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THE ANALYSIS OF 4/3/2 ACTIVITY ON SPEAKING FLUENCY : SYSTEMATIC LITERATURE REVIEW

Abstrak

Kemampuan berbicara merupakan salah satu keterampilan komunikasi yang esensial dalam berbagai aspek kehidupan, termasuk pendidikan, profesional, dan sosial. Penelitian ini bertujuan untuk menganalisis efektivitas metode 4/3/2 dalam meningkatkan kelancaran berbicara siswa, serta mengidentifikasi keterbatasan yang ada dalam studi-studi sebelumnya dan langkah-langkah untuk mengatasinya. Metode 4/3/2, yang melibatkan latihan berbicara terstruktur dengan durasi yang berbeda, diharapkan dapat meningkatkan kecepatan dan kelancaran berbicara siswa. Melalui pendekatan Systematic Literature Review (SLR), penelitian ini mengumpulkan dan menganalisis 13 artikel yang relevan dari database Google Scholar dan ERIC, yang diterbitkan antara tahun 2016 hingga 2025.Hasil penelitian menunjukkan bahwa penerapan metode 4/3/2 secara signifikan meningkatkan kemampuan berbicara siswa dibandingkan dengan teknik tradisional, meskipun terdapat tantangan dalam hal keterlibatan siswa dan akurasi. Keterbatasan yang diidentifikasi dalam artikel-artikel tersebut mencakup ukuran sampel yang kecil dan metodologi yang terbatas. Untuk mengatasi keterbatasan ini, penelitian ini merekomendasikan integrasi aplikasi SmallTalk2Me AI yang didasarkan pada teori konstruktivisme. Aplikasi ini menawarkan pembelajaran adaptif, umpan balik waktu nyata, dan dialog kontekstual yang dapat meningkatkan keterlibatan siswa dan memperbaiki kelancaran serta akurasi berbicara. Dengan demikian, penelitian ini memberikan wawasan yang lebih komprehensif tentang efektivitas metode 4/3/2 dan faktor-faktor yang mempengaruhi keberhasilannya, serta menawarkan solusi inovatif untuk meningkatkan proses pembelajaran bahasa.

Kata Kunci: 4/3/2 Activity, Speaking Fluency, Systematic Review.

Abstract

Speaking ability is one of the essential communication skills in various aspects of life, including educational, professional, and social. This study aims to analyze the effectiveness of the 4/3/2 method in improving students' speaking fluency, as well as identify limitations present in previous studies and measures to overcome them. The 4/3/2 method, which involves structured speaking exercises with different durations, is expected to improve students' speaking speed and fluency. Through a Systematic Literature Review (SLR) approach, this study collected and analyzed 13 relevant articles from Google Scholar and ERIC databases, published between 2016 and 2025.The results showed that the application of the 4/3/2 method significantly improved students' speaking ability compared to traditional techniques, despite challenges in terms of student engagement and accuracy. Limitations identified in the articles include small sample size and limited methodology. To address these limitations, this study recommends the integration of the SmallTalk2Me AI app which is based on constructivism theory. This app offers adaptive learning, real-time feedback, and contextualized dialog that can increase student engagement and improve speaking fluency and accuracy.As such, this study provides a more comprehensive insight into the effectiveness of the 4/3/2 method and the factors that influence its success, as well as offering innovative solutions to improve the language learning process.

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INTRODUCTION

Speaking ability is one of the essential communication skills in various aspects of life, both in educational, professional, and social contexts (Prayitno et al. 2024). Speaking fluency not only reflects language mastery, but is also closely related to an individual's self-confidence and critical thinking ability. In education, good speaking skills are essential to support an effective learning process and constructive interaction between students and teachers (Sufriadi, n.d.). However, many people experience difficulties in speaking fluently, which can be caused by various factors, including anxiety, lack of practice, and ineffective speaking techniques. One interesting method to analyze in this context is the 4/3/2 method, which is designed to improve speaking fluency through structured practice. This research problem focuses on the effectiveness of the 4/3/2 method in improving speaking fluency, as well as how this method can be optimally implemented in various learning settings.

