CULTIVATING STUDENTS' SPEAKING SKILLS THROUGH THREE-STEP INTERVIEW TECHNIQUE AT THE ELEVENTH GRADERS OF SMK PGRI 2 PALEMBANG

A Thesis by

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UNIVERSITY OF TRIDINANTI

2025

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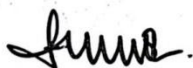
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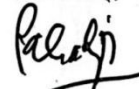Faculty of Teacher Training and Education

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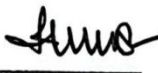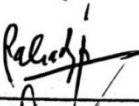Dean of Faculty of Teacher Training and Education
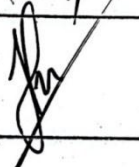
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MOTTO

"Being handsome and beautiful is not a choice that must be had, but good speech and words

are what must be had''

(Aldi)

DEDICATION

This thesis dedicated to:

- Allah SWT for blessing me to finish this thesis and for the prophetMuhammad SAW as the researcher role model.

- My beloved parents, always gavethe best spirit forthe researcher and never

  tired of giving prayers and support for the success of the researcher.

- My beloved brothers, Aldo, Yoga, and Rizky who always provide support to the researcher incompleting this thesis.

- My Advisors, Yuyun Hendrety, M.Pd and Rahma Dianti, M.Pd. I`m glad tothank you for guiding me to finish this thesis.

- My lecturers, thanks for the knowledge.

- My best friend, Muhammad Febrian Kurniawan, S.T, thank you for your support, motivation and accompanying the researcher so that this thesis can be completed properly.

- My beloved seejoan, Audrin Bianca Mareta, Oni Setiwawan Paranginangin, Reni Oktariani, S.Pd, Laila Amalia, S.Pd, and KMS. M.

Sandi Hidayatullah. Thank you for always being there at my lowest point and always being a loyal listener to the researcher .

- My beloved aunt, Rita thank you for your supportof the researcher so that this thesis can be completed properly.

- My almamater.

- Thanks to all of the people who have supportedthe researcher in finishing this thesis.

Pernyataan

Saya menyatakan dengan sebenar-benar nya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, February 2025

Mahasiswa

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ACKNOWLEDGMENTS

Alhamdulillah, praise be to Allah SWT, the author can finally complete this thesis. This thesis is written based on research conducted by the researcher from July 2024 to November 2024 at SMK PGRI 2 Palembang.

In writing this thesis, there are several parties who have helped the researcher. Therefore, the researcher would like to express his deepest gratitude to the brilliant advisors, Yuyun Hendrety, M.Pd and Rahma Dianti, M.Pd who have guided and encouraged his to complete this thesis.

Secondly, the researcher would like to thank the Dean of Faculty of teacher Training and Education, and Head of the English Education Study Program for their help in administration matters.

The researcher also grateful to all teachers and lecturers who have educated the researcher during his education from elementary school to college. Then, the researcher would like to express his gratitude to the headmaster, the vice headmaster of curriculum, the teachers and students of SMK PGRI 2 Palembang for their help and their cooperation.

Finally, the researcher would like to express the deepest appreciation to his parents, sibling, and family for their love and help. The researcher would also like to say thanks to his friends for their support and encouragement.

Palembang, February 2025

ALDI

ABSTRACT

This study was aimed to find out if there was a significant difference inspeaking skill between the eleventh-grade students of SMK PGRI 2Palembang who were taught by using the Three-step Interview technique and those who werenot. Experimental research was used in this research. There were 42 students in the sample,22 students for the experimental group and 20 students for the control group. Thesamplewas taken by using purposive sampling. The method of this research usedquantitative with a quasi-experimental design, the data was collected by using the speaking test. The data were analyzed using the Wilcoxon signed-rank test and Mann-Whitney U test to verify the hypotheses.

Based on the data analysis, there was a significant improvement in speaking skill. It was proved by the result of the Wilcoxon Signed-rank test the valueAsymp.Sig. (2-tailed) of $0.000 < 0.05$. It indicated that students' speaking skill wasimproved. Also,it was proved by the result of Mann Whitney U test the significantU-value of 169.500 and W-value of 379.500. If converted to Z value, the amount was -1.304. it can be seen that the value Asymp.Sig. (2-tailed) of 0.000. So, it can beconcluded that$0.000 < 0.05$, and the Mann-Whitney U test showed that the coefficient was higher than the alpha value, therefore the hypothesis was not accepted or there was no significant difference onstudents' speaking skill after using Three-step Interview technique. In short, that the alternative hypothesis was rejectedand null hypothesis was accepted.

Keywords: Three-step Interview, Speaking skill.

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CHAPTER 1

INTRODUCTION

This chapter presents the background, the limitations of the problemformulations of the research problem, the objectives of the study, and the significance of the study.

1.1 Background

Globalization era is very competitive. English as a tool that facilitates globalization, has become an important language for communication (Hamsia, 2018). According to Nickerson at (2011), an increasing number of employers are mandating that workers meet a specific level of English proficiency. Many multinational corporations (MNCs) in Asia still conduct business in their home languages. Harzing and Pudelko (2013) found that there has been a shift in favor of English as the corporate language, with 41% of the Asian companies surveyed using it; this is because English is more in line with MNCs operating in other parts of the world.

Further, Richard and Renandya (2002) mentioned that people use English for communication in various aspects, such as education, business, sports, tourism, transportation, and international relations. Therefore, English has become a compulsory subject for Indonesian students (Harmer, 2011). English is officially taught as a foreign language in Indonesian schools along with the Minister of Education and Culture decision in 1967. The subject of English is considered important in the absorption and development of science, technology, and arts and

culture between nations (Yulizar, 2022). That is why, along with the changing times and the development of English among the nation's successors, English has become compulsory subject in Indonesia in establishing communication (Yulizar, 2022).

Brown (2004) stated that speaking is a productive skill that consists of verbal utterances that convey meaning. A person might share idea, feeling or even ask questions. However, talking in English is way. more difficult than in their language which makes improving students' English-speaking skills a bit more difficult as well. Harmer (2011) stated that speaking is of great significance for people's interactions where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

In addition, Muhayyang and Amin (2017) mentioned that speaking skill is a fundamental tool for communication and interaction with other people. Cameron (2001) stated that speaking deals with the active use of language and meaning negotiation to deliver meanings so that other people can understand them. Furthermore, Luoma (2004) argued that speaking is an interactive process of constructing meaning that involves producing, receiving. and processing information. Thus, speaking is a productive talent that includes meaning-conveying verbal utterances, and speaking is the oral exchange of concepts and messages.

However, many teachers still find that their students' speaking skill is still low. Mostly the students think that speaking is a challenging or complex task. There are still many students who have difficulty in speaking skills. Many external and internal factors affect the low achievement of the students' speaking skill (Mai. 2017). The external factors include affective factors, performance conditions, family situations, environment, and society. Social environment elements such as schools, teachers, and personnel significantly influence students' motivation and learning activities (Mai, 2017). Additionally, she also stated that internal factors, such as vocabulary, grammar, pronunciation, and fluency; motivation, attitude, and study habits; and students' speaking abilities, enhance all factors in language competency. In line with the previous idea, Januariza&Hendriani (2016) stated that for internal factors, students should address to maximize success, such as anxiety, shyness, lack of confidence, and fear of mistakes significantly impact language acquisition.

On July 16th 2024, the researcher interviewed who were English teacher of grade eleven TKJ 2 and 3 at SMK PGRI 2 Palembang. The English teachersaid that there were some students lack ofthe courage to pronounce English words, lack of English vocabulary mastery, lack of motivation to speak and they did not know how to start a conversation will with their partner.

Many studies have investigated how to overcome speaking problems, one of which is learning techniques. Pu et, all (2015) mentioned that fitting classroom exercises into dialect learning can result in highly motivated understudies effectively locking in the classroom learning environment. According to Lam (2020), the need for classroom activities for teaching speaking is a basis for

designing an interesting learning atmosphere. The teacher needs to create meaningful learning activities that support students in practicing speaking. One of the strategies that can help the students actively practice speaking is the Three Step Interview technique.

Three-step interview is one technique that can be used to encourage students to share their thoughts, ask questions, and take notes (Rolhelser, 2006). Many studies have been conducted to investigate the three-step interview technique related to speaking ability. The learning strategy using three-step interviews is considered effective because students can express their language skills freely and courageously (Maca, 2020).

According Ratnawati (2018) found that (1) TSI (Three-step interview) and NHT(Numbered Heads Together Techniques) are effective in enhancing the speaking skills of students with different motivation levels, (2) enhancing the speaking skills of highly motivated students using TSI (Three-step interview) is more effective than using NHT(Numbered Heads Together Techniques), and (3) enhancing speaking skill using TSI (Three-step interview) to the low motivated students is more effective than using NHT (Numbered Heads Together Techniques). The strength of implementing a three-step Interview in the speaking classroom is that it can make students more mastered and excited to participate in speaking activities and enhance their speaking ability (Aristy, 2019). As it is said by Kagan (2009), that the three-step interview is one of the techniques in cooperative learning. Cooperative learning that works in different ways to produce positive results. The three-step interview also has the same principle and characteristics of cooperative learning, there is group work.

Three-step Interview (TSI) technique has fundamental advantages in teaching and learning a language. The researcher is interested in using the three-step interview technique in teaching speaking for the following considerable reasons. Fitrianingrum (2013) and Permanasari (2021) argued that students' speaking skills are improving significantly by using the Three Step Interview technique. It provides the students with various oral communication tasks and makes sure that each student has a chance to speak and listen (Kagan, 2009). It promotes the students' personal and social skills by engaging them in tasks including listening, understanding, and accountability. It makes the students more familiar with each other at the very beginning. It aims to enable the students to participate and use various strategies of questioning (Permanasari, 2021).

Despite all the advantages above, there are some disadvantages. Students may miss attention during the interview (Ur, 2012). It is sometimes hard to keep the current discussion (Januariza and Hendriani, 2016).

Three Step Interview technique can still be employed in the learning process since teachers can still help students overcome their learning disabilities, which include trouble keeping talks going and attention span issues. An interview involves an exchange between two individuals which is the best setting for making conversation in everyday life (Ur, 2012).Is't creates simultaneous accountability as well as motivates the students to share and apply different thinking and questioning tasks to extend their speaking ability (Asa'adi, 2018). It includes interactive activities that act as applicable support in teaching speaking.

By applying this technique (TSI), the students spontaneously will learn when and how to say and how to speak in English (Kagan, 2009). Therefore, by considering the advantages and dis advantages of TSI, the researcher is interested to investigate, the effectiveness of using TSI in the classroom. The researcher conducted a study entitled " Cultivating Students' Speaking Skills through Three Steps Interview Technique at the Eleventh Graders of SMK PGRI 2 Palembang".

1.2 The Limitation of the Problem

Based on the elaboration above, the researcher limited the research problemto investigating the use of the three-step interview technique to improve the eleventh graders' speaking skill at SMK PGRI 2 Palembang.

1.3 The Formulation of the Research Problems

The problems of this research were formulated as follows:

1) Was there any significant improvement among the eleventh graders of SMKPGRI 2 Palembang speaking skill achievement after using the three-step interview technique?

2) Was there any significant difference in students' speaking skill achievementbetween the eleventh graders of SMK PGRI 2 Palembang who were taught using the three-step interview technique and those who were not?

1.4 The Objectives of the Study

Based on the problem above, the objectives of the study were:

1. To find out whether or not there was a significant improvement among theeleventh graders of SMK PGRI 2 Palembang speaking skill achievement after using the three-step interview technique.

2. To find out whether or not there was a significant difference in students speaking skill achievement between the eleventh graders of SMK PGRI 2 Palembang who were taught using the three-step interview technique and those who were not.

1.5 The Significances of the Study

The results of this research can hopefully contribute positive significance to the teacher, the students, and the researcher himself.

1. The Students

Hopefully, students can improve their speaking skills using the Three Step Interview technique as a learning technique in leaming English.

2. The Teachers

Hopefully, the result of this research will provide further information regarding how to use the Three Step Interview technique as a teaching technique.

3. The Researcher

This research can help the researcher to develop his knowledge and experience in teaching English and gain experience in conducting scientific research.

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