

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, there are four skills that should be learned by the students. There are listening, writing, reading, and speaking. Speaking is one of those four skills that have a crucial role in learning and teaching. According to Walter (2004) defines speaking as the development of the relationship between speaker and listener. Based on the statement, it can be said that by speaking someone can convey many things in the real situation with other people. In addition, speaking also can be categorized as a productive skill because everyone can hear and see the process as it is performed. Furthermore, speaking is defined as an ability to express ideas, feelings, and emotions to another person. This skill also requires students to produce something. Students can give feedback for something that has been heard, express their feeling, tell something, and do interact with each other through this skill. As a result, speaking is considered the most important skill that should be mastered by the students in which the purpose of studying language is to communicate with other people and use the language fluently in daily life.

According to Cameron (2001:11), speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, speaking is the highest target in learning the English language because it has a distinctive role as the key to communication. By mastering speaking skill, people can carry out a conversation, express feelings, and share information. In fact, speaking requires not only how to produce the specific points of language such as grammar,

vocabulary, sound, pronunciation, intonation, and stress, but also nonverbal communication such as eye contact, gesture, facial expression, and body language. Moreover, speaking also can be defined as any process in which people share info, ideas, and feeling, it involves all body language mannerisms, and style-anything that adds meaning to a message. Students will be considered to have a skill in English if they can use spoken language and communicate in English fluently with good grammar, pronunciation, fluency, vocabulary, and comprehension.

Mastering speaking English skills will be useful for students because after they graduate and want for looking a job, usually fluent in speaking English is one of the requirements. It is because as many people know English is an international language that should be mastered by everyone. It is also supported by Fulcher (2003:23) state that speaking is the use of language to communicate with other. Moreover, speaking also English gives value to people for having a broad relationship in the world. Mastering speaking skills helps many people to communicate with foreign people effectively. Furthermore, communication skill is the key to develop keep friendship and creating a strong social support network. Moreover, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Thus, speaking is a crucial key to establishing interaction among people in creating good communication.

Pollard (2008:33) states that speaking is one of the most difficult aspects for the students to master. The students usually difficult to convey their ideas in speech. However, achieving this highest target of English is not an easy thing because when student practice speaking, they must speak and think about the component of speaking at the same time. Speaking skill is really needed to focus because the

speaker does not only consider what the topic is but also should give feedback to the partner whom the speaker talks with. Speaking skills need practicing as often as possible because students have to learn those components of speaking to become good speakers. In fact, students often find a number of difficulties in speaking such as how to express their ideas, and less understanding of grammatical spoken language. Moreover, students do not feel confident when they speak English because they are afraid to make a mistake. Therefore, teaching speaking should be focused on giving students the opportunity to express their ideas and feelings through speaking English. Thus, the researcher tried to focus on giving that opportunity to the students, specifically Junior High School student.

Based on the result of the interview and observation with the English teacher at SMPN 5 Mengwi, it was found that the speaking skill of the eighth-grade students in there was not good enough. There were still obstacles faced by the students. In fact, most students especially the eighth-grade students of SMPN 5 Mengwi. The students still did not fluent in speaking due to several reasons. It was because the students did not comprehend well the topic that is given by teacher so they could not express their ideas. In addition, the other causes that made the eighth-grade students in there did not fluent in speaking English because they were also lack of grammar mastery. Furthermore, when the teacher told them to speak in English, they tend to be more silent than actively speaking in class. Thus, the appropriate teaching technique should be implemented.

The English teacher of the eighth-grade students of SMPN 5 Mengwi used chain drill technique to teach the students in speaking. Chain drill is one of the teaching technique that suitable for teaching speaking. Moreover, chain drill was a

technique that allow the student to practice dialogue and build vocabulary. Chain drill technique is started by the teacher, the teacher prepares questions to be asked to the student nearest with the teacher. Then, teacher addresses some questions to the student nearest with the teacher. After that, the first student responds to the teacher's question. The first student understands through teacher's gestures then the first student turns to the student sitting beside the first student and asks questions like teacher asked before. The second student, in turn, says the lines in replay to the first student. When the second student has finished, the second student asks questions to the student on the other side of the second student. This chain continues until all of the students get a chance to ask and answer the questions. The last student directs greeting and asking questions to the teacher.