This method is designed to assist individuals in improving speaking fluency through structured and repetitive practice (Laily Nur Rakhma 2023). In the 4/3/2 method, participants perform speaking exercises with different durations, namely 4 minutes, 3 minutes, and 2 minutes, which aim to improve speaking speed and fluency. Although this method has been applied in various contexts, its effectiveness in improving speaking fluency still requires more in-depth analysis.

The 4/3/2 strategy, developed by Maurice (1983) according to Yufrizal, aims to improve speaking fluency, in this procedure, a person delivers a speech on a chosen topic, such as a relevant event, personal interest, future goals, or the use of visual aids, the speaker is then given a short preparation time before delivering the same material to three different audiences (Yufrizal 2018). In the national view referred to in Sari's research, presenters basically reflect on their speech during the preparation phase, rather than writing it down, after the allotted time for thinking is up, the speaker begins to deliver the same topic to the first, second, and third listeners for four, three, and two minutes respectively, the listeners are required to without talking or interrupting, focus your attention on the speaker for the designated period is fully focused on delivering the same information or concept (Laily Nur Rakhma 2023).

The 4/3/2 approach, which directs speakers to present the same topic three times in a coherent and structured series of speeches, requires effective organization and control of activities by the instructor for successful implementation. Nation, cited in Sari's research, states that implementing the 4/3/2 approach involves a series of steps: (Laily N.R. 2023) (1) At this stage, students use the thinking process to generate speaking ideas without focusing on written notes. (2) For four minutes, students are paired with another student to discuss a topic. Listeners are not allowed to interrupt or ask questions. After that, they switch places. (3) Although they only have three minutes to discuss the same topic, the speaker keeps repeating it to the next audience. When finished, they switch partners again. (4) A new audience listens to the same speech for two minutes.

The 4/3/2 method, theoretically, has the potential to improve speaking fluency through its various characteristics. Permata et al. stated that this approach focuses on the development of discourse, grammar, and vocabulary fundamentally. In addition, there is a possibility that students can communicate at a higher level than usual. Students also see the need to deliver the same topic repeatedly as a profitable opportunity. This is because of time constraints largely affect systematic planning and preparation in every conversation, and this approach makes it easier speakers in remembering, repeating, and restructuring their speech, which ultimately contributes to improving the quality of speaking performance (Permata et al. 2020).

Repetition of discourse and the application of time limits are the main characteristics of the 4/3/2 method. Students who speak in a limited duration tend to communicate faster and more fluently, using more concise phrases, more complex language patterns, and reducing pauses in speaking. In addition, repetition in speaking acts as a secondary aspect that contributes to increasing fluency by providing various benefits at various levels.

The semantic level should be the main consideration. Based on Levelt's statement quoted in Sari's research, in the early stages of delivery, individuals tend to pause and hesitate when expressing the content of the conversation. However, in subsequent deliveries, they can

reproduce previous information by showing patterns of pause and hesitation frequency in speaking (Laily Nur Rakhma 2023). Furthermore, grammatical structures and vocabulary are considered more accessible in the speech production process than other aspects, although the verbal and lexical components produced at the conception stage may not be complete maintained in subsequent deliveries.

This study aims to conduct a systematic analysis of the existing literature on the 4/3/2 method and its impact on speaking fluency. Using the Systematic Literature Review (SLR) approach, this research will collect, analyze, and summarize the findings from various studies that have been conducted previously (Rajendran and Md Yunus 2021). Through this analysis, a more comprehensive understanding of the effectiveness of the 4/3/2 method and the factors that influence its success is expected. In addition, this research also aims to analyze the lack of the articles studied and how to overcome them.

Theoretical studies related to this issue include theories of communication, learning psychology, and speaking techniques. Some previous studies have shown that structured speaking practice can improve individuals' fluency and confidence. In addition, active learning theory also supports the use of the 4/3/2 method, where active participation in the learning process can improve comprehension and speaking skills. By integrating these various perspectives, this study aims to provide a comprehensive picture of the effectiveness of the 4/3/2 method in the context of speaking fluency.

