

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking ability is the initial impression when communicating, especially when speaking English. Speaking is the primary skill that English language learners must master as it is the core objective of language learning. The key to successful mastery of speaking is related to how the process works effectively. Generally, students practice what they learn from their environment, whether at school, home, or in their neighborhood. Speaking is a means for students to express their ideas directly. Therefore, speaking ability is very important to improve, but this ability is also the most challenging skill to master. Students must interact with others to convey their thoughts and feelings during learning.

In the Indonesian school curriculum, a student's ability to communicate in English is one of the skills that must be developed. Speaking skills are among the most important of the four basic English skills students must master. According to Richards (2008:19), mastering speaking skills in English is a priority for many second- or foreign-language learners. For most people, mastering the art of speaking is the most important aspect of learning a second or foreign language, and success is measured by the ability to carry out a conversation in that language. In addition, Brown (2001: 113) states that the purpose of speaking is so that students can engage in short conversations in English, gather information, and ask and respond to questions in a natural and acceptable way in everyday situations.

Speaking is a skill that requires practice. Furthermore, Turk (2003:6) asserts that for instruction to be effective, each student needs to practice the material. This means that speaking exercises should be as close to real-world situations as feasible

to help students fully comprehend and retain the material covered in speaking classes. Teaching speaking is, therefore, a means of assisting students to learn how to utter English speech sounds and patterns. In addition, teaching speaking involves teaching them how to arrange their ideas in a coherent and sensible flow. Thus, rather than focusing on theories, teaching speaking should be centered on providing students with opportunities to talk and practice their English (Turk, 2003:6). It is also crucial to create an interactive environment where they are encouraged to express their thoughts and opinions, that can enhance their speaking proficiency.

Students' progress in speaking skills must be assessed objectively. However, in real-life situations in English classes, speaking activities do not work as expected because many factors prevent them from speaking English. They are not confident enough to speak. Besides, they fear making mistakes and sometimes do not understand what they should say. It is a challenge as they need to master the speaking skill elements, namely fluency, comprehension, and grammar. These are essential for developing their speaking skills. Therefore, teachers must use specific teaching and learning approaches to help them develop their speaking skills. This approach includes dividing speaking into parts, developing a positive learning environment, and designing engaging lessons emphasizing speaking in English.

Based on the interview with one of the English teachers in SMPN 1 Kuta Selatan in the academic year 2024/2025, it was found that the teacher applied project-based learning. Working in a big group can encourage collaboration and mutual learning among students. Teachers needed extra work to activate the students who were shy or lack of confidence as they tended to let their more active friends take over roles. As a result, these shy students get fewer opportunities to speak in front of their friends, which should be one of the main goals of learning

English. Relying on other students to speak and interact in a group not only reduces practice opportunities but can also reduce their motivation to try to speak independently. It can hinder the development of their speaking skills, especially for those who need more support and encouragement to speak in public.

Project-based learning could be applied to improve the students' speaking skills in English lessons. However, extra effort is needed to manage its implementation. Project-based learning relies heavily on teamwork, which can be challenging for certain students. Working in a big group can encourage collaboration and mutual learning among students. Teachers needed extra work to activate the students who were shy or lack confidence as they tended to let their more active friends take over roles. As a result, these shy students got fewer opportunities to speak in front of their friends, which should be one of the main goals of learning English. Relying on other students to speak and interact in a group not only reduced practice opportunities but also their motivation to speak independently. It can hinder the development of their speaking skills, especially for those who needed more support and encouragement to speak in public.

To address this situation, Three-Step Interview is a good teaching technique because it encourages students to expand their thinking while speaking and facilitates communication. Three-Step Interview places them in pairs to gather knowledge about the discussed subject or material. They will interview each other in pairs. They will then switch roles, and when the interview is finished, they will work together again to exchange ideas and information obtained from the interview. According to Kagan & Kagan (2009), students can improve their communication skills and social and personal abilities by using Three-Step Interview, as they must listen to their partners attentively and convey their ideas accurately.

