CHAPTER I
INTRODUCTION

1.1 Background of the Study

Speaking is among the four basic skills in English that learners must master, and therefore, it is important to teach it well in the learning process. Speaking is a productive skill that can be observed directly and involves several language components, such as spelling, pronunciation, vocabulary, and fluency (Brown, 2004:153). Speaking skills have an important role in language learning because the main purpose of learning a foreign language is the ability to communicate in that language. According to Richards (2008:19), as the position of English as a means of international communication becomes stronger, the teaching of speaking skills becomes increasingly important in the context of learning English as a second or foreign language (ESL/EFL).

Teaching speaking skills is also a priority because many students want to learn English in order to use it to communicate effectively. Speaking skills are skills possessed by people that allow them to communicate with one another. This statement is supported by Fulcher, (2003:23) speaking is the use of language to communicate with other people. In addition, speaking is described an interactive process in constructing meaning that involves the production, reception, and processing of information. (Brown, 2001). This shows that speaking are two skills that are carried out to bring up effective communication by using language to express the feelings and thoughts expressed by the speakers.

In addition, speaking skills need to be developed since they are closely related to students' motivation to communicate. As said by Ur (2000), “Students' motivation to communicate is influenced by the ability to speak fluently and accurately.” To get students to actively engage in two-way communication and take risks to use their language, steps are needed to build their speaking competence. This is especially important for students who are at a critical phase in their language development. By fostering a supportive environment that encourages practice and interaction, educators can help students overcome their

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doubts and anxieties and build the confidence necessary for effective communication.

Observing the real world is important in a study, the author conducted direct research at SMPN 14 Denpasar, where it was found that most students have average speaking skills. In general, only a small percentage of students demonstrate good speaking skills, and even they still face challenges when communicating. The investigation also showed that there were many students who preferred to use their mother tongue or Indonesian language rather than English. They often struggle to express themselves verbally and experience anxiety when asked to share their thoughts in English. This difficulty can be caused by their environment, limited vocabulary, and challenges in constructing sentences. When asked to create simple sentences or questions spontaneously, students often overlook proper structure and grammar. In addition, a significant problem is their low motivation to engage in speaking activities, stemming from their fluctuating emotions, including fear and embarrassment of making mistakes when speaking in front of their peers.

Furthermore, the researcher found that the teacher mainly uses a teaching style that tends to be traditional. The approach used tends to be teacher centered, this means that the teacher dominates the classroom dialogue, leaving students with no open opportunities to engage in communication in classroom learning. In this method of teaching, teachers are seen as subject matter experts responsible for imparting knowledge through lectures or direct instruction, while students are often seen as “blank objects” who passively listen and absorb information. Through the traditional teacher-centered approach, it is not easy to encourage students' active engagement in using their English in real communication contexts. Through traditional method-based perspectives and teaching systems, many classrooms still reflect a dynamic where students largely receive knowledge through theory and passive teaching.

In order to improve student response and understanding, the traditional approach has minimal interaction as students are not motivated to answer, ask questions or express their opinions. Passive learning will affect students' confidence in communicating with each other. For example, when students tend to

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get used to listening to lectures from teachers, they are not trained to practice speaking skills especially in English in direct communication situations, when asked they will choose to answer using their mother tongue or even choose to remain silent. The students find it very difficult to do their best in the speaking test, so most of them fail to meet the target. In addition, teachers only give students limited opportunities to speak, causing students to lack confidence in conveying ideas when they speak in English. Lastly, it will not be effective for students to improve and enhance their speaking ability, especially in speaking performance.

Considering the previously mentioned statements, it is highly expected for English teachers to find effective solutions to overcome students' difficulties, especially in this case regarding speaking skills. Increasing students' interest and contribution in implementing English in classroom communication can be done with various interactive methods. Interactive and cooperative teaching methods can influence students' speaking skills, such as how they respond to questions, express thoughts and ideas or even speak in a two-way manner. One technique that is considered effective is Three-step Interview. The researcher chose the method based on the results of the review which mentioned that many studies say this technique is beneficial especially for speaking skills. The Three-step Interview provides an equitable opportunity for students, they will be able to participate with the same role in turn, so that through it can minimize the gap between active and passive speakers. Students not only learn theory passively but are involved in two-way speaking practice directly based on the topic or problem given by the teacher.