METODE

To produce unbiased and extensive findings, systematic reviews use a broad search strategy to guide the inclusion and exclusion criteria in a review. A systematic review is considered a study guided by a set of methods and stages that are explicit and transparent and have the potential to be replicated and updated (Koch, n.d.). In this study, a systematic review of the literature was conducted by searching for articles from two leading databases, namely Google Scholar and Educational Resources Information Center (ERIC). The stages of the review carried out used five steps in conducting a systematic review proposed by Khan et al (Rajendran and Md Yunus 2021) as shown in Figure 1 below.
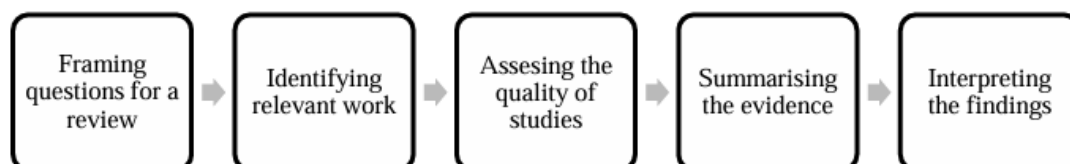

Figure 1.The five phases of systematic literature review proposed by Khan et al.(Rajendran and Md Yunus 2021)

Phase 1: Framing question for review

The first stage, formulating the problem, is the process of identifying or finding the problem of why the research is being conducted. The question is designed with the help of Population, Intervention, Comparison, Outcomes, and Context (PICOC) criteria (Wahono 2015). Table 1 shows the PICOC structure of the research question.

Table 1. PICOC Structure

Population	Students at school, language course participants
Intervention	4/3/2 Activity
Comparison	n/a
Outcomes	Speaking speed, speaking fluency, speaking accuracy
Context	School, course

The research questions and motivation addressed by this literature review are shown in Table 2.

Table 2. Research Question on Literature Review

Research Question	Motivation

RQ1	How does the 4/3/2 method affect students' speaking ?	evaluate and understand the impact of the 4/3/2 method on students' speaking ability, as well as identify changes in their speaking fluency after the application of the method.
RQ2	What are the lacks or limitations of these articles?	Find out the limitations that the articles have
RQ3	What are the best steps to complete the lacks or limitations of these articles	Expresses the author's opinion based on theory to complement the limitations of the article's limitations, to be researched by future researchers.

Phase 2: Identifying Relevant Work

As the second stage of this study, the researcher has identified relevant works that provide meaningful and useful information to fulfill the objectives of this review. As a first step, the authors collected 273 relevant articles by searching electronic databases. To reduce the risk of bias, a more extensive search was conducted based on the reference lists provided by some of the selected articles. Since studies conducted on the use of mobile learning to improve speaking skills among ESL learners alone seem to be limited, the EFL context was included to provide richer content for this review. This review has included empirical evidence-based conference proceedings articles in addition to full-text articles and peer-reviewed journal articles.

The articles were obtained from electronic databases such as common internet search engines, ERIC, Google Scholar by publish or perish (POP) software. ERIC and Google Scholar provide rich information in the discipline of education (Kaliisa and Picard 2017) under which the study belongs. Therefore, both Google Scholar and ERIC were deemed to be most appropriate to be used in this review in achieving the objectives. The keyword strings used for searching are listed in Table 3.

Table 3. Articles Database

Keyword Strings	Google Scholar	ERIC
4/3/2 Activity	100	40
4/3/2 Technique	100	43
Total Articles	200	83

Phase 3: Assessing The Quality of Studies

To ensure the quality of this review, the articles searched were analyzed based on the inclusion and exclusion criteria adopted and adapted from the systematic reviews conducted by Kaliisa and Picard (2017) and Zakaria et al. (2019). Articles selected for this review were confirmed to have met the inclusion and exclusion criteria as stated in Table 4 below.