However, the chain drill technique that is used by the English teachers of SMPN 5 Mengwi is not appropriate to use in the eighth-grade students of SMPN 5 Mengwi. It was because this technique has many weaknesses. This chain drill technique is typically only for basic knowledge. Moreover, when the teacher applies this chain drill, the students was not pay attention. It was because of the repetition of questions that comes from another student that is sitting next to them made them bored. This gave a negative impact on students because the student will not be able to catch the lesson properly. Furthermore, chain drill can hinder the development of student initiative to improvise their language because students only answer the same question. In addition, this technique was also not efficiently. It was spent a lot of time because other students have to wait their turn to answer.

In consideration of the problems, an appropriate teaching technique should be used in order to improve the speaking skill of the eighth-grade students of SMPN 5

Mengwi. The researcher tried to implement a new technique of teaching speaking which was more interesting for the students. One of the techniques in cooperative learning that is considered an effective way to create an enjoyable class atmosphere is the Three-Step Interview technique. Three step interview was expected for the students to be more creative and communicative in speaking. By using this technique, students could be more active in speaking class and also have a deeper understanding of the material that is taught by the teacher. Students could improve their speaking skills because it gave the students opportunities to work collaboratively and share their ideas, opinions, feelings, and many others which gives them more experience to be confident and be encouraged to say something in English. As a result, their achievement in speaking ability is expected will be better.

Three-Step Interview is defined as a cooperative learning technique that enables and motivates members of the group to acquire certain concepts deeply through the students' role. In specific, this technique involved two persons or could be said in pairs. The aim of these techniques is to gather students in the conversation for analysis purposes and new information synthesis (Kagan and Kagan 2009). Teaching speaking through a Three-Step Interview is expected to make the situation in speaking activities more interesting for the students. The students should master several speaking components, such as grammar, vocabulary, comprehension, pronunciation, and fluency in order to know their improvement of students' speaking skills. In other words, this technique could force the student to interview each other to get the information that they learned.

The purpose of Three-Step Interview provides some opportunities for students to become more active in class activities or in their environment. The

students had deeper understand of their speaking activity since this technique used group discussion and whole class discussion. There is a number of the reason why group discussion and whole class discussion is an absolutely attractive technique the students had opportunities to communicate with a different partner, the students were talking time is increased, and it encouraged the students' self-reliance since they got feedback from a different partner who had a different degree of ability. By applying the Three-Step Interview, students were motivated and interested in the speaking activity since it allowed them to practice actively how to speak English correctly in an enjoyable class atmosphere.

In conclusion, as what has been discussed above, speaking is one of the most difficult skills to master by the students. It could be seen a lot of students still found difficulties in speaking such as how to express their ideas, less understanding of grammatical spoken language, and they also still did not fluent in speaking. Therefore, the researcher tried to solve those problem by using an appropriate technique. Thus, the researcher interested in the real implementation of Three-Step Interview in order to find out the improvement of speaking skill of the eighth-grade students of SMPN 5 Mengwi.

1.2 Research Problem

A research problem is the most crucial aspect of doing a scientific study. Before conducting research, the research problem should be formulated and classified in order to make a discussion. Based on the background of the study, the main problem of this study has been explained in that the eighth-grade students of SMPN 5 Mengwi had low ability in speaking. It was because the students still face difficulties in delivering their ideas and giving feedback to their partners in a

conversation. Moreover, students did not feel confident in speaking English since they are afraid to make a mistake. In order to improve the student's communicative skills in speaking, the teacher needs to use interesting and appropriate techniques to improve students' speaking skills. Three-Step Interview technique is expected as a solution to solve those problems. Thus, considering the background of the study, the research problem can be formulated as follows: can speaking skill of the eighth-grade students of SMPN 5 Mengwi in the academic year 2023/2024 be improved through Three-Step Interview?