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In addition, Kagan & Kagan (2009) indicated that the Three-step Interview also constitutes one of the methods integrated into cooperative learning. The technique known as the Three-step Interview is employed to collect and exchange information on a specific subject. Initially, it was introduced by Kagan (2009), this technique involves students collaborating in pairs to conduct interviews with each other and subsequently engage in discussions based on the topic. Furthermore, Barkley et al. (2005) highlighted that in the Three-step Interview, student pairs take turns questioning each other, making questions that force a

participant to analyze the worth of opposing statements before making a decision about which is the best. This strategy necessitated the cooperation of all learners. Kagan (2009) highlighted that the Three-step Interview has the power in strengthening students' personal and social abilities, such as listening, comprehension, and engagement. The technique is also created to optimize oral communication growth and guarantee that every student gets a chance to speak.

Although previous studies have shown that the Three-Step Interview technique is effective in improving students' speaking skills, several limitations can still be identified. Earlier research was conducted at different educational levels, such as senior high schools or boarding schools, and did not specifically focus on seventh-grade students in public junior high schools implementing the Merdeka Curriculum. In addition, prior studies generally emphasized overall speaking improvement without clearly analyzing specific speaking components, such as fluency, comprehension, and grammar. Furthermore, some studies did not consistently apply the procedural steps of the Three-Step Interview based on the theoretical framework proposed by Kagan and Kagan (2009), which may have affected the effectiveness of the technique. Therefore, this present study seeks to address these limitations by systematically implementing the Three-Step Interview in accordance with its theoretical procedures and by examining its impact on specific aspects of speaking skills among seventh-grade students.

Based on the above statement, the selection of teaching methods can influence how students respond and develop through learning. An effective teaching strategy will have an impact on students' motivation to absorb and implement the knowledge given. The researcher is very enthusiastic and interested in implementing the Three-step Interview learning strategy to seventh-grade students at SMPN 14 Denpasar in the academic year 2025/2026. The purpose of this study is to determine whether speaking skills can be improved. As the stated above, the researcher decided to conduct a study entitled "Improving Speaking Skills of the Eight-grade Students of SMPN 14 Denpasar in the academic year 2025/2026 Through Three-step Interview". In addition, it is expected to be a much more effective teaching technique during the learning process.

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1.2 Research Problem

Based on the case, there are several obstacles experienced by students of class VII C at SMPN 14 Denpasar in the academic year 2025/2026, especially in speaking skills. The students face problems in speaking, fluency, comprehension, and grammar knowledge. The students are not used to using English directly in learning communication, they feel shy and lack of motivation. So when the teacher encourages them to speak, students tend to choose to be silent because of their lack of enthusiasm and interest in learning. Therefore, all these errors can occur if students lack mastery or training in grammar, vocabulary, comprehension, pronunciation, and fluency. With that, the researcher formulated the research problem as follows: can speaking skill of the seventh-grade students of SMPN 14 Denpasar in the academic year 2025/2026 be improved through Three-step Interview?

1.3 Objective of the Study

Research objectives are general statements that outline the objectives of the research. The research objective briefly explains what the research aims to achieve. The research objectives summarize the expected achievements of the research, providing answers to the researcher's aims and objectives. By determining the objectives, the direction of the research becomes clear. . The main objective of this study is related to learning and teaching techniques that can be used and applied to improve students' speaking skills. Based on the research problem, the speaking skills of seventh grade students of SMPN 14 Denpasar still need to be improved. Therefore, this study was conduct to identify solutions to the difficulties. The purpose of this study is to find out whether the speaking skills of seventh-grade students at SMPN 14 Denpasar in the academic year 2025/2026 can be improved through Three-step Interview.