Table 4. Inclusion and exclusion criteria for this systematic review

Criterion	Inclusion Criterion	Exclusion Criterion
Focus of study	Uses 4/3/2 Activity	Does not use 4/3/2 Activity
Field of study	4/3/2 Activity must be implemented in the education field	4/3/2 Activity is not implemented in the education field
Language skills	Speaking skill or other skills with inclusion of speaking skill	Other than speaking skills- listening, reading, writing
Context of study	ESL or EFL learners	Native Learners
Year of publication	Published between 2016-2025	Not Published between 2016-2025

Inclusion and exclusion criteria are crucial in designing high-quality, high-quality research (Zakaria et al., 2019). Therefore, the inclusion and exclusion criteria were carefully adhered to in order to provide credible answers to the research questions.

Phase 4: Summarising the Evidence

The electronic databases that researchers use to collect articles to carry out this research are Google Scholar and ERIC. In this case, the researcher used a software called Publish or

Perish (POP) to help collect electronic data based on Google Scholar. The researcher entered several keywords such as '4/3/2 Technique on Speaking Fluency', '4/3/2 Activity on Speaking Fluency', and '4/3/2 Method on Speaking Fluency' into the search engine and the year range was adjusted between 2016 to 2025. Next, the researcher imported all the data that had been collected to be able to filter into a website called Covidence. The total number of articles collected was 283. The website will filter out similar articles, so there will be no duplicate articles in this study. In this case, 10 duplicates were removed, leaving 273 articles.

After that, the articles were screened by focusing on 4/3/2 Activities specifically in 'fluency' or speaking skills' and among ESL or EFL learners. This screening process resulted in 37 articles that met the inclusion and exclusion criteria. This process continued by identifying only full-text articles, conference proceedings with empirical evidence, and peer-reviewed journal articles leaving 14 articles to be included in the final selection process which were selected to be the most appropriate for the analysis and synthesis of this systematic literature review as they have investigated the 4/3/2 Activity on speaking fluency among ESL and EFL learners and provided empirical findings. Among them, 11 articles were from Google Scholar and 2 articles were from ERIC. Of the 14 selected published articles, one article was published in 2016, one article was published in 2017, one article was published in 2018, two articles were published in 2019, one article was published in 2020, one article was published in 2021, three articles were published in 2022, two articles were published in 2023 and one article was published in 2024.

Phase 5: Enterpreting the Findings

The research findings were analyzed using a mixed-method systematic review approach that combined the findings, and relevant themes were created to answer the research questions posed. From the table, it can be seen that in terms of education level, most of the research settings were teritiary education institutions as reviewed in table 6.

Table 6. Analysis on the levels of education of the studies reviewed

Database	Level of Education			
	Primary	Secondary	Tertiary	Total
Google Scholar	2	1	8	11
ERIC	-	1	1	2
Total	2	2	9	13

RESULT AND DISCUSSION

From a systematic review of educational research published between 2016 and 2025 on 4/3/2 Activity to improve ESl and EFL learners' speaking fluency, 13 articles were selected as the most appropriate and the basis for answering the questions posed.

RQ1: How does the 4/3/2 method affect students' speaking fluency at school?

Table 7. Research Result on the Application of 4/3/2 Activity on Speaking Fluency

No.	Article/Study	Participant	Result
1.	Achi Ayu Permata (2020)	The research involved 64 XI grade students from SMAN 8 Padang, split into an experimental group using the 4/3/2 Technique and a control group employing traditional methods.	The results showed that the 4/3/2 Technique significantly improved students' speaking abilities compared to traditional techniques, backed by statistical analysis
2.	Rahman & Haekal (2022)	The participants in this study were four students from Southeast Asian countries who joined the ELTO spell-out program funded by the New Zealand government.	The 4/3/2 activity is effective for improving fluency, but incorporating corrective feedback does not significantly improve accuracy.