Three-Step Interview provides more opportunities to speak in class. Along the way, they can freely share ideas and interact with their partners. By using Three-Step Interview, there is equal participation, as all students should participate to share ideas in turn. This technique can make them not only actively think but also speak. It also helps teachers teach speaking more easily and interestingly. They will not be bored because they have to be active and participate. In addition, it helps them develop listening and language skills and promotes individual responsibility. The students who are initially passive in expressing their opinions regarding the material being studied will be more courageous in expressing their difficulties as those who are interviewing and being interviewed are their own friends.

Regarding the explanation above, the teaching technique applied by teachers influence the learning process and students' achievement in class. Therefore, proper techniques are very important, especially in speaking skills. In this research, the researcher is very interested and motivated to conduct this research to find out how to improve speaking skills. Therefore, the researcher is interested in implementing Three-Step Interview to improve the speaking skill of the seventh-grade students in SMPN 1 Kuta Selatan in the academic year 2024/2025. As what has been aforementioned, the researcher decided to conduct research entitled "Improving Speaking Skill of the Seventh-Grade Students of SMPN 1 Kuta Selatan in the Academic Year 2024/2025 through Three-Step Interview."

1.2 Research Problem

Based on the background above, the main problem of this study was clearly explained. The seventh-grade students of SMPN 1 Kuta Selatan had low speaking abilities. Therefore, the solution to this problem is to replace the previous teachers'

techniques to improve students' speaking abilities. Besides, a technique that can be used to improve their speaking ability is Three-Step Interview so that they will practice in the teaching and learning process without being afraid of making mistakes. This technique not only encourages active participation but also fosters a supportive environment for students to build their confidence. Based on the research background, the researcher formulated the research problem as follows: can speaking skill of the seventh-grade students in SMPN 1 Kuta Selatan in the academic year 2024/2025 be improved through Three-Step Interview?

1.3 Objective of the Study

In order to make the current research well directed, it is necessary to state a goal to be achieved. In accordance with the research problems, every research project has a purpose for which it must be carried out. In the process of learning to speak a foreign language, it is very possible for students to face speaking problems. Besides, the teaching process should provide opportunities for students to practice speaking directly, such as through Three-Step Interview. Based on the research problem, the speaking skills of seventh-grade students at SMPN 1 Kuta Selatan still need improvement. Therefore, this research was conducted to find a solution to the difficulties mentioned above. This research aims to determine whether the speaking skill of the seventh-grade students at SMPN 1 Kuta Selatan in the academic year 2024/2025 can be improved through Three-Step Interview.

1.4 Limitation of the Study

This discussion of speaking skills is considered very broad and complex in the overall scope of the study. It is, therefore, crucial that the researcher carefully and thoughtfully restrict the scope of the investigation to a more specific area,

thereby avoiding an overly broad and unfocused discussion. Consequently, the researcher chose to concentrate on the detailed and systematic implementation of the Three-Step Interview to enhance the speaking abilities of the seventh graders of SMPN 1 Kuta Selatan. In addition, understanding the curriculum utilized by the school is of paramount importance for the researcher, as it allows for the creation of a well-crafted and effective learning module and materials that are appropriately tailored to enhance students' speaking skills. Furthermore, SMPN 1 Kuta Selatan employs the Merdeka curriculum, ensuring that the entire learning process is fully aligned with and guided by the principles of this curriculum.

The current study was concentrated on the learning objective (7.8) of the seventh-grade students of SMPN 1 Kuta Selatan because the school where the research was conducted followed the Merdeka Curriculum. The learning objective was stated as follows: when the students are given some topics, they are able to present a short and simple procedure monologue fluently, comprehensively and grammatically. This study focuses on the students' proficiency and speaking abilities in monologue presentation, particularly in how to make something. Furthermore, it must meet the scoring rubric criteria for each aspect—fluency, comprehension, and grammar. Therefore, the research focuses on implementing Three-Step Interview to improve speaking skills of the seventh-grade students of SMPN Kuta Selatan in the academic year 2024/2025, specifically in the context of a short and simple monologue procedure about how to make something.