1.3 Objective of the Study

It is necessary to state a target to be accomplished in order to make the research well-directed. It was because a scientific study is conducted to answer the research problem that has been formulated and determined. The objective of the study should be in line with the background study and the research problem. This study will show the student's improvement and ability in speaking skills. In accordance with the research problem which had previously been formulated, the research is intended to find a solution or answer to the research problem. This study is intended to know whether the speaking skill of the eighth-grade students of SMPN 5 Mengwi in the academic year 2023/2024 can be improved through Three-Step Interview.

1.4 Limitation of the Study

It is important to limit the study in order to avoid complicated discussions. Therefore, this study is limited in improving the speaking skill of the eighth-grade students of SMPN 5 Mengwi in the academic year 2023/2024 through Three-Step

Interview. In addition, it was also important for the researcher to know the curriculum that is applied in SMPN 5 Mengwi. In this study, SMPN 5 Mengwi applies *Merdeka Curriculum*. Therefore, the teaching module and learning material is based on *Merdeka Curriculum*. Based on it, the researcher focused on the listening and speaking element in Phase D about producing kinds of simple and oral text presented in the form of multimode about independence-day.

The researcher focused on the learning objective which is students can produce a short conversation in oral form about asking and giving information. Furthermore, speaking skill in this study specifically focused on performing short conversations in oral form about experiences in the past. The performance of the students is scored based on the scoring rubric that used by the researcher. Moreover, the scoring rubric is adapted from Brown (2004:172) that involved fluency, comprehension, and grammar. In the fluency, students are scored on how fluent they are when express their ideas or things that they have learned. Next, the comprehension is assessed on how well students understand the topic given. The last, in the grammar criteria, students are scored on how well they master the simple past tense which is the main tenses in the material that is discussed. In addition, the scale of each criterion in the scoring rubric is started with 1 as the lowest and 5 as the highest score.

1.5 Significance of the Study

Research must have a significance because it was important to show how beneficial the present study. This research is focused on the significance of the study in the use of the Three-Step Interview to improve the speaking skill of the eighth-grade students of SMPN 5 Mengwi in the academic year 2023/2024. It concerned

with teaching speaking skill by applying Three-Step Interview to improve students' speaking skill. The significance is expected to give a beneficial contribution to SMPN 5 Mengwi both theoretical and practical significance in relation to the teaching-learning process and help students to improve their speaking skill. Moreover, this study highly expected to provide meaningful and significant research findings. Hence, both theoretically and practically that is briefly elucidated as follows:

Theoretically, the findings of this research are expected to be useful to support and contribute to similar research findings with more empirical evidence. In the other words, it could be references or guidance study to the theory of classroom action research, speaking, and Three-Step Interview. In addition, this present study also expected to enrich the theory in investigating the effectiveness of the Three-Step Interview technique. It could be used as input to enrich the school knowledge, especially for the English teacher in teaching English. In this study, the result is expected to give an alternative source and references to other researchers in their attempts to study cooperative learning methods especially to improve student's speaking skill.

Practically, the results of this study are expected to be useful for the teachers, the students, and the other researchers. For the teachers, the results of this present study are expected to give the English teacher informative feedback which can be used as an indicator showing their relatives' success or failure in technique speaking especially using the Three-Step Interview technique. For the students, the learning activities that carried out will make them more confident to share their ideas, opinions, and many others through speaking. In addition, the result of this study

also expected to make an improvement especially in students speaking skill. Then, for the other researcher, the result of this study is expected to be useful or can be used as a reference and empirical review to make the future study can be better in the same education.

1.6 Definition of Key Term

It is necessary to define the key terms that was used in this study to clarify what is discussed. In addition, the definition of key terms were the typical words used in a study and the research should provide clear operational definitions to avoid misunderstanding and confusion on the part of the readers in the future concerning the key terms. Moreover, the researcher defined the key term as clear as the situation that expected. Thus, the key terms were defined operationally as follows:

1. Speaking skill

Speaking skill in this study was operationally defined as the ability of the eighth-grade students of SMPN 5 Mengwi in performing short conversation about asking and giving information experience in the past. In addition, students speaking performance is scored based on their fluency, comprehension, and grammar.