3.	Behbahani et al (2023)	The participants in the study were Iranian EFL learners attending a language institute in Shiraz.	The 4/3/2 technique is effective for enhancing L2 oral fluency among Iranian EFL learners, and working memory capacity moderates the effectiveness of this technique, with high-WM learners demonstrating greater fluency gains.
4.	Long et al (2017)	The study involved observations from 12 different classes. The classes included a mix of students from various proficiency levels, including both advanced and lower-level classes. However, the exact number of individual participants is not specified in the provided context.	The 4/3/2 method has demonstrated significant results in improving speaking speed and fluency among participants in a language learning context. The diverse group of students involved in the study provided valuable insights into the effectiveness of this method across different proficiency levels.
5.	Santos et al (2022)	Total Participants: 24 ninth graders (ages 11 to 13)	The experimental group showed significant improvement in speaking fluency compared to the control group, indicating the effectiveness of the 4/3/2 technique and self-assessment in enhancing students' speaking skills
6.	Villarroel, A (2022)	First and second-year Japanese university students.	The implementation of the '4-3-2 Technique' effectively improved students' speaking abilities, confidence, and overall communication skills in English as a Lingua Franca (ELF) settings.
7.	Tran, M & Saito, K (2021)	Total Participants: 36 students (7 males and 29 females)	The study indicates that while the 4/3/2 activity is effective for fluency development, it does not inherently improve accuracy unless combined with techniques like delayed corrective feedback.
8.	Santos et al (2023)	The participants in this study were 12 ninth-grade students, 8 girls and 4 boys, from a private school in Ecuador, with an A2 level of English proficiency and ages ranging from 12 to 13 years old.	The study shows the importance of identifying students' perspectives on the 4/3/2 technique and self-assessment used in class to improve English speaking fluency, as this can help teachers select the appropriate technique for the specific learning context based on students' perceptions and foreign language theories.
9.	Tran (2019)	Participants typically include learners of a second language (L2) at various proficiency levels, from beginner to advanced. Studies often involve groups of students in language courses, either in classroom	The 4/3/2 method has been shown to be effective in improving speaking speed and fluency among language learners across various contexts. Participants typically report positive outcomes, including increased fluency, confidence, and vocabulary retention. However, the effectiveness can vary based on individual learner characteristics and the

		settings or language exchange programs.	specific implementation of the method. Further research can help to refine understanding of its impact and optimize its use in language learning environments.
10.	Davis et al (2023)	Seventy undergraduate EFL students at a Japanese university participated in the study	A Wilcoxon signed-rank test showed that the posttest scores (Mdn = 3.5) were significantly higher than the pretest scores (Mdn = 3), with W = 355.5, p = .013.
11.	Tran (2024)	The participants in the study were 36 Vietnamese EFL learners.	The combined approach of the 4/3/2 activity with accuracy enhancement through delayed corrective feedback can improve both fluency and accuracy in L2 speech development, but certain aspects of fluency and accuracy development, especially those related to linguistic encoding, remain unchanged.
12.	Arab (2016)	In this study, the participants comprised ten Algerian EFL students	The 4/3/2 technique was effective in improving the speaking fluency of Algerian EFL students, leading to increased speaking speed, reduced hesitations, and decreased grammatical errors, as well as increased confidence in their speaking abilities.
13.	Yufrizal (2018)	In the study, the participants comprised 20 first-year students from the English Department at the University of Lampung, Indonesia.	The study revealed significant improvements in the speaking fluency and accuracy of EFL students following the application of the 4/3/2 technique.

The results of this study are that the application of project-based learning approaches to students' speaking fluency can produce several findings as follows. Regarding the first question regarding "the effectiveness of 4/3/2 Activity in improving students' speaking fluency," the results are as follows: The 4/3/2 Technique significantly improved students' speaking abilities compared to traditional techniques, backed by statistical analysis (Permata et al 2020), The 4/3/2 activity is effective for improving fluency, but incorporating corrective feedback does not significantly improve accuracy (Rahman and Haekal 2022), The 4/3/2 technique is effective for enhancing L2 oral fluency among Iranian EFL learners (Behbahani 2024), The 4/3/2 method has demonstrated significant results in improving speaking speed and fluency among participants in a language learning context. (Long, n.d. 2017), The experimental group showed significant improvement in speaking fluency compared to the control group, indicating the effectiveness of the 4/3/2 technique and self-assessment in enhancing students' speaking skills (Dos Santos, 2022), The implementation of the '4-3-2 Technique' effectively improved students' speaking abilities, confidence, and overall communication skills in English as a Lingua Franca (ELF) settings (Villarroel 2022), The study indicates that while the 4/3/2 activity is effective for fluency development (Tran, n.d. 2021), The 4/3/2 method has been shown to be effective in improving speaking speed and fluency among language learners across various contexts(Tran, 2019), A Wilcoxon signed-rank test showed that the posttest scores (Mdn = 3.5) were significantly higher than the pretest scores (Mdn = 3), with W = 355.5, p = .013 (Davis et al., 2023), The combined approach of the 4/3/2 activity with accuracy enhancement through delayed corrective feedback can improve both fluency and accuracy in L2 speech development(Tran and Saito 2024), The 4/3/2 technique was effective in improving the speaking fluency of Algerian EFL students (Arab, 2016), The study revealed significant