1.5 Significance of the Study

This research focused on applying Three-Step Interview to improve speaking skills of the seventh-grade students of SMPN 1 Kuta Selatan in the

academic year 2024/2025. It will be concerned with teaching speaking skills by applying Three-Step Interview to improve students' speaking skill. It is hoped that the significance of the present research can provide a solution for teachers to use this technique so that they are more active and talk more in class. Besides, they are interested in learning to speak English because this technique can help them express their ideas easily and train them to speak directly. The results of this study are expected to be useful and relevant theoretically and practically.

Theoretically, the aim of this research is to contribute to similar research findings and enrich the theory used, especially speaking theory and the effectiveness of Three-Step Interview. This can be used as a valuable guide in conducting research and to enrich the knowledge of schools, particularly English teachers, in teaching English. It is hoped that the results of this research can provide alternative sources and references for other researchers in their efforts to study cooperative learning methods, especially to improve speaking skills using Three-Step Interview technique. Furthermore, this study seeks to bridge gaps in current pedagogical practices and offer practical solutions for common challenges faced by educators. This research aims to foster more interactive and engaging learning environments by highlighting the practical benefits of Three-Step Interview.

Practically, the results of this research can be useful for teachers, students, and other researchers. For the English teachers, it is hoped that the results of this research will increase knowledge and can be used as a reference for teachers to choose the most effective and useful techniques for improving students' speaking skills. Apart from that, teachers can also get an overview of using Three-Step Interview in teaching speaking. For the students, it is hoped that it can increase their motivation and interest in learning to speak. This technique is expected to motivate

students to express their ideas about speaking skills to gain experience and interest in learning speaking skills. Finally, for other researchers, it is hoped that it can become a reference and an empirical review to conduct better research in the same field in the future. Thus, it aims to get better and more accurate results.

1.6 Definition of Key Term

The title of this present study is “Improving Speaking Skill of the Seventh-grade Students of SMPN 1 Kuta Selatan in the Academic Year 2024/2025 through Three-Step Interview”. The definitions of key terms are crucial to understand the present study better. Furthermore, the researcher must provide precise information about the major variables to prevent misunderstandings and misinterpretations among the readers of this study. Therefore, the key terms must be made clear to provide readers with a thorough understanding of the topic. The researcher offered specific operational definitions for the terms used in the current examination. The following are operational definitions of the important terminology utilized in the current investigation; they are briefly defined as follows:

1. Speaking Skill

Speaking skill refers to the ability of the seventh-grade students of SMPN 1 Kuta Selatan to present a short procedure monologue fluently, comprehensively, and grammatically.

2. Three-Step Interview

Three-Step Interview is a teaching technique used to teach speaking and provide opportunities for students to improve their communication skills. In this research, Three-Step Interview is expected to make students clearly understand the learning process and brave enough to convey their ideas.

Furthermore, the teacher begins to pair students up and labels the students as student A and B. The teacher will provide a discussion topic. Then, student A interviews student B. After that, the students exchange roles, and then students A and B pair up with another pair to form a group of four people. They will share ideas and information they obtain during the two interviews. Lastly, they summarize the ideas and present a short procedure monologue fluently, comprehensively, and grammatically.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a scientific analysis, based on the opinions of experts, of the theories that will be examined in this study. Theoretically, it supports expert theories and strengthens the current study. However, as the cornerstone of scientific inquiry, the researcher should take the review of theories seriously. Additionally, according to the expert, this theoretical evaluation aims to present precise and comprehensible information or knowledge regarding the subject. The researcher used theoretical reviews as a guide when designing and carrying out the current investigation. Thus, the following theoretical frameworks are proposed, namely, (1) Speaking Skill, (2) Three-Step Interview, and (3) Assessing Speaking.