2. Three Steps Interview

Three-Step Interview is a cooperative learning technique that helps student personalize their speaking and appreciate the ideas and thinking of others. This technique involved two persons or could be said in pairs. In the first step, the teacher provides the interview topics, states the duration of the interview, and provides think time. In the second step, in pairs Student A

interviews Student B then the pairs switch roles: student B interviews Student A. The last step is pairs shares what they have learned in the interview.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is an abstract concept that defines a term in an academic discipline. In addition, it also could be said as a set of concept and term from experts that is used to support or strengthen this study. Therefore, the theoretical review that is used from the scientific study is expected to contribute practical significance and it has to be conducted on the basis of some relevant theoretical construct and empirical evidence. This review assumed both knowledge and acceptance of the theories that depend on. The purpose is to provide information on knowledge of variables. The theoretical review consisted of a theoretical framework that allowed the researcher to present the research in light of a summary of the literature. Therefore, this study is based on the following theoretical background that are going to be described and discussed as follows: 1) Speaking Skill, 2) Three-Step Interview, and 3) Assessing Speaking.

2.1.1 Speaking Skill

Speaking is one of the language skills that should be mastered by students. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997). Additionally, speaking belongs to productive skill because the speakers' ideas, words, feeling and others are expressed orally, and speaking is produced from receptive skills such as; reading and listening skill. In addition, speaking becomes a crucial tool in communicating their expression, thought, or idea, especially in

learning English as a second language. It is supported by Thornbury (2005:1) states that speaking is a part of daily life that students take for granted. Therefore, the main goal in learning English is how we use English for communication.

Brown (2004:140) states that speaking skill is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly they will get tremendous satisfaction from it. In speaking, the speaker should be able to ignore their fear and try to share their ideas with each other. Moreover, Harmer (2001:87) states that speaking is the use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Some of the characteristics of this communicative view of language are a system for expressing meaning.

Richards (2008:19), states that speaking tends to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to be easy to communicate and also explore their ideas with others. Speaking English well can also help the student to get updated information in terms of technology and knowledge. Good English speakers will be positioned in a strong position to support their country's economy, society, and development to compete in the world later on since the English language is acquired as the global language which should be mastered well. According to Harmer (2007:343) if students want to speak English

fluently, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in a connected language.

Speaking skill has very broad meaning based on the process of verbal usage. Many experts and linguists have their ideas about speaking itself by expressing comments about this communicative competence and explaining the concept of speaking in different ways. According to Burns (2009:6), speaking is an interactive process of contacting meaning that involves producing and receiving and also processing information. Speaking English involves the development of a particular type of communication skill or oral language because its circumstances of production tend to differ from written language and it is typical grammatical, lexical, and discourse patterns. It is expected as the most complicated skill since the learners should produce utterance as clearly as possible in conveying their ideas to others and give a clear point of their speech fluently.

Anik (2013:2) states that speaking is a spoken product that relates to our daily activities. Speaking relates to the three areas of knowledge; grammar, pronunciation, and vocabulary. Thus, speaking is seen as the capability of uttering words, stating an expression or idea that is related to our daily activities which are organized as spoken language production regarding knowledge, grammar, pronunciation, and vocabulary. Speaking is a very vital thing in daily life. From those definitions, it can be concluded that speaking is a productive skill when speaking is produced from reading and listening. In other words, speaking is a way to communicate and express feelings, thoughts, emotions, etc. to the addressee or listener orally. Moreover, speaking is one of the most crucial skills among the four skills; reading, listening, and writing, because speaking is used for communication.

Whereas, the first thing in learning to speak is being able to apply it in daily activities.

From the theory above, the researcher focused on theory from Brown (2004:140) which states that speaking skill is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Furthermore, speaking is one of the important aspects of communication. Moreover, speaking is a crucial part of foreign language learning and teaching. The language function involved the use of fluency, comprehension and grammar. Therefore, students should keep practice in speaking to be able to speak English fluently.