improvements in the speaking fluency and accuracy of EFL students following the application of the 4/3/2 technique (Yufrizal 2018).

RQ2: What are the lacks or limitations of these articles?

Table 8. Limitation of the articles

No.	Article/Study	Limitation
1.	Achi Ayu Permata (2020)	1) It was limited to 11th grade students at one specific high school, SMAN 8 Padang. 2) It only examined two variables - the 4/3/2 technique as the independent variable and speaking skill as the dependent variable. 3) The research question was limited to comparing the 4/3/2 technique to a traditional technique in improving students' speaking skills.
2.	Muntasir et al (2022)	1) The narrow scope of the topics provided to the speakers, which may have been too demanding. 2) The study only examined the impact of feedback during the third delivery, and did not look at the immediate impact during the second delivery. 3) The small number of participants in the pilot study, which limits the ability to generalize the conclusions.
3.	Behbahani et al (2023)	1) The study was limited to Iranian EFL learners, which may limit the generalizability of the findings to other language learning contexts. 2) The pretest-posttest design with a control group may have limitations in controlling for external factors that could influence the outcomes. 3) The study only examined the moderating role of working memory, and did not explore other cognitive and conative factors that may also influence language learning outcomes. 4) The study only examined the immediate effects of the intervention on speaking fluency, and did not consider potential long-term effects or transferability to other language skills.
4.	Long et al (2017)	The main limitation discussed in the paper is the difficulty some students had with the note-taking aspect of the modified 4/3/2 activity, including struggling to take effective notes in English, lacking familiarity with the topic questions, and giving one-word answers instead of full sentences even with the check sheets.
5.	Santos et al (2022)	1) The classes were conducted online for the first time, which may have influenced the results due to students being tired from being connected all day. 2) The study used two different techniques (4/3/2 and self-assessment), so it is unclear which one was more effective in improving speaking fluency. The authors recommend testing the techniques separately in future research. 3) The study only looked at A2 level students, so the authors recommend testing the techniques with students of different English proficiency levels.
6.	Villarroel, A (2022)	1) The time-consuming nature of the activity, taking up a significant portion of a 100-minute class period. 2) The need to change breakout rooms to change partners, which reduced the students' actual preparation time. 3) The technical issues and challenges associated with using Zoom, even when all students were in the classroom.
7.	Tran, M & Saito, K (2021)	The main limitation of the study discussed in the paper is the relatively small sample size of 36 participants, which the authors acknowledge reduces the statistical power of the analyses. The paper suggests that future studies should use larger sample sizes to replicate the findings and gain a more

		robust understanding of the relationships between accuracy, fluency, and training. The paper also notes that the study only used one type of task with prompts that may have reduced the cognitive demands, and suggests that future studies should use tasks with higher cognitive demands to examine more complex L2 performance and improve the generalizability of the findings.
8.	Santos et al (2023)	1) The lack of previous practice of the students in giving their perspectives on the learning strategies, which may have resulted in some students not being able to articulate their opinions clearly and potentially missing important information. 2) The small number of participants (12 students), which limits the breadth of perspectives that could be captured, though the authors note that having a larger class size may also make it difficult for the teacher to give adequate attention to each student and ensure that all perspectives are shared.
9.	Tran (2019)	1) The absence of qualitative methods like questionnaires or interviews to gain insights into learners' perceptions and preferences regarding the different task conditions and feedback types. 2) The study only measured accuracy scores in pre/posttests, and did not examine learner uptake or noticing of the corrective feedback, which could provide a more comprehensive understanding of its effectiveness. 3) The study was conducted in a laboratory setting with the researcher as the conversational partner, rather than in a real classroom setting with peers, which may limit the generalizability of the findings.
10.	Davis et al (2023)	1) The fluency rating scale did not specify a minimum required speaking time, which may have affected the ratings. 2) There were technical issues with the recordings, including many participants recording for less than the instructed 4 minutes. 3) There were differences in participant ability and motivation, other English classes they were taking, lack of consent from some participants, and exclusion of participants who missed multiple sessions, which could have influenced the results.
11.	Tran (2024)	1) The combined approach of the 4/3/2 activity and accuracy enhancement did not improve all aspects of fluency and accuracy, with some remaining unchanged. 2) The accuracy enhancement only improved the use of irregular past tense forms, but not regular past tense forms. 3) The 4/3/2 activity alone can improve fluency but not accuracy, as learners tend to prioritize meaning over linguistic accuracy under time pressure.
12.	Arab (2016)	The limitation of the study is the small sample size of 10 students.
13.	Yufrizal (2018)	The main limitations of the study appear to be the lack of a control group, the small sample size of first-year university students, and the use of self-selected speech topics by the participants.

Regarding the second question about the limitations of the articles, the following results were obtained by the researcher: The text outlines various limitations encountered in different studies focused on language learning, particularly in speaking skills. Many studies had small sample sizes (e.g., 10, 12, 36 participants), which limits the ability to generalize findings to

broader populations. Additionally, some studies were restricted to specific groups, such as 11th grade students at SMAN 8 Padang or Iranian EFL learners, affecting the applicability of results to other contexts. Methodological constraints were also evident, as many studies employed pretest-posttest designs with control groups that may not adequately control for external factors influencing outcomes. The use of self-selected topics or narrow scopes for speaking tasks may have led to challenges in student engagement and performance. Furthermore, online classes introduced fatigue and technical challenges, such as issues with Zoom, which could have impacted student performance. The time-consuming nature of activities, like the 4/3/2 technique, along with logistical issues such as changing breakout rooms, reduced preparation time for students.

Moreover, some studies examined only a limited number of variables, such as comparing the 4/3/2 technique to traditional methods, without exploring other potentially influential factors, including cognitive and conative aspects or immediate versus long-term effects. The focus on specific aspects of language learning, such as fluency versus accuracy, without a comprehensive approach to other skills or feedback mechanisms, limited the depth of analysis. Many studies also did not incorporate qualitative methods, such as interviews or questionnaires, to gather insights into learners' perceptions and experiences, which could provide a richer understanding of the effectiveness of interventions. Variability in participant experience, including differences in ability, motivation, and prior experience with tasks, could have influenced results, as well as the lack of consent from some participants. Lastly, some studies did not specify minimum requirements for speaking tasks, which may have affected fluency ratings, and the focus on accuracy scores without examining learner uptake or noticing of feedback limited the understanding of the effectiveness of interventions. Overall, these limitations highlight the need for larger, more diverse samples, comprehensive methodological designs, and the inclusion of qualitative insights in future research to enhance the understanding of language learning processes and outcomes.

RQ3: What are the best steps to complete the lacks or limitations of these articles?

The limitations inherent in the application of the 4/3/2 method in language learning highlight the need for innovative solutions to enhance its effectiveness. These limitations include restricted generalizability due to studies being confined to specific student populations, challenges in note-taking that hinder effective communication, significant time consumption that disrupts the learning flow, small sample sizes that limit statistical power, and an overemphasis on fluency at the expense of accuracy. To address these challenges, the integration of the SmallTalk2Me AI application, grounded in constructivist theory, offers a promising pathway for enhancing language acquisition(Syahputra 2025).

Firstly, the issue of limited generalizability can be mitigated through the adaptive learning capabilities of SmallTalk2Me AI (Large et al. 2019). Unlike traditional methods that may only cater to a specific demographic, this AI-driven application can be tailored to accommodate diverse learner profiles across various contexts. By utilizing machine learning algorithms, SmallTalk2Me can adjust the complexity of tasks based on individual skill levels, thereby providing a more inclusive learning experience that resonates with a broader audience.(Fujita et al. 2023) This adaptability aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), which emphasizes the importance of scaffolding learners' experiences to help them achieve higher levels of understanding and fluency(Prayitno et al. 2024).

Moreover, the challenge of student engagement due to narrow and overly demanding topics can be addressed through the conversational artificial intelligence feature of SmallTalk2Me. This feature allows learners to engage in contextual dialogues that mimic real-life situations, thereby making the learning process more relevant and stimulating. By providing a platform for authentic interaction, students are more likely to be motivated and engaged, which is crucial for effective language learning (Safitri 2022). This aligns with the constructivist principle that knowledge is constructed through meaningful interactions and experiences.

The difficulties students face in note-taking during the 4/3/2 activity can also be alleviated through the real-time feedback mechanism embedded in SmallTalk2Me AI. This feature allows students to receive immediate corrections on their vocabulary, grammar, and pronunciation, thus reducing the cognitive load associated with note-taking. Instead of focusing

solely on writing down information, students can concentrate on verbal communication, which enhances their speaking skills. This immediate feedback loop fosters a reflective learning process, enabling students to analyze their performance and make necessary adjustments, thereby reinforcing their understanding and application of the language.

Additionally, the time constraints associated with the 4/3/2 method can be effectively managed through the efficiency of the SmallTalk2Me AI application(Safitri 2022). By streamlining the speaking practice process, the AI can facilitate multiple interactions in a shorter time frame, allowing students to engage in more practice without sacrificing the quality of learning. This efficiency not only preserves valuable class time but also ensures that students can practice speaking more frequently, which is essential for developing fluency.

Furthermore, the small sample sizes that often limit the statistical power of analyses in traditional studies can be countered by the scalability of the SmallTalk2Me AI application. As an online platform, it can accommodate a larger number of users simultaneously, providing a wealth of data that can be analyzed to draw more robust conclusions about its effectiveness across diverse populations. This scalability enhances the generalizability of findings, making it possible to apply insights gained from AI interactions to broader educational contexts.

The concern regarding the imbalance between fluency and accuracy is also addressed through the comprehensive feedback provided by SmallTalk2Me AI(Izhur 2025). By focusing on both aspects, the application encourages students to prioritize linguistic precision while still developing their fluency. This balanced approach aligns with Vygotsky's assertion that language is a fundamental tool for cognitive development, emphasizing that effective communication requires both the ability to convey meaning and the accuracy of language use (De Medeiros et al. 2019).

In summary, the integration of SmallTalk2Me AI within the framework of constructivist theory provides a multifaceted solution to the limitations of the 4/3/2 method. By leveraging adaptive learning, real-time feedback, and contextual dialogues, this approach fosters an engaging and effective language learning environment. It allows students to actively construct their knowledge and skills through meaningful interactions, thereby enhancing their speaking fluency while maintaining a focus on accuracy. Ultimately, this innovative combination not only addresses the existing limitations but also paves the way for a more dynamic and inclusive approach to language education.

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CONCLUSION

This study has conducted a systematic analysis of the effectiveness of the 4/3/2 method in improving the speaking fluency of ESL and EFL students. Based on a review of 14 relevant articles, it was found that the application of the 4/3/2 method significantly improved students' speaking ability compared to traditional techniques. The results show that this method not only improves speaking fluency, but also confidence and overall communication skills. Nonetheless, there are some limitations in the existing studies, including small sample sizes, narrow focus on specific groups, and lack of a comprehensive methodological approach.

To overcome these limitations, this research recommends the integration of the SmallTalk2Me AI application based on constructivist theory. This app offers an innovative solution with adaptive learning capabilities, real-time feedback, and contextualized dialog that can increase student engagement. By utilizing this technology, the learning process can become more efficient and inclusive, allowing students to practice speaking more frequently without compromising the quality of learning. Moreover, this approach also balances the development of fluency and accuracy, which are essential for effective communication.

Overall, this study provides valuable insights into the effectiveness of the 4/3/2 method and shows that by adopting modern technology, we can overcome the challenges in teaching speaking skills. These findings are expected to form the basis for further research and better educational practices in developing speaking skills among students.

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