher sets a speaking time limit of four minutes. The students who are given the opportunity to speak proceed to deliver their speeches, while the students appointed as listeners attentively engage with the speech, keeping from providing comments but indicating that they are listening through non-verbal signals. Once the first four-minute duration is finished, the speaker continues their talk and turns to the second listener, starting next three-minute period of talk.

d. Pair Shifting

After a three-minute talks, the speakers are instructed to change and find out new listeners. The same process is employed when the speakers involved in the talk shifting and take the task to speak within a two-minute time.

e. Shifting Roles

Once all students who have been assigned the role of speakers have successfully completed their tasks, the roles of the students are switched. Students who first take the role of speakers are eventually changed into the role of listeners, and vice versa. This process is carried out until all students have completed their tasks.

5. The Features of 4/3/2 Technique

Technically, there are several features of 4/3/2 that develop speaking fluency. According to Permata et al (2019), the 4/3/2 technique primarily involves the improvement of vocabulary, grammar, and discourse proficiency. Furthermore, there's also the potential for students to exhibit higher levels of speech over their usual performance. In addition, conditions of delivering the same topic repeatedly are perceived as beneficial opportunities for the students. This phenomenon occurs due to the structured arrangement and preparation of each talk, which primarily relies on limited time. This technique facilitates the speaker in memorizing, repeating, and rearranging their talks, essentially contributing to enhanced performance. The main characteristics of the 4/3/2 technique includes the setting of time limits and the act of repeating one's speech. Time limitations may encourage

students to speak more quickly and effectively, using fewer pauses, shorter words, and more complex language patterns. Speech repetition, as a secondary characteristic, contributes to the improvement of fluency through its various advantages at several levels. The first aspect to consider is the semantic level. Levelts (1989) as cited in Ghazemi and Mozaheb (2021) believes that the delivery of the content indicates pauses and hesitations at first, however in the following deliveries, individuals represent previous information and show reduced frequencies of pauses and hesitations during speech. Second, in terms of vocabulary and grammatical structures, it is viewed that while the lexical and linguistic items formed during the conceptualization stage may not be fully recalled during the following deliveries, they remain easier to obtain for employment compared to other things (Bygate & Samuda, 2005).

C. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a form of writing that involves providing detailed descriptions of individuals, locations, or objects. According to Suminar and Putri (2018), text descriptive is defined as a text that clearly explains a person, animal, thing, or location to provide readers with knowledge and comprehension about the object described. Furthermore, as stated by Pardiyono (2007), descriptive text serves the purpose of providing readers with detailed descriptions of both both living and non-living things. In other words, the text is able to determine whether an object is still alive or not. It

indicates that a description is providing specific information about something or someone in order to influence the reader's perception and expand their understanding.

2. The Generic Structure of Descriptive Text

The term "generic structure" refers to the structural organization that effectively constructs a piece of text. According to Gerot and Wignell (1994), descriptive text can be categorized into two generic structures, which are identification and description. During the process of identification, learners will be able to identify and recognize certain phenomenon or subject that will subsequently be stated in detail. While describing an object, the students will be specific in describing its components, features, and characteristics.

3. The Language Features of Descriptive Text

The language features for descriptive texts include the usage of particular participants, attributive and identifying processes, often employed classifiers in nominal groups, and the simple present tense. In order to write a descriptive text, it is essential for the writer to initially develop and modify their ideas. When structuring thoughts, it is important for the writer to carefully identify and provide a comprehensive description of the subject matter within the supporting paragraph. The utilization of the simple present tense is required by the writer as the grammatically appropriate selection. When constructing a written arrangement, the writer carefully selects the most specific terms to effectively convey their ideas. This is achieved through the utilization of appropriate vocabulary choices.

In the mechanical component, it is recommended that the writer employs proper punctuation, spelling, and capitalization (Husna et al., 2017).

D. Previous Studies

There are some previous studies 4/3/2 technique used in speaking class. The research had been done by Yufrizal (2018) under the title “The Application of 4/3/2 Technique to Enhance Speaking Fluency of EFL Students in Indonesia”. The primary goal of the study is to investigate how the 4/3/2 technique may be used to improve learners' speaking fluency and to show how fluency practice could help students in developing their speaking skills. The study involved 20 first-year University of Lampung students and was carried out at a language school in Indonesia. This research adopts a quasi-experimental design. The study includes an experimental group that excludes a control group. The findings of the study indicate a consistent increase in the quantity of words generated by students across the first, second, and third rounds. The findings of the study indicate that the use of the 4/3/2 technique offers students the chance to engage in self-reflection regarding their English speaking proficiency. Additionally, it provides them with opportunities to analyze language elements and engage in peer review and correction activities.

Another research had been done by Permata et al (2019) entitled “Investigating the Effect of 4/3/2 Technique Toward Students’ Speaking Ability”. The main objective of this study is to investigate the effect of the 4/3/2 Technique on the students' ability in speaking. The present study employed a quantitative research approach, specifically utilizing a quasi-experimental design. The research sample consisted of 64 students from the XI grade at

SMAN 8 Padang. These students were separated into two groups: an experimental group and a control group. Every group was comprised of 32 pupils. The experimental group employed the 4/3/2 Technique, while the control group utilized the traditional technique for teaching speaking skills. The data for this study were gathered through the administration of a speaking test to assess the students' speaking ability. The research findings indicated that the implementation of the 4/3/2 strategy provided a better result in terms of students' speaking skill when compared to the utilization of traditional instructional methods.

The third research used 4/3/2 technique had been done by Santos and Ávila (2023) under the title “Students’ Perspectives on the 4/3/2 Technique and Self-Assessment to Improve English Speaking Fluency”. The objective of this phenomenological study was to find out the perspectives of twelve ninth-grade students from Ecuador regarding the utilization of the 4/3/2 technique and self-assessment as means to enhance their fluency in English communicating during the course of a five-week instructional period. The data were gathered via interviews and visual narratives, and then submitted to research using grounded theory. This study has demonstrated the significance of recognizing students' viewpoints regarding the two instructional methodologies employed within the classroom. Teachers have the ability to choose the most suitable instructional approach for a particular learning environment by considering the students' perspectives and ideas related to foreign language acquisition.

However, this study is intended to find out whether there are significant differences in the speaking ability of students who are taught with 4/3/2

technique and those who are not taught with 4/3/2 technique, this research is focused on knowing whether 4/3/2 technique is effective in improving students' speaking ability about descriptive text.