1.4 Limitation of the Study

This research has some limitations that need to be recognized in order to provide a more focused and meaningful analysis. It is important to clearly define the scope of the research to make the findings more precise. Some limitations may

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stem from factors such as limited resources, available materials, or methodological constraints, all of which have the potential to affect the results of the study. General and specific limitations help frame the research and make it more comprehensive. In this study, the researcher aims to provide detailed information to the reader while discussing possible areas for future research. Speaking has a wide scope; therefore, the researcher needed to narrow down the area of this study. In addition, the researcher focuses on the application of Three-step Interview to improve the speaking ability of seventh grade students of SMPN 14 Denpasar in the academic year 2025/2026. This school implements Merdeka Curriculum, so the learning process in the learning process is based on the curriculum.

This study was conduct in a school implementing Merdeka Curriculum, which specifically targets junior secondary school seventh grade students. Students are required to produce a variety of short written and spoken pieces that are presented in a multimodal format within the context of adolescent life as part of learning objective 8.8. In accordance with this objective, students are expected to participate in a Three-step Interview activity, designed to improve their speaking skills through structured interaction. The focus of this study is on students' speaking skills demonstrated during the interview, especially in discussing their experiences and perspectives on teenage life. The investigation is specifically narrowed down to students' ability to articulate their thoughts about responding to an issue. Furthermore, the assessment of students' speaking skills was based on a rubric that evaluates three main aspects: fluency, comprehension, and grammar. Thus, this study focuses on improving speaking skills of the seventh-grade students of SMPN 14 Denpasar in the academic year 2024/2025 through Three-step Interview.

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1.5 Significance of the Study

This study aims to explore the teaching of speaking skills to seventh grade students at SMPN 14 Denpasar in the 2025/2026 academic year through the application of the Three-step Interview. The focus is to improve students' speaking skills by utilizing this technique to assess their performance. The

researcher anticipates that incorporating this innovative approach into the classroom will be beneficial, providing solutions for students and teachers to improve speaking. In addition, it is expected to encourage teachers to adopt this method to foster a more active and communicative classroom environment. As a result, students can also develop a greater interest in learning to speak English, as this technique can facilitate the expression of their ideas. The findings from this study are expected to be theoretically and practically valuable.

It is expected that the theoretical goal of this study will reinforce and validate the theories employed, particularly the Three-step Interview and the theory of speaking. To improve direction and research outcomes, this can be applied to the process or structure of this investigation. Furthermore, certain theoretical data from this study might be added to already-existing references. Furthermore, it is anticipated that the findings of this study will demonstrate that the Three-step Interview is an effective strategy for enhancing students' speaking abilities. The findings of this study can serve as a guide for future investigations into the impact of the Three-step Interview in enhancing speaking abilities.

Practically, the findings of this study can benefit teachers, students, and other researchers. This method can help teachers learn more, encourage critical and creative thinking among their students, and enhance their enthusiasm for speaking. Furthermore, teachers can adapt this methodology with other more inventive methods to provide students projects and enhance their learning achievement, thus this study can also offer more information to increase speaking ability. Furthermore, the results of this study demonstrate that the Three-step Interview is one of the effective methods for enhancing students' speaking skills in the classroom. In conclusion, it is expected that this study will assist other researchers in expanding their understanding of the Three-step Interview, which could serve as an overview for future research concerning teaching speaking.

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1.6 Definition of Key Term

Some key terms are used in this study. Sometimes, these terms have a broad meaning and can cover many aspects. Therefore, it is important to formulate more specific terms to avoid potential misunderstandings for readers. In

this study, entitled "Improving speaking skills of seventh grade students oft SMPN 14 Denpasar in the academic year 2025/2026 through Three-step Interview". The key terms used in this study are based on variables related to the research topic. To clarify the focus of the study, the researcher defines the key terms used in this study, such as speaking skills, assessing speaking and Three-step Interview, which can be briefly and operationally explained as follows.

1. Speaking Skills

   Speaking skills in the present study is operationally defined as the ability of the seventh-grade students of SMPN 14 Denpasar in the academic year 2025/2026 to master in constructing and performing a short descriptive monologue fluently, comprehensively and grammatically.

2. Three-step Interview

   The Three-Step Interview is a speaking teaching technique applied to improve the speaking skills of seventh grade students at SMPN 14 Denpasar in the academic year 2025/2026. Three-step Interview has 4 stages as follows: First, the class is divided into pairs, then the teacher gives a discussion topic to each pair and gives time to think. The second, in pairs one student acted as the interviewer and the other as the interviewee, conducting an interview related to the given topic. In the third step, they switched roles so that both students had the opportunity to ask and answer. In the fourth step, each student presents their interview in front of the larger group using Round Robin format with fluently, clearly, and using proper grammar.

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CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

To conduct a well-structured research study, building a strong theoretical foundation is essential. A theoretical framework provides basic concepts and principles that guide and support the entire research process. These concepts serve as reference points that help determine the scope and direction of the research. In this study, various relevant theories are discussed and explained to support the investigation. The presence of experts' theories is necessary to strengthen the analysis and findings. The researcher avoided unintentional replication of previous students. There are several areas explained and discussed in this chapter as follows: (1) Speaking Skills, (2) Three-step Interview, and (3) Assessing Speaking.

2.1.1 Speaking Skill

Speaking skills refer to the ability to communicate ideas, thoughts, and emotions effectively through spoken language. According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It requires not only the use of correct vocabulary and grammar but also fluency, pronunciation, and the ability to organize ideas logically. Speaking enables learners to actively engage in communication and express themselves clearly in various contexts. Without strong speaking skills, meaningful verbal interaction is challenging. In summary, speaking skills are a crucial component of language proficiency, as they play a vital role in facilitating real-life communication and interaction.

Speaking skills are fundamental to effective communication, as they encompass the ability to convey ideas, emotions, and information clearly and coherently. According to Thornbury (2005), "speaking is a skill that requires the integration of various components, including vocabulary, grammar, pronunciation, and fluency." This multifaceted nature of speaking means that learners must not only focus on the technical aspects of language but also develop their ability to

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think on their feet and respond appropriately in real-time conversations. Mastering these skills allows individuals to engage in meaningful dialogue, fostering connections and understanding in both personal and professional contexts.

Moreover, the theory of speaking skills emphasizes the importance of context and audience awareness. Effective speakers must adapt their language and delivery based on the situation and the people they are addressing. As noted by Celce-Murcia (2007), "successful communication involves not just what is said, but how it is said, taking into account the cultural and social dynamics at play." This adaptability is crucial for ensuring that the message is received as intended, which can vary significantly across different contexts. By understanding the nuances of spoken language, learners can enhance their ability to connect with diverse audiences and navigate various communicative situations.

Practice and feedback are essential elements in developing strong speaking skills. Engaging in regular speaking activities, such as discussions, presentations, and role-plays, allows learners to refine their abilities and gain confidence. According to Goh (2007), "providing learners with constructive feedback on their speaking performance is vital for their growth." This feedback helps students identify areas for improvement and reinforces effective communication strategies. By creating a supportive environment where learners can practice and receive guidance, educators can significantly enhance their students' speaking skills, ultimately preparing them for successful interactions in real-world scenarios.

Speaking skills can be understood in various ways depending on the context. Richards (2008) outlines three key dimensions of speaking in language learning. First, speaking is seen as a means of expressing meaning through sound in real-time communication, emphasizing the importance of fluency and spontaneous interaction. This view highlights "communicative competence," which involves not just knowing the language but being able to use it appropriately in different situations. Second, speaking is viewed as a skill that requires the mastery of linguistic elements such as pronunciation, vocabulary, and grammar, as well as the ability to organize ideas effectively. Third, speaking also involves social and cultural awareness, where appropriate language use and pragmatic understanding help avoid miscommunication or offense. In this sense,

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speaking is not just a linguistic act but also a social one that reflects sensitivity to context and audience.

Richards (2008) states that speaking is not merely the use of correct linguistic forms but also the ability to use language appropriately according to context, purpose, and audience. In the context of English as a foreign language, students often face difficulties in speaking due to limited vocabulary, lack of confidence, fear of making mistakes, and insufficient opportunities for meaningful interaction. Therefore, speaking skill development requires continuous practice, interactive activities, and supportive learning environments that encourage students to communicate actively. In this study, speaking skill is operationally defined as students' ability to express ideas orally with acceptable fluency, comprehension, and grammatical accuracy, as these aspects are considered the most relevant indicators for assessing seventh-grade students' speaking performance.

Motivation, cognitive ability, and familiarity with the target language are key factors that influence the development of speaking skills (Brown, 2007) Engaging regularly with the language through activities such as listening, conversing, or participating in discussions helps learners internalize patterns of spoken communication. Among these, motivation plays a significant role students who are driven to improve their speaking abilities tend to practice more, which leads to better fluency and confidence. Additionally, a learner's intellectual abilities, such as memory, critical thinking, and problem-solving, contribute to how effectively they can organize and express their thoughts in spoken form. A supportive and interactive learning environment also enhances speaking performance, while structured instruction and constructive feedback from teachers can refine pronunciation, vocabulary usage, and overall communicative competence.

To develop strong speaking skills, it is essential for learners to build a solid foundation in the basic principles of spoken communication. This includes not only mastering commonly used expressions but also being able to adapt to variations in tone, context, and audience. As stated by Burns and Joyce (1997), speaking involves making decisions in real time about what to say and how to say

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it, requiring both fluency and adaptability. Learners can be guided through structured speaking tasks or encouraged to observe and analyze authentic conversations to understand how spoken language works in real contexts. According to Nunan (2003), encouraging students to actively participate in communicative tasks enhances their ability to organize and express ideas more effectively. Helping students explore different speaking situations also develops their critical thinking and spontaneity in conversation. In short, understanding patterns and variations in spoken language helps learners gain a deeper and more flexible mastery of speaking skills.

In conclusion, speaking is a vital skill that involves the ability to convey thoughts and ideas clearly through spoken language. Poor speaking skills can lead to misunderstandings during communication. Therefore, students must develop their speaking abilities in the target language, English, to ensure clarity and meaningful interaction. Since speaking is directly tied to how information is delivered, it is essential for learners to practice and refine their speaking techniques. For instance, understanding how to express past events accurately is an important aspect of speaking. By mastering how to talk about past experiences using appropriate language forms, students can communicate their ideas more effectively and avoid confusion. In short, strong speaking skills empower learners to express themselves confidently and clearly in various situation.

2.1.2 Three-step Interview

The Three-Step Interview is a cooperative learning strategy that promotes active student interaction through structured pair interviews. This method is interactive and encourages healthy competition within small group discussions, while also providing immediate feedback through peer communication (Johnson & Johnson, 1994). Teachers and students can implement the Three-Step Interview in the classroom by pairing students, allowing them to take turns as interviewer and interviewee, and then sharing their responses within a group. This approach enables students to exchange information and deepen their understanding through guided questioning. Students who respond accurately and clearly tend to stand out in group discussions, whereas those who struggle with the material receive peer

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feedback after the interview process (Slavin, 2005). In short, the Three-Step Interview is a cooperative learning strategy that enhances concept mastery through interaction, idea exchange, and peer-to-peer feedback.

The Three-Step Interview has unique features that make learning more engaging and interactive. One of its key characteristics is the structured turn-taking between partners, where students act as both interviewer and interviewee before sharing their insights with a small group. This structured interaction encourages active listening, critical thinking, and personal expression, which makes the learning process more enjoyable for students (Kagan, 1994). During the activity, students are given opportunities to clarify and elaborate on their ideas, and they receive positive reinforcement through peer acknowledgment and group reflection. Just as gamified tools provide rewards, the Three-Step Interview promotes motivation by recognizing students' contributions and offering chances to revisit and revise their responses through group feedback (Gillies, 2007). In this way, the strategy supports meaningful learning by combining structure, interaction, and encouragement.

The Three-Step Interview is accessible and beneficial for both teachers and students. For teachers, this strategy provides a structured format to facilitate student engagement, allowing them to guide discussions and assess understanding through peer interactions. Teachers can design interview questions based on specific learning objectives, tailoring them to suit various topics and student needs (Lie, 2008). On the other hand, students participate actively by asking and answering questions, which encourages deeper thinking and improves communication skills. Providing clear working instructions and guidelines, such as a detailed format can increase student participation in conducting discussions. Educators can formulate interview questions and align content in line with specific learning objectives to meet the needs and interests of diverse students, ensuring that all students are actively engaged in the process. This adaptability allows for a more personalized approach to teaching, which can improve student learning outcomes.

The flexible nature of this strategy allows it to be used individually, in pairs, or as part of a larger group activity, making it adaptable for students with

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diverse learning backgrounds and abilities. Furthermore, the sense of responsibility and collaboration fostered during the interviews can enhance students' motivation and sense of achievement. According to Kagan (2009), the important skills of active communication, critical thinking, and active listening can be built and shaped through practicing the Three-step Interview. Not only are they useful in academic settings, but they are essential for the foundation of students' collaborative participation in future real-world environments. In summary, the Three-Step Interview is an inclusive and interactive learning strategy that supports a self-directed and collaborative learning environment, ultimately enriching the educational experience and promoting a culture of engagement and respect among students.

This interactive learning strategy offers students more creative and flexible opportunities to express their understanding by allowing them to engage at their own pace and through peer collaboration. The Three-Step Interview provides space for students to share their thoughts in a structured yet open-ended manner, encouraging critical reflection and peer-to-peer feedback (Kagan & Kagan, 2009). Although this strategy is typically used during in-class sessions, it can also be adapted for asynchronous or hybrid learning settings by allowing students to conduct interviews through digital platforms or outside of class time. One of its strengths is the feedback component, where students can reflect on their responses based on insights from their peers, leading them to recognize misunderstandings and make improvements (Gillies, 2016). In the final step of the process, as students share what they've learned in small groups, they also gain insight into their own strengths and areas for growth. Overall, Three-Step Interview promotes metacognitive awareness and supports diverse learning styles through meaningful interaction and reflection.

The Three-Step Interview positively enhances students' learning experiences by promoting active participation, motivation, and meaningful interaction. Through this structured peer interview process, students are encouraged to communicate their thoughts clearly and listen attentively to others, fostering a supportive and engaging classroom environment. This interaction not only builds students' confidence but also creates a dynamic sense of involvement

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and responsibility, motivating them to perform better (Slavin, 2014). The collaborative nature of the strategy encourages healthy competition as students strive to express their ideas effectively and contribute to group discussions. Additionally, the Three-Step Interview provides benefits similar to those of online assessments, such as immediate peer feedback, varied modes of expression, and opportunities for self-reflection. According to Johnson et al. (1998), cooperative learning strategies like this one enhance learning outcomes by combining accessibility, feedback, and learning diversity. In this context, the Three-Step Interview emerges as a powerful tool for promoting student engagement and deeper understanding through structured, yet flexible, interaction.

In summary, the Three-Step Interview is a cooperative learning strategy that promotes student engagement through structured peer interaction. It offers accessibility, immediate feedback, reflective discussion, and varied learning experiences. Students can participate in this strategy using flexible formats—whether in person or online—making it adaptable to different classroom contexts (Lie, 2008). The dynamic and interactive nature of the Three-Step Interview reduces student boredom and enhances confidence and enthusiasm, especially when compared to traditional, teacher-centered activities (Kagan & Kagan, 2009). This approach allows students to explore content more deeply through dialogue, making learning more enjoyable and meaningful. Additionally, the variety in question types and student roles within the process helps maintain interest and encourages active participation. As a result, the Three-Step Interview offers a valuable alternative to conventional methods, enriching students' learning experiences through collaboration and communication. According to Kagan & Kagan (2009), there are 4 key steps in putting the Three-step Interview into practice:

1. Teachers provides the interview topic, states the duration of the interview, and provides think time.
2. In pairs, Student A interviews Student B.
3. Pairs switch roles: Student B interviews Student A
4. Then, each pair joins another pair to create four-person groups. After that, present the initial partner and ask each pair what they learned during their

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interviews using the Round Robin format.

Using these methods, students be able to more easily construct well-organized and descriptive -oriented monologues.

2.1.3 Assessing Speaking

The basic objectives of teaching English speaking to students are fluency, grammar, and comprehension. Speech evaluation is challenging, though, because there are a number of factors that influence how well a person may seem to speak a language, and test results must be accurate and appropriate for the intended application. Teachers and testers have attempted to complete this challenging assignment in a number of situations using a range of different approaches (Luoma, 2004). Furthermore, evaluation can motivate students and provide a profile of their learning throughout the teaching and learning process, claims McCulloch (2007). Additionally, it can diagnose (at the start, during, or finish, strength, weakness, and willingness to progress).

Students can study the language, communicate with their teachers and peers, and express their emotions through speaking. Walvoord and Anderson (2010) define assessment as the systematic collection of information on students' learning while making use of the available time, resources, expertise, and abilities to decide how best to improve learning. Instructors use assessment data to collect information to clearly and constructively identify students' learning needs and to develop and modify teaching-learning programs for individual students, student groups, and the class. Students gain the information and guidance they need to organize and manage the subsequent phases of their learning through assessment for learning.

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According to Thornbury (2005), there are two main ways to evaluate speaking. There are two types of grading schemes: analytical and holistic. Holistic scoring assigns a single score to an entire impression, which is quicker and can be adequate for the creation of informal testing. Analytical scoring is the process of giving different work components different points. The subjects can be evaluated in a variety of methods, despite scoring taking longer. Analytical scoring is more reliable and equitable. Furthermore, Richards (2008) pointed out that while

designing speaking activities, it might be difficult to determine the criteria that will be applied to assess students' performance as well as the desired caliber of performance on a speaking activity.

Five types of speaking performance evaluation are defined by Brown (2004): comprehensive, interactive, responsive, and imitative. The ability to merely repeat back (imitate) a word, phrase, or even a sentence is known as imitation speaking. Pronouncing short bursts of spoken language to show mastery of a small range of grammatical, phrasal, lexical, or phonological connections is known as intensive speaking. Assessment tasks involving extensive (monologue) speaking require complex, tense speech segments. Speeches, oral presentations, and tales are all part of it, with little to no vocal interaction. Even though they are only at the level of a quick conversation, standard greetings, and small talk—just making requests and leaving comments—responsive assessment activities incorporate interaction and text comprehension.

Assessment can be used to diagnose, encourage, provide feedback, foster learning, and provide a profile of what has been learnt, according to McCulloch (2007). The purpose of assessment is to inform both the teacher and the students about their own growth and development. Assessments can also be used as a method to determine the effectiveness of the teaching-learning process. Although evaluating speaking is difficult, the researcher expects test results to be accurate, and there are numerous elements that affect the perception of students' language proficiency. Furthermore, the hardest language skill to evaluate during the learning process is speaking. The capacity to speak is typically assessed in a face-to-face conversation.

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Nunan (2004) defines evaluation as the process of acquiring information about students. This is a subset of evaluation called assessment. One kind of evaluation is testing. More official data collection on student performance is also included. The results of the assessment are also used as feedback, and they can be used to reflect on how well the technique works in the teaching-learning process. Since so many factors can influence a person's ability to communicate or interact in a foreign language, evaluating speaking can be challenging. When teachers assess speaking, their listening skills determine the validity and reliability of an

oral production exam. Giving someone a score between one and five, for example, could be challenging. Teachers may take their time going over the students' speaking performance records in order to conduct a suitable evaluation.

Speaking contains a number of crucial performance characteristics necessary for successful communication, claim Richards and Renandya (2002). First and foremost, being able to pronounce words correctly is fundamental. This includes using tone and accent appropriately as well as accurately articulating sounds, all of which have a big impact on meaning and clarity. Second, fluency is the capacity to talk with ease and fluidity; this is best accomplished by letting speech flow naturally without taking too many pauses. Fluency is frequently acquired via practice in conversational settings. Third, a speaker's vocabulary is their mental library of words; a large vocabulary allows for accurate articulation and comprehensive discourse. Lastly, grammar helps with meaningful communication by providing the structural underpinning for appropriate word order in sentences. Gaining competency in four interrelated areas pronunciation, fluency, vocabulary, and grammar improves students' speaking abilities, which in turn boosts their self-esteem and language use proficiency, ultimately improving their educational experience.

