
**THE EFFECT OF THE THREE-STEP INTERVIEW TECHNIQUE ON ELEVENTH-
GRADE STUDENTS' SPEAKING SKILLS****Aldi¹, Yuyun Hendrety², Rahma Dianti³****Universitas Tridinanti****aldia7793@gmail.com, yuyun_hendrety@univ-tridinanti.ac.id,****rahma_dianti@univ-tridinanti.ac.id**

ABSTRACT: Enhancing students' speaking skills remains a major obstacle in English instruction, especially in secondary schools with vocational programs where effective communication is crucial. This study investigated whether eleventh-grade students at SMK PGRI 2 Palembang might improve their speaking proficiency by using the three-step interview technique. A quantitative method with a quasi-experimental design was employed, involving 42 students selected through purposive sampling, with 22 assigned to the experimental group and 20 to the control group. Data were collected through a speaking test. The obtained data were analyzed using the Wilcoxon signed-rank test and the Mann-Whitney U test, since the data were not normally distributed. The Wilcoxon Signed-Rank test revealed a significant improvement in speaking achievement within the experimental group (Asymp. Sig. = 0.000 < 0.05), indicating that the Three-Step Interview technique effectively fostered students' speaking achievement. However, the Mann-Whitney U test showed no significant difference between the experimental and control groups (Asymp. Sig. = 0.192 > 0.05), suggesting that the technique did not outperform traditional methods in this sample. These findings imply that while the three-step interview technique can be a useful classroom strategy to support speaking development, further research with larger samples and diverse contexts is recommended to evaluate its comparative effectiveness.

Keywords: *speaking achievement, Three-Step Interview, teaching technique*

**PENGARUH TEKNIK *THREE-STEP INTERVIEW* TERHADAP KETERAMPILAN
BERBICARA SISWA KELAS XI**

ABSTRAK: Meningkatkan keterampilan berbicara siswa tetap menjadi kendala utama dalam pembelajaran bahasa Inggris, terutama di sekolah menengah dengan program kejuruan di mana komunikasi yang efektif sangat penting. Penelitian ini menyelidiki apakah siswa kelas sebelas di SMK PGRI 2 Palembang dapat meningkatkan kemampuan berbicara mereka dengan menggunakan teknik wawancara bertahap tiga langkah. Metode kuantitatif dengan desain kuasi-eksperimen digunakan, melibatkan 42 siswa yang dipilih melalui purposive sampling, dengan 22 siswa ditempatkan dalam kelompok eksperimen dan 20 siswa dalam kelompok kontrol. Data dikumpulkan melalui tes berbicara. Data yang diperoleh dianalisis menggunakan uji Wilcoxon Signed-Rank dan uji Mann-Whitney U, karena data tidak terdistribusi normal. Uji Wilcoxon Signed-Rank menunjukkan peningkatan signifikan dalam pencapaian berbicara di kelompok eksperimen (Asymp. Sig. = 0,000 < 0,05), menunjukkan bahwa teknik Wawancara Tiga Langkah secara efektif meningkatkan pencapