



ENHANCING STUDENTS' FLUENCY THROUGH UTILIZATION OF SPIN-AND-SPEAK TECHNIQUE

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Abstract: This research aimed to investigate the effectiveness of the Spin and Speak technique in enhancing students' fluency in English. Fluency is a key aspect of language learning, as it allows learners to communicate effortlessly and confidently. The Spin-and-Speak technique is an innovative intervention that combines the use of a spinner and a video to promote spontaneous speaking skills. The participants of this study were Grade 9 learners from one of the public high schools in Central Philippines for a period of 8 weeks. This study adopted a single group who were pre-assessed, given intervention, and post-assessed to determine any significant difference in their oral language competence before and after the Spin and Speak was applied as an intervention to enhance learners' fluency. The results and findings were based on the result of their pre-assessment and post-assessment using a standardized rubric. The results showed that before the utilization of the Spin-and-Technique, students' level of oral language competence is inadequate in all categories which include vocabulary, grammar, pronunciation, and overall fluency. Additionally, the level of oral language competence of the students in post-assessment met expectations in all categories of the rubric used. Through this, the researchers were able to evaluate the effectiveness of the Spin and Speak Technique as an intervention in enhancing the fluency of Grade 9 learners.

Keywords: fluency, Spin and Speak technique, language learning, innovative intervention, oral language.

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Background of the Study

Speaking is the act of communicating verbally using a spoken language. It involves producing sounds and words to express ideas, thoughts, and emotions. It is a crucial language skill which is used every day to communicate with others and a fundamental skill for human interactions. Speaking is a way of message in saying ideas, knowledge and feeling to other people. It is the most important way in which the speaker can state himself using a language.

Speaking fluency refers to the ability of a person to communicate orally using a language with calmness, quickness, and correctness. It involves being able to express oneself confidently, without pauses and hesitations. According to Chambers (1997), fluency can be defined as the speech rate. The

number of pauses and the linguistic repertoire affect it. Richards (2009, p.14) also mentioned that fluency is a natural use of language occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence".

Fluent speakers of English can communicate and convey their ideas confidently, clearly, and effectively. They eventually learn proper vocabulary, grammar, and proper expressions. According to (Swain, 1998), Fluency among students depends upon word recognition abilities which does not ensure fluency because it is frequently ignored in class. The negligence of fluency has diminished as studies and philosophies have conceptualized and scrutinized the effectiveness of methods in achieving fluency. A fluent speaker is someone who can speak with ease and spontaneity from beginning until the end of speech.



The signs of a good speaking fluency sound more natural and more impressive for listeners, there is absence of fillers, and there is effective communication of ideas and information, and feelings. Based on the discussion above, the researchers focused on the fluency of the Grade 9 learners whole are struggling with expressing themselves in English and because of that, the researchers utilized the Spin-and-Speak Technique as an intervention in this action research. This study aimed to enhance the Grade 9 students' fluency through the application of the Spin-and-Speak Technique.

Context and Research Focus

Based on the observation of the researchers, the use of English language among students specifically in high school is diminishing and less frequently used even during English classes. According to Mancilla and Hisona (2019), the students feel embarrassed, nervous, and afraid every time they speak or talk in English. The following are the reasons why many of the Filipino students opt not to use English as their medium of communication among peers, classmates, and friends: the lack of confidence, shyness, anxiety are the visible factors that they tend not to speak and participate in their classes especially in English class.

Based on the discussions above, the researchers attempted to employ and apply Spin and Speak technique to address the concern and encourage learners to be more orally expressive of their ideas in English. Students are expected to communicate orally and achieve fluency during the learning process and learn all the components of communicative competence.

The use of wheel of names becomes common among teachers nowadays during class discussions, speaking activities and oral participations. It helps teachers to encourage students to actively participate and express themselves, it also gives equal chances and opportunities to all students to speak and participate in class. The researchers made use of this wheel of names integration in conducting the study. This helped the researchers to establish rapport and fairness among students. This gave students ample time to think and synthesize their thoughts before they deliver it in front of the class.

Further, videos stimulate the learner's critical thinking and real-life experiences. The use of educational videos has become a learning tool for both teachers and students. The use of video as an audio-visual material in foreign language teaching classrooms has gained attention in the field of education and proves that it has great effect on the learning process of students (C. Yukselir,2017). Teachers also made use of this advancement in their classes to lengthen their attention span in the class. Students tend to focus and be more active in class when there is an integration of videos. The researchers then made use of various educational and inspirational video clips in conducting the study to allow the students to stimulate students' five senses which will allow them to formulate more ideas and speak more in class. The more the mind is stimulated, the more thoughts and ideas are spoken.

This study was conducted in one of the public high schools in Central Philippines. Participants were students enrolled in the Academic Year 2023–2024 who are in the 9th grade with an English grade of 79 and below.

After the conduct of the study, the researchers will endorse the findings of the study to the school itself for them to create a

policy or new strategy wherein Filipino students will be able to understand the importance of English and utilize it in their everyday communication with confidence and for the improvement of their language learning and academic performance.

Reflection of Teaching and Learning

The researchers aimed to enhance the students' speaking fluency and identify the problems affecting the speaking ability of students using the English language. Based on different studies, the researchers agreed that there is a problem with Filipino students in expressing themselves using the English language. In a classroom setting, it is observed that several factors affect students' ability to speak in English such as lack of confidence, shyness, nervousness, and weak foundation of the English language.

The researchers implemented the Spin and Speak Technique as an intervention and way to enhance the speaking fluency of the students. The researchers initiated the technique for a period 8 weeks and observed several problems encountered by the students in expressing themselves in English. After the implementation, the researchers found out that there is an improvement and progress in the speaking fluency of the students. Factors such as familiarity of the students to the researchers, familiarity to the video clips viewed, and the integration of the wheel of names had contributed to the improvement of the students' speaking fluency.

Research Objective

The main objective of this study was to enhance the fluency in the communicative competence of the Grade 9 learners in one of the public high schools in Central Philippines through the utilization of the Spin and Speak Technique.

Research Questions

Specifically, this study sought to provide the answer to the following questions:

1. What is the learners' level of fluency based on their pre-assessment?
2. What is the learners' level of fluency based on their post-assessment?
3. Is there a significant difference between the learners' scores in their pre-assessment and post-assessment results?

Methodology

Research Participants

The participants of this study were grade 9 Junior High School students from one of the public high schools in Talisay City, Negros Occidental. In consideration of the study's purpose, the researchers adopted the purposive sampling method. For the researchers to find suitable participant for the study, purposive sampling was utilized. Purposeful sampling was used to focus on candidates with similar traits or qualities. These characteristics formed the basis for setting the following inclusion criteria for the participants of the study: a.) Grade 9 Junior High School student; b.) section Frequency c.) male and female. This group partook in an extensive interview to administer the pre-assessment.

Planning of Research Implementation

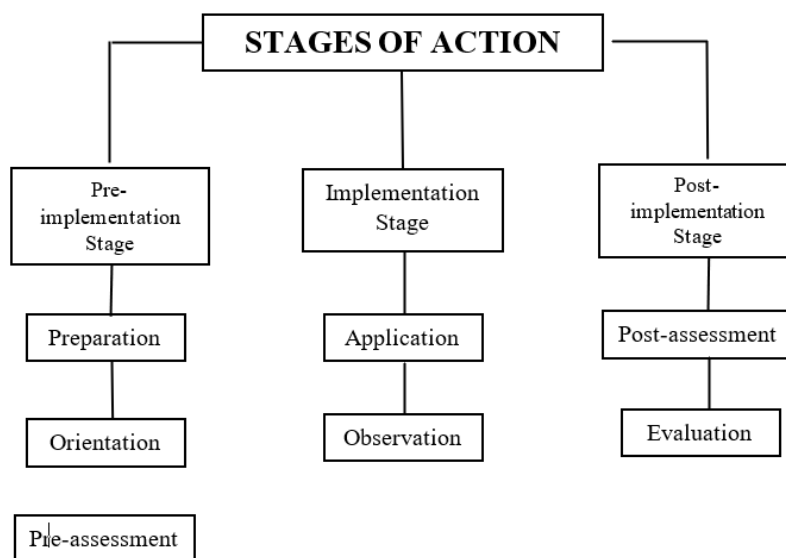


Figure 1. Processes and Stages of Action Followed in the Research

Figure 1 illustrates the three (3) main stages of this action research: the pre-implementation stage, the implementation stage, and the post-implementation stage. Each stage comprises steps that discuss the researchers' actions during that stage in greater profoundness.

Pre-implementation Stage

The pre-implementation stage discusses the actions the researchers took before the implementation stage.

Preparation

The first step of the pre-implementation stage is preparation. The selection of class participants during this sub-stage were considered and determined. The researchers chose to concentrate on establishing Spin and Speak Technique for 9th graders. The researchers selected this technique because they aimed to identify and enhance the speaking experience of 9th graders with inadequate fluency communicative competence. The researchers prepared the materials for applying the Spin and Speak technique, such as field notes, rubrics, wheel of names and pictures, tv, and pre-and post-assessment video clips and tokens. The researchers ensured the quality of their materials by having it reviewed and double checked by an English teacher in the chosen school, thereby incorporating valuable feedback and suggestions.

Orientation

In this step, the participants were presentably prepared for their involvement in the research study through an orientation session conducted by the researchers. This orientation aimed to familiarize the participants with the procedures, ensuring their understanding and cooperation throughout the research process.

Pre-assessment

The first week was the pre-assessment stage. In the pre-assessment stage, the participants partook in an extensive activity. Initially, the researchers met with students in the first week of the conduct of the study. Before initiating the implementation, a pre-

assessment was administered to assess the students' fluency communicative competence. To evaluate the students' speaking fluency, the researchers prepared three video clips for the students to watch. The students were tasked to give their thoughts or insights regarding the video they have watched. Each student was given a maximum of 1 minute to speak. A standardized rubric was used to assess and identify their fluency communicative competence before giving the implementation.

Implementation Stage

The implementation stage is the process of establishing the strategies and activities. The researchers implemented Spin and Speak Technique to the selected 9th graders.

Application

"Watch, Learn, and Speak" as an activity was utilized in the second, third, and fourth weeks. The researchers used the wheel of videos to prepare the students which video to watch. The video clips used were unfamiliar to most students. The students were instructed to watch a short video clip, learn something from it, and speak their ideas about the video to the whole class. Each student during this step was given the chance to speak. The students were randomly chosen by the researchers to speak their thoughts and others volunteered to give their opinion about the video.

"Spin a name, spin a number" as an activity was covered in the fifth, sixth, and seventh weeks of the Course. An integration of wheel of names and video clips were employed during this step. Some of video clips used during this step were familiar to students. The researchers spun the wheel of names to identify the student who is tasked to speak after watching, then the chosen student spun the wheel of numbers to identify the corresponding video to be played. While watching, the student started formulating his or her thoughts and ideas to share in class once the video is finished. Once the first chosen student was done speaking, another name was identified by the researchers as the next to speak using the wheel of names, and the process went on until all the video clips were finished and all students were able to speak.

Observation

In this step, the researchers collaborated and observed what was going on during the entirety of the implementation. The observation was conducted at the same time as the action of the implementation. Using field notes and speaking rubrics, the researchers assessed the students' fluency communicative competence. The researchers observed and took note of the activities done in the classroom. It also included the students' performance, responses, and class situations.

From these stages, the researchers drew problems that occurred in students' speaking skills. On the pre-implementation stage, students find it hard to express themselves in English after watching a video clip. On the second, third, and fourth week, students began to express themselves using the English language but still limited to few words and phrases. On the fifth, sixth, and seventh week, students began to express themselves without hesitations and shyness but still with limited vocabulary. They tend to speak more to familiar videos but with difficulties to speak to unfamiliar videos.

Post-Implementation Stage

The post-implementation stage discusses the actions the researchers took after the implementation stage. After the implementation period, an extensive activity served as the post-assessment. The researchers conducted a post-assessment to see if there were any improvements or progress in the students' competence in fluency.

Post-assessment

The eighth week was the post-assessment stage. In this stage, the participants partook in an extensive interview with the researchers. This allowed the students to use what they had learned during the implementation stage. Each student participated in the Spin and Speak Activity. This time, the researchers found out that students' familiarity with the videos and the researchers help in improving their speaking fluency. There was significant improvement and progress on their way of using the English language. The students were able to express themselves better with confidence. A standardized rubric was used to assess each student's performance.

The assessment result determined if there were any improvements in the students' competence in the oral language.

Evaluation

In this phase, students' pre- and post-assessments were evaluated to accurately assess a participant's level of performance prior to starting and the end of the implementation of the Spin and Speak Technique.

Data Collection Methods

A letter of request addressed to the school's officer-in-charge was submitted for approval. Then the date of the conduct of the study was set for the participants.

On the day of the conduct of the study, the researchers gave instructions as a guide to Spin and Speak Technique. The researchers chose a structured observation to determine the learners' level of Oral Language Competence. The researchers prepared and used a rubric to measure the student's Oral Language Competence and to track their improvement. Additionally, a field

note was utilized by the researchers for observation. Last, a post-assessment was administered to assess what the students had learned and whether the intervention was effective.

The following steps made up the research process: (1) preparation; (2) orientation; (3) pre-assessment; (4) application; (5) observation; (6) post-assessment; and (7) evaluation.

Data Analysis Procedure

To analyze the data and answer the research questions, a standardized rubric was used by the researchers to determine the level of oral speaking fluency of the students during pre-assessment and post-assessment.

During the pre-assessment, the researchers provided three video clips for the students to watch. Each student was encouraged and given time to speak and were rated by the researchers using the standardized rubric to assess their level of oral speaking fluency. The results were gathered and analyzed by the researchers based on the standardized rubric used.

During the post-assessment, the researchers provided additional video clips for the students to watch and integrated the use of wheel of names and numbers. The same rubric was used to rate the student and determine their level of oral speaking fluency.

Results and Discussion

Students' Level of Oral Language Competence

The first and second objective of this study was to determine the level of oral language competence of Grade 9 junior high school learners before and after the implementation, respectively.

The level of oral language competence of the students in pre-assessment is inadequate in all categories of the rubric used. The categories include vocabulary, grammar, pronunciation, and overall fluency. Students use simple vocabulary and expression. Students made frequent errors with their grammar. Students had frequent problems with their pronunciation and intonation. Students speak with hesitations, lack of confidence, and broken sentences.

The level of oral language competence of the students in post-assessment met expectations in all categories of the rubric used. Students made few mistakes in word choice and used varied vocabulary and expressions. Students made few errors in their sentence construction but provided complete thoughts. Students' pronunciation was occasionally difficult to understand but gave clear and accurate intonation. Students speak with some hesitations, but the flow of conversation was clear.

It was found that the students' achievement of oral language competence improved and progressed from pre-assessment to post-assessment after the technique was applied.

Based on the result of the post-assessment implementation, the Spin and Speak Technique is beneficial to students' oral language competence. These results imply that the student's oral language competence increased after the implementation of the technique.

Based on the result after the implementation, students have more outstanding post-assessment oral language competence than their pre-assessment oral language competence. Furthermore, the implementation of the technique is effective in increasing the oral language competence of the students.

From this, it can be inferred that the participants, using the Spin and Speak Technique, had a notable improvement in their oral speaking fluency using the English language.

Reflections

During the whole conduct of the study, the researchers encountered several interruptions due to conflict of schedules, weather disturbances, DepEd calendar of activities, and personal struggles of the participants and the researchers. Despite the several interruptions, the study was successfully conducted by the researchers and the participants were able to take part in the conduct of the study. Moreover, the researchers observed a decline in class engagement and participation during the first two weeks of implementation. However, on the succeeding weeks of the implementation, students were more comfortable with the researchers and familiar with the activities, making students more engaged in the study. Despite the challenges mentioned, the overall learning experience of the selected class and the researchers ran smoothly, and the implementation of the Spin and Speak Technique was successful.

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APPENDICES

APPENDIX A

Letter to the Principal



Carlos Hilado Memorial State University
Alijis Campus • Binalbagan Campus • Fortune Towne Campus • Talisay (Main) Campus
A leading GREEN institution of higher learning in the global community by 2030
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College of Education

November 13, 2023

LENY V. ARGUILLON, PhD
Head Teacher III/OIC
Inocencio V. Ferrer Memorial School of Fisheries
Gamboa Subdivision, Brgy. Zone 2, Talisay City, Negros Occidental.

Request to Conduct an Action Research Study in Inocencio V. Ferrer Memorial School of Fisheries

Dear Madam:

Greetings!

We, the MAED major in English students of Carlos Hilado Memorial State University, intend to conduct research entitled, **"Enhancing Students' Fluency Through the Utilization of Spin-and-Speak Technique"** as a requirement for our course, MEM 505 Teaching English as a Second Language in your school. The aim of this action research study is to improve the fluency of high school students through the use of the aforementioned technique.

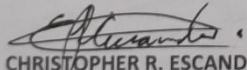
In this regard, we humbly ask permission for the conduct of this study with the Grade 9-Frequency. We are excited about the potential this research holds for our school community. We are confident that with your support, we can make a meaningful contribution to education.

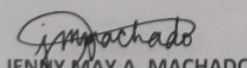
Please feel free to contact us through phone (09319778214) at your convenience to discuss this matter further. We will follow up with you next week to discuss the progress of this request.

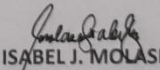
Thank you for your attention, and we look forward to your positive response.

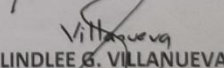
Sincerely,

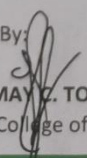
The Researchers

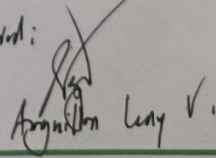

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APPENDIX B

Rubric

Speaking Fluency Assessment Rubric* NED1104

(*adapted from TFU Foreign Language Assessment Rubrics)

Categories	0 – inadequate	1- needs improvement	2. meets expectations	3. exceeds expectations
Vocabulary	☐ Uses only simple vocabulary and expression. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	☐ Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	☐ Uses varied vocabulary and expressions learned in class and makes only a few errors in word choice.	☐ Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	☐ Uses only basic structures and makes frequent errors.	☐ Uses a variety of structures with frequent errors or uses basic structures with only a few errors.	☐ Uses a variety of sentence structures but makes some errors.	☐ Uses many different structures depending on context with only a few grammatical errors.
Pronunciation	☐ Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	☐ Pronunciation, rhythm, and intonation errors sometimes make it difficult to understand the student.	☐ Pronunciation, rhythm, and intonation are almost clear and accurate, but only occasionally difficult to understand.	☐ Pronunciation, rhythm, and intonation are almost always clear and accurate.
Overall Fluency	☐ Speaks with much hesitation, which often interferes with communication.	☐ Speaks with some hesitation, which sometimes interferes with communication.	☐ Speaks with some hesitation, but it does not usually interrupt the flow of conversation.	☐ Speaks smoothly with little hesitation and does not interrupt the flow of conversation. Speaks with confidence.

Grading Scale

F 1 = 0-24%	0-3 points	C 4 = 60-79%	7-9 points
E 2 = 25-39%	3-4 points	B 5 = 80-94%	10-11 points
D 3 = 40-59%	5-6 points	A 6 = 95%+	12 points

APPENDIX C

Field Notes

OBSERVATION

11/15/23

- * Students find it hard to express in English
- * Students used to express themselves in few words.
- * They don't feel confident in expressing themselves.
- * Students need more follow up questions to express themselves
- * Students can express themselves in English but with little vocabulary usage.
- * Students need to be guided with their grammar.
- * Students express themselves with very little English.
- * Students feel hesitant to express themselves.
- * Students have limited vocabulary
- * Students need to be guided for them to express in English well.
- * Students need to be encouraged to speak more.

Note: They are less shy (because) I'm speaking their thoughts even though they made some errors in their word choice.

3. The student (#4) related to the video because of his real-life situation wherein he grew up without a father. He was able to speak more fluently.

Note: Most students realized that today's activity made them speak more compared to the first meeting.

Nov. 22, 2023

Observations: Using Spin-and-Speak Technique

First vid - #4

1. The students started to become more attentive in class. Student 1 tried her best to express herself. By the guidance of the teacher (scaffolding), the student felt at ease in speaking English.
 2. Student #2 raised her hand voluntarily and enthusiastically this time. She was able to express her idea using words and phrases or broken sentence. It seems that students are motivated to participate because of the prize.
 3. Student #3 answered in simple sentence.
- Additional note: The students are thrilled when the name of student is absent because they wanted to grab the chance of reacting so that they can get the prize after answering.



APPENDIX D

Pictures / Documentation

Pictures / Documentation