The instructor gains insight into the progress students have made in their skills and their understanding of the material taught. A crucial aspect of teaching involves assessing students' comprehension. Assessment should be viewed as a method of analyzing the data gathered from learning activities that engage students as active learners and researchers, rather than merely a collection of tasks. Consequently, it is essential for students to be more engaged in following the instructor's guidance throughout the teaching and learning process. Additionally, Brown (2004) notes that when an instructor aims to evaluate students' speaking abilities, it is necessary to consider various factors such as fluency, comprehension, and grammar. These criteria can be further elaborated as follows:

1. Fluency

   This crucial element relates to the student's ability to carry on the monologue with a few pauses while maintaining clarity and fluency.

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Second, the students' language issues shouldn't interfere with their fluency. Additionally, during the monologue, students are not permitted to pause needlessly. Additionally, students were instructed to do monologues with confidence, without hesitation, and without stopping right away.

2. Comprehension

   This pertains to the students' ability to express their well-being and their clear understanding of the content. Their language experience is quite restricted; the speaker can grasp basic questions and statements when they are presented at a slow pace. Moreover, the students are able to understand the entire message from the speakers without needing any repetition.

3. Grammar

   Another crucial component of speaking that needs to be monitored and evaluated in language is grammar. Students who pay attention to grammar rules will undoubtedly be able to talk more accurately and in an acceptable manner.

2.2 Empirical Review

In the empirical review, the researcher talks about the other investigations. By examining empirical studies, researchers can improve their understanding and make sure that their work is based on reliable facts, which significantly improves the field. The relationship between this study and the one under examination seemed to be unavoidable. Empirical reviews collect data from real-world experiences rather than depending on ideas or opinions. Presenting a comprehensive and well-structured overview of the corpus of published research on a specific topic is the aim of an empirical review. The second objective is to assist researchers in identifying gaps or areas that require more research. Researchers like Izzaty (2018) and Pramasela (2021) are conducted the current study. The findings of the empirical review were as follows:

The first research was from Izzaty (2018) entitled "The Implementation of Three-Steps Interview to Increase the Students' Speaking Ability at SMP Al Farabi Medan." The objective of this study was to find out the implementation of the Three-Steps Interview strategy in teaching speaking at SMP Al Farabi Medan.

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The researcher conducted the study using Classroom Action Research (CAR) with the seventh-grade students as the subject. The result of the study could be seen from the progressing of the students' involvement and participation during the implementation. After applying the Three-Steps Interview strategy, the research showed that the students' speaking skill improved and their engagement in the speaking class increased significantly.

The second research by Pramasela (2021) is entitled "Improving Speaking Performance Through Three Steps Interview Technique Among the Tenth Grade at Al Madinah Boarding School Karya Tani East Lampung". The objective of this study was to determine whether the Three Steps Interview Technique could improve the speaking performance of tenth-grade students at Al Madinah Islamic Boarding School. The researcher conducted a classroom action research (CAR) involving tenth-grade students, utilizing tests, observation, and documentation. The results of the study showed a significant improvement in students' speaking performance from the pre-test to the post-tests after the implementation of the technique. This progression indicated that the Three Steps Interview Technique was effective in enhancing students' speaking performance, as evidenced by the increased number of students meeting the minimum completeness criteria and improved student activity during learning.

Both of the research showed that Three-step Interview could improve the students' speaking skills. They could perform their speaking performance fluently, comprehensively, and grammatically. This result proved that the teaching technique was effective in improving the students' speaking performance. However, both of the procedural steps of applying Three-step Interview were not aligned with the previously mentioned theories. It might cause the implementation of the teaching technique could not optimally improve the students speaking skills. In the present research, the researcher was implement the steps of Three-step Interview based on Kagan & Kagan (2009) and the steps was procedurally applied in the teaching and learning activities of the teaching module. Therefore, it is expected that it can optimally improve the students' speaking skills.

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