2.1.1 Speaking Skill

Speaking is one of the most important English skills that students must develop. Many language learners worldwide are learning English to improve their speaking skills. According to Harmer (2001:269), speaking with fluency requires an understanding of linguistic elements and the capacity to interpret language and information “on the spot.” Speaking is crucial to learning and instructing in a foreign language. Furthermore, speaking is far more complicated, requiring the acquisition of specialized skills and knowledge from a variety of sources, according to Thornbury (2005). Speaking involves more than just choosing the appropriate words and sounds; it also involves having the right structure. Speaking is the process of expressing ideas in spoken and nonverbal communication that occurs in both indoor and outdoor settings on a regular basis.

Luoma (2004) states that speaking is an interactional, social, and situation-based activity. The success of students' social and daily interactions is based on their speaking skills. The ability to speak effectively determines the success of learners' social and daily life interactions. Numerous attempts have been made to classify the function of speaking in human interaction. According to Brown (2001), speaking is an interactive process of meaning construction that entails information production and reception. Speaking is typically the initial starting point for human behavior, which is rarely examined. Apart from that, speaking serves as a fundamental social communication tool for both the listener and the speaker. Naturally, people should speak clearly to express what they wish to say.

Students who are proficient in hearing and understanding will not always be proficient in speaking, claim Broughton et al. (2003). The teacher of English must stress the importance of speaking as a skill. Most students do not practice speaking; instead, they only listen and understand what the teacher is explaining. The pupils prefer to speak in their native tongue even when the teacher wants them to discuss a certain topic in English. Their speaking skills cannot be improved; hence, it is ineffective. More often than not, students evaluate the effectiveness of an English course and their language learning progress according to the extent to which they feel their spoken language proficiency has increased.

Speaking is a productive talent that involves making methodical vocal utterances to convey meaning (Nunan, 2003). Verbal utterances result from speaking, and humans typically produce them for various communication purposes. They could wish to recount stories again, impart knowledge or ideas, communicate emotions, issue directives, crack jokes, and agree or disagree on different topics. In addition, speaking is among the most challenging and productive skills compared

to other talents because learners must produce utterances that are as clear as possible to communicate their thoughts to diverse audiences. To communicate well in English, students must also talk accurately, fluently, and clearly.

Brown (2004:140) states that speaking is a highly productive skill that can be observed directly and empirically. However, the validity and reliability of oral production tests are inevitably compromised by the efficacy and accuracy of the test taker's listening skills. Effective speaking practice has the significant potential to attract students' attention. They will enjoy this exercise if they are all fully involved and the teacher correctly executes it. Speaking requires the speaker to be able to put aside his anxiety and try to communicate his views to the other person clearly. According to Richards (2008), speaking is divided into three distinct categories, each with its unique form and function and requiring different teaching strategies. These functions fall into two broad categories: speech and interaction. It refers to what we often mean when discussing "conversation," and interaction describes exchanges that primarily serve social purposes.

Speaking is the direct path from one thought to another, as Turk (2003) explains, and it is the method we typically select to pose a question or provide an explanation. This antiquated technique is still the simplest and most effective way to communicate with other people. According to Guang & Liang (2007), speaking is the capacity to convey ideas orally through spoken language. It implies that producing, receiving, and digesting information through speech is highly interactive. In a similar vein, proficient language use is demanded of the students. Speaking helps students better grasp the structure of the English language, which is crucial for developing speaking abilities. They also need proper intonation, stress, pronunciation, grammar, and expression to convey their ideas or opinions clearly.

Harmer (2001:123) states that speaking exercises offer practice opportunities, allowing students to rehearse speaking confidently in public within the classroom environment safely. Speaking is the ability to pronounce words correctly and effectively convey ideas or expressions relating to our daily activities. Spoken language output is meticulously arranged according to knowledge, grammar, vocabulary, and pronunciation. Speaking is undoubtedly an essential part of daily life. Students need to practice more frequently when learning a second language. In addition, through consistent and independent practice, students can significantly improve their speaking and thinking abilities. Teachers can also function as facilitators by actively going with the class throughout exercises to ensure that students are highly motivated and confident to talk.

From all the statements above, it can be concluded that speaking skills are vital and important in effective communication, expressing feelings, thoughts, and emotions to the interlocutor or listener when learning a foreign or second language. Besides, speaking is a useful skill that is employed in meaningful interpersonal communication. Students with strong speaking skills generate words and sounds and aim to complete tasks that will provide the audience with relevant information or thoughts. In addition, teachers must pay careful attention to all aspects that help their students succeed in speaking skills. Finally, speaking ability is defined as the ability to produce coherent words or sounds and convey ideas orally.

2.1.2 Three-Step Interview

Effective teaching techniques are needed to significantly improve students' speaking skills. In this study, the researcher chose cooperative learning. Cooperative learning is a learning method that involves cooperation between

students in small groups to achieve common learning goals. In this method, each member of the group has an active role and helps each other to understand the subject matter. Cooperative learning is also designed to improve social skills, communication, and individual responsibility in the group, as well as strengthen students' understanding of the concepts taught. This approach aims to create a collaborative learning environment and encourage students to share ideas and work.

Arends & Kilcher (2010) state that the cooperative task, aim, and incentive structures characterize the cooperative learning paradigm, which requires students to actively engage in discussion, debate, tutoring, and collaboration. It suggested that because students are encouraged to work in groups to solve the challenges the teacher poses during the learning process, cooperative learning may effectively create a positive learning environment. Furthermore, cooperative learning is described by Jolliffe (2007) as instructional activities in which students work together in small groups to support one another and improve learning for both themselves and others. Additionally, cooperative learning is a useful and effective tactic to encourage students to be actively involved in developing and communicating their ideas concerning their speaking abilities.

Cooperative learning is an effective way to get students excited about developing their creative ideas and sharing their insightful opinions in relation to their speaking abilities. Olsen & Kagan in Richards & Rodgers (2001:198) state three-step interview technique is a type of cooperative learning in which students work collaboratively in groups of four. According to Lim et al. (2023:7), cooperative learning is a teaching approach that combines innovative ideas and useful tactics to support students and others in working together to learn and accomplish other significant goals. This shows that cooperative learning can create

an effective and engaging learning environment because it encourages students to work together in groups to answer the complex problems presented by the teacher.

According to Kagan & Kagan (2009:4.24), one technique in cooperative learning is Three-Step Interview; cooperative learning works in various ways to produce positive results. Cooperative learning and group work are based on the same ideas as Three-Step Interview. Harmer (2007) states that pair and group work are very effective. Group work gives everyone a chance to speak, even shy students, but the pressure is not that great for many people. This states that teachers might simultaneously enhance students' social and speaking skills by using effective teaching approaches. Incorporating cooperative learning techniques fosters a supportive environment where students learn from each other's strengths and experiences. By engaging in group activities, students can develop their speaking skills and crucial social skills such as teamwork and communication. Moreover, the inclusive nature of cooperative learning ensures that every student can contribute and participate actively and confidently in their language abilities.

Kagan & Kagan (2009) states that Three-Step Interview is when students interview their partner and share what they learned with teammates. Three-Step Interview involves each group member selecting a partner from among themselves. It encourages them to ask questions, express their thoughts, and provide answers. Teaching with Three-Step Interview involves the entire class in an activity that promotes positive interdependence, face-to-face encounters, individual and group accountability, group processing, and the development of interpersonal skills. They will have more chances to answer to their companions, share with their group, and practice their English. They will also benefit from this technique by practicing asking questions, exchanging ideas, and expressing their views with their groups.

In line with the explanation above, Kamaliah (2018) adduces that Three-Step Interview is a suitable technique to encourage students to interact with other class members. Three-Step Interview allows students to collaborate in groups and pairs. In the context of oral communication, the students learn how to interact with others pleasantly and appropriately while also learning to speak in English in three different roles: interviewer, interviewee, and reporter. This teaching-learning activity may motivate and activate students to speak as well as train them in manners viz: how to ask questions in an interview, how to answer questions in an interview and how to share information in a verbal report. As Lipton & Wellman (1998) have pointed out, Three Step Interview plays an important role in scaffolding students to develop their speaking proficiency as well as their interactions in the teaching and learning processes of speaking in the classroom.