2.1.2 Three-Step Interview

Three-Step Interview is defined as a cooperative learning technique that enables and motivate members of the group to acquire certain concepts deeply through students' role. The aim of these techniques is to gather students in the conversation for analysis purposes and new information synthesis (Kagan and Kagan 2009:6). Three-Step Interview is considered an effective technique in improving students speaking ability because it makes students more active to share their ideas and opinions, asking questions, and their imagination in the interview process. It provides a team learning activity where the members will work together to get information and understand the task. Moreover, it could create an interesting atmosphere in the classroom because the students will enjoy expressing their idea, opinion, and feeling through communication in speaking class. Kagan and Kagan (2009:6) state that a Three-Step Interview is a cooperative learning activity that can

help students to develop their speaking while learning from the ideas and thinking of their classmates. It also develops social and personal skill including listening skill, understanding, and responsibility. The goal is academic but by virtue of the interaction sequence, students develop their communication skills because students have to listen to their partner well and represent their partner's ideas to the team.

Furthermore, this technique is remarkably quick for the students to improve their speaking skill because it makes the students more active when they want to share their ideas, opinions, and their imaginations when they do the interview process. A Three-Step Interview can be used as an introductory activity or as a strategy to explore concepts in depth through student roles. It consists of three steps and works best in groups of four, but can be adapted for large or smaller groups. In the first step, the teacher provides the interview topics, states the duration of the interview, and provides think time. In the second step, students in pairs interview each other (Student A interviews Student B and the pairs switch roles: student B interviews Student A). The last step is pairs shares what they have learned in the interview.

In addition, a Three-Step Interview is an appropriate technique to stimulate students' interaction with the other class members. Three-Step Interviews can be used to get the concept deeply or can be used as an ice breaker for team members to know each other. This technique also gives the students a lot of opportunity in expressing ideas, feeling and emotion. The step of this Three-Step Interview is started when each member of a team chooses one of other members to be a partner. Hence, the researcher explains in more detail the step. During the first step, students interview their partners by asking questions about the topic that is given by the

teacher. During the second step, partners reverse the role and the step is continued with the other member. For the final step, members share their partner's responses or what she/he have learned during the interview.

Cohen et al. (2007:349) state that the interview is best understood in terms of a theory of motivation that recognizes a range of non-rational factors governing human behavior, like emotions, unconscious needs, and interpersonal influence. It proves that teaching students especially in speaking is appropriate by interviewing. In addition, interviews enable participants to be the interviewers or interviewees to discuss their interpretation of the world in which they live and to express how they regard the situation from their own point of view. Thus, it can be concluded that Three-Step Interview is an appropriate technique to teach students especially in speaking in order to stimulate students' interactions with other class members. According to Kagan and Kagan (2009:6) states that teaching speaking through Three-Step Interview divided into three steps:

1. In this process, firstly the teacher provides the interview topics, states the duration of the interview, and provides think time.
2. In pairs, student A interviews student B then pairs switch roles: student B interviews student A.
3. Pairs shares what they learned in the interview.

Based on the explanation above, it could be concluded that a Three-Step Interview is defined as a cooperative learning technique that enables and motivates members of the group to acquire certain concepts deeply through the student's role. It is an adaptable process in the classroom. Interviews are useful in promoting academic achievement. This is because the interview could increase the student's

enthusiasm for learning the language. This technique is remarkably quick for the students to improve their speaking skill because it makes the students more active when they want to share their ideas, opinions, and their imaginations when they do the interview process. Thus, Three-Step Interview is an appropriate technique to teach students, especially in speaking to stimulate students' interactions with other class members.

2.1.3 Assessing Speaking Skill

According to Miller et al (2009), assessment is a general term that includes the full range of procedures used to gain information about students' learning and the formation of values judgment. concerning learning progress. Assessment is also the procedure to collect the data of the students in order to measure the effectiveness of the technique used in the research. In addition, assessment also can be defined as the systematic collection of information about the students learning, time, understanding, expertise, and resources available in order to decision about how to improve learning. The ultimate goal of assessing students on measurement topics is to estimate their learning at the end of the grading period (Marzano, 2006:94). Moreover, assessment information is used by teachers to gather information to plan and modify teaching and learning program for individual students, groups of students and the class, identify students' learning needs in a clear and constructive way. Furthermore, most teachers want to use constructed assessments because they believe this kind of assessment is best to find out students' understanding since it is a very important element in language learning.

According to Thornbury (2005:27) states that there are two main ways in assessing speaking. There are holistic and analytic scoring rubric. Analytic scoring

rubric is the way to score in which the teacher gives a separated score for different aspects of the task. The types of the scoring are establishing as the tools to specify, judge and to collect supporting data as the finding that researcher takes during the research. There are the differences between the scoring rubric. Furthermore, the analytic fairly needs more time to give score yet more specify. Moreover, holistic scoring is a scoring by giving a single score of an overall impression and it has the advantages of being quicker and adequate for scoring speaking process. To assess students' speaking ability must be based on their capability of their understanding on the given subject.

According to Harmer (2001:100), the teacher gives the assessment of how well they have done, whether during a drill or often a longer language production exercise. Furthermore, appropriate assessment needs to be incorporated into the learning process so the teachers and students could determine whether the learning goals are being achieved before the course is over. Therefore, assessment itself is implied to teachers whether they have failed or succeeded in delivering the materials to their students. Moreover, to improve students' ability in speaking, teachers should frequently explore their theories of learning and teaching in classroom by doing experiment with different teaching approaches, activities, and monitoring the students' achievement in speaking.

According to Brown (2004:157), whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. The existence of assessment is to let the teacher know the improvement of the learners as well as to let the learners know their progress of themselves. Assessing speaking is challenging because there

are so many factors that influence our impression of how well someone can speak a language. Assessing speaking requires that we either observe a “live” oral performance or that we capture the performance for the evaluation. In addition, when teachers assess speaking it means that the teachers’ listening skill determines the reliability and validity of an oral production test. Furthermore, Brown also stated that is six categorized used to score an overall speaking performance: grammar, vocabulary, comprehension, fluency and pronunciation.

The most common purpose of assessing speaking was associated with the positive effect on foreign language learning. According to Brown (2004:141) there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. Six categories were used to score an overall speaking performance: grammar, vocabulary, comprehension, fluency, pronunciation, and task. Teachers usually assess the students’ speaking skills by using a rubric. A rating rubric of a test is scoring that consists of specific basic features. According to McCulloch (2007:4), assessment can provide feedback, promote learning, diagnose (at commencement, during or at the end, readiness to proceed, strengths and weakness), motivate, and provide a profile of what has been learned. The researcher considered the students’ tests and their needs, the type of information they wanted to know about their speaking skills, and the appropriate way to acquire and assess these skills so that the test assessed was accurate.

Assessment is a process of collecting and analyzing the data to measure the result of the student’s achievement. According to McCulloch (2007) assessment can provide feedback, promote learning, motivate, and provide a profile of what has been learned. The assessment activities are applied to achieve, analyze, and

interpret data about the result of students' progress in the teaching-learning process systematically and continuously. Carter and Nunan (2001:137) state that the term assessment refers to a variety of ways of collecting information on a learner's language ability. Although testing and assessment are often used interchangeably, the latter is a basic term encompassing measurement instruments administered on a basis such as tests. In addition, teacher also need to consider the successful completion of what activity are included in the teaching and learning process which can help students in the learning process especially in speaking activities.

Assessing speaking is challenging; however, there are so many factors that influence how well students can speak a language. It means that teachers should take care when assessing their students' speaking skill because the curriculum has certain criteria that should be assessed by the teacher during the students' speaking performance. In addition, Luoma (2004:104) states that two interactive processes are needed to conduct a speaking assessment. The first is the process of test administration or can be said as performance test, where participants interact with each other or with examiners to show examples of their speaking skills. This is often recorded in the form of audio or videotape, because it is quite difficult to assess students' speaking abilities directly. If the amount is large enough, it can reduce the objectivity of the assessment. The second process is scoring or evaluation, in which the rater applies scoring criteria to test performance. The scoring criteria used to evaluate student performance were adapted from experts to make appropriate scoring criteria. This results in a score that must meet the needs identified when test development first started.

Furthermore, Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new subconsciously makes an assessment of the student's performance. Brown also states that speaking skills are a more important part of the curriculum in language teaching, and this makes them an important object of assessment as well. The function of assessment is as a guide to reinforcing teachers' priorities and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress. Moreover, Brown (2004:157) explains that if the teacher would like to assess the student's speaking skill, there are some components that must be considered such as grammar, vocabulary, comprehension, fluency, and pronunciation. In this study, to assess students speaking performance, the researcher focused on three components. The components explained as follows:

1. Fluency

It refers to the speaker's ability to speak the conversation without too much hesitation and there are no mistakes. Moreover, fluency shouldn't be disturbed by language problems that the students have. It is also not expected if the students to speak in the comprehensive language and often stop speaking while the conversation because of limited language.

2. Comprehension

It refers to the students' wellness expression and understanding of the conversation and the content is clear. The scope is very limited language experience; speakers can understand simple questions and statements if they

are delivered slowly. In addition, the students comprehend the whole conversation without any repetition.

3. Grammar

Grammar is also a very important aspect of speaking which should be measured and assessed in language. Grammar rules should be studied in order to certainly help students to speak more accurately and acceptably by paying attention to grammar.

2.2 Empirical Review

The empirical review is a review, which is the information and theories currently available concerning the topic, and the historical background of the topic is reviewed. In addition, empirical review in the present research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. One of the purposes of an empirical review is to show whether the problem being studied has been done or not before in the way proposed by the author. There are two similar studies that are relevant to present research which improve speaking through Three-Step Interview and the researcher decides to review those studies as empirical review as follows:

The first similar study was conducted by Suryaningsih (2020) entitled “Improving Speaking Skill Through Three-Step Interview of the Tenth-Grade Students of SMK PGRI 4 Denpasar in Academic Year 2019/2020”. The objective of the study was to figure out whether the students speaking skill of the tenth-grade students of SMK PGRI 4 Denpasar in the academic year 2019/2020 could be improved or not through Three-Step Interview. The result of the study showed that the use of a Three-Step Interview was the proper strategy to improve students’

speaking skill and also an attractive strategy to make the class action. Additionally, the result also showed that the speaking skill of the tenth-grade students of SMK PGRI 4 Denpasar significantly improved after the implementation of the Three-Step Interview.

The strengths of this study were the researcher already supports her statement by using theories from the experts. Additionally, the researcher also used an appropriate scoring rubric to assess her students in speaking which is adapted from Brown (2004:172). However, this research also had some weaknesses. The weakness is the steps of implementing the Three-Step Interview were unclear. The researcher did not mention in detail the steps of the Three-Step Interview in the lesson plan whether it is going to be put in the pre-activity, whilst activity, or in the post-activity. This causes a lack of clarity in the steps of the lesson plan which can cause obstacles during the learning process. Therefore, in this study, the researcher mentioned and explained in detail the steps of a Three-Step Interview according to Kagan and Kagan (2009) in the teaching module especially in the whilst activity.

The second similar study was conducted by Nanda (2023) entitled “Improving Speaking Skill of the Eleventh-Grade Students of SMAN 8 Denpasar in the Academic Year 2022/2023 Through Three-Step Interview. The objective of this study was to figure out whether the students speaking skill of the eleventh-grade students of SMAN 8 Denpasar in academic year 2020/2021 could be improved or not through Three-Step Interview. In this similar study, the result showed that the application of Three-Step Interview could improve students' speaking skill. The result of the study showed that the use of a Three-Step Interview

was the proper strategy to improve students' speaking skill and also an attractive strategy to make the students more active in the class.

The strengths of this study were the researcher already mention in detail the theory of the Three-Step Interview in the theoretical review to support his statement. Additionally, the researcher also used an appropriate scoring rubric to assess her students in speaking which is adapted from Brown (2004:172). However, in the pre-test and each post-test (cycle 1 and 2), the researcher did not provide clear instruction. The researcher did not provide a time limit for students to complete the interview with their pair. It made students not concentrate fully to complete the test. Directly, it wasted lot of time. Therefore, in this present study, the researcher gave a time limit 5 minutes to construct the conversation and 2 minutes to perform what they have learned during the interview. Thus, the students are more concentrate in completing the test given.