Three-Step Interview is one of the innovative teaching strategies, and it involves simple steps that involve students directly in speaking classes. It can effectively encourage students to participate actively and interactively in speaking classes because they are interviewed and being interviewed by their own friends. Furthermore, it might provide them with fresh perspectives. This research aimed to enhance their motivation and level of activity while they were learning. They must communicate verbally with their partners to express their ideas. In this study, the researcher's Three-Step Interview is expected to improve their interpersonal interactions while also helping them become more proficient speakers. The steps used by the researcher were adapted from Kagan & Kagan (2009:6.38) as follows:

1. Teacher provides the interview topic, states the interview duration, and provides think time.
2. In pairs, students A interviews student B

3. Pairs switch role: student B interview student A
4. RoundRobin: Pairs pair up to form groups of four. Each student, in turn, shares with their team what he/she learned in the interview.

2.1.3 Assessment of Speaking Skill

Brown (2004:4) claims when students answer a question, make a comment, or try out a new phrase or structure, the teacher unconsciously evaluates their performance. Assessment is necessary to inform teachers of the students' growth as well as their own progress. It is difficult to evaluate someone's speaking ability because so many variables can affect our perception of a speaker's proficiency. When educators evaluate oral communication, the validity and reliability of the test is determined by the instructors' capacity to listen. This is a difficult task, and teachers and testers have tried to do it in various circumstances using various techniques (Luoma, 2004). Furthermore, as per McCulloch's (2007) findings, assessment can motivate students and provide a summary of the knowledge they have acquired throughout the teaching and learning procedure.

Students can study the language, express their emotions, and interact with peers and teachers through speaking. As defined by Walvoord & Anderson (2010), assessment is the systematic collection of information about students' learning while judging how to improve learning with the time, resources, knowledge, and skills available. Instructors use the assessment data to develop and modify lesson plans for individual students, small groups, and the entire class. They also use this information to positively and clearly highlight the learning needs of their students. Students who participate in assessment for learning gain the skills and guidance necessary to organize and manage the subsequent phases of their education.

Assessment is a process of collecting and analyzing data to measure the students' achievement results. The purpose of the assessment activities is to gather, evaluate, and interpret data regarding students' advancement through the teaching and learning process systematically and continuously. According to Thornbury (2005), speaking evaluation can be carried out using two main methods. Both holistic and analytical grading schemes exist. Holistic scoring involves assigning a single score to an entire impression, which is quicker and might be adequate for creating informal testing. Analytical scoring is a type of scoring rubric where different work components are given different points.

According to Brown (2004:4), assessment is a continuous process spanning a larger area. It subconsciously evaluates each pupil's performance every time they answer a question, comment, or attempt something new. It can be quite challenging to evaluate pupils' speaking abilities because so many variables significantly affect their language proficiency. This means that teachers need to exercise caution and be vigilant while evaluating their students' speaking abilities because the curriculum has certain standards that the teacher should be able to determine from the students' oral presentations. Furthermore, Richards (2008) clearly points out that while designing speaking activities for classroom use, it might be difficult to decide on the specific standards that will be used to assess students' performance.

Richards & Renandya (2002) state that speaking has particular performance requirements. First, pronunciation is a crucial component of language learning that requires students to grasp intonation and emphasis. Second, fluency is most likely best attained by allowing the speech to flow. Third, vocabulary is the collection of words that the speaker has in mind. Fourth, most people agree that grammar is a set of rules that specify the proper word order for sentences. For the audience to easily

comprehend the performance's goal, students must master understanding, which is spoken communication. As a result, the previously stated criteria must be considered while evaluating speaking performance.

Assessing student comprehension is essential in teaching because it helps teachers know how well they understand the material. Brown (2004) notes that teachers should focus on fluency, comprehension, and grammar when assessing students' speaking ability. Fluency indicates how well they speak without stuttering, while comprehension measures the ability to grasp and respond to information. Grammar emphasizes the use of sentence structures consistent with rules. A balanced assessment of these aspects accurately shows their abilities and helps teachers design more effective teaching. Proper assessment can develop their speaking skills and make them confident. The criteria can be explained as follows:

1. Fluency

This crucial component speaks to the students' ability to carry on the monologue with a few pauses and still be able to do so clearly and fluently. Moreover, fluency should not be disturbed by language problems that the students have. Students are not permitted to take unneeded breaks from their monologues. It refers to their ability to speak the conversation without hesitation, and there are no mistakes.

2. Comprehension

The student understands the clear information, which speaks to their expression of wellness and comprehension of the conversation. Students can comprehend basic inquiries and assertions if they are presented carefully; their breadth is fairly limited in language experience. The students also understood the entire discussion without any repetition.

3. Grammar

Another crucial component of speaking that needs to be monitored and evaluated in language is grammar. Studying grammatical principles can undoubtedly aid students in speaking more correctly and politely by drawing attention to grammar.

2.2 Empirical Review

The empirical review is a study of related research that examines earlier studies relevant to the current research. The researcher can avoid inadvertent repetition of results from previous studies by using empirical evidence to help define and explain the study's concepts. It is used to determine the similarities and differences between this research and other studies of a similar nature. To support the findings of the current study, it is important to review some empirical evidence of the previous study. In conducting this study, the researcher wanted to improve the student's speaking skill through Three-Step Interview. Three-Step Interviews were used in two earlier studies carried out by different researchers to enhance speaking. The previous research could be elaborated are as follows:

The first research was conducted by Pebrina (2021) entitled 'The Use of Three-Step Interview Technique to Improve Student's Speaking Performance at SMKN 1 Terbanggi Besar.' This research aimed to improve students' speaking skills at SMKN 1 Terbanggi Besar using Three-Step Interview. The results showed significant improvements in speaking performance, with higher mean scores on the post-tests compared to the pre-test. In the teaching and learning process and its implementation, using Three-Step Interview stimulated the active expression of students' ideas, leading to enhanced overall performance. The most significant

aspect of improving speaking ability was accurate pronunciation, as thoroughly analyzed in the pre-test and post-test as the research instruments.

The second research was carried out by Umami (2019). Her study was “The Use of Three-Step Interview Technique to Improve Student’s Speaking Skill for the Tenth Grade of SMK Muhammadiyah Salatiga in the Academic Year 2019/2020”. This study aimed to determine the effectiveness of Three-Step Interview to improve students’ speaking skills in descriptive text when teaching speaking to tenth-grade students at SMK Muhammadiyah Salatiga. The results showed that Three-Step Interview could significantly improve the students’ speaking performance. The students were enthusiastic and engaged in the teaching and learning process. The students’ speaking skills improved from cycle I to cycle II. The technique also significantly improved their speaking skills. The mean scores of the pre-test and post-tests increased significantly, indicating that Three-Step Interview could significantly improve the students’ speaking performances.

The strength of both researchers is that the students significantly improved their speaking ability by using Three-Step Interview. The students achieved scores higher than the minimum passing grade. This was evident from the progressive mean scores of the pre-test and post-test after they were effectively taught using Three-Step Interview. This improvement highlights the effectiveness of the method in enhancing speaking skills, making it a valuable tool in language education. However, the researcher did not clearly explain the steps for implementing the technique, which could confuse the teacher and students in the learning activities. In this study, the researcher will provide a clear and detailed description of Three-Step Interview steps adapted from the theory of Kagan & Kagan (2009) to provide clear and precise instructions for applying Three-Step Interview. Therefore, by

providing clear and detailed instructions, they will easily grasp the learning material in speaking class. These procedural structure and easy-to-follow instructions will not only help them master the material but also build their confidence in communicating orally. With better understanding and more focused practice, it is expected that their speaking achievement will increase significantly in terms of fluency, accuracy of grammar use, and their ability to convey ideas effectively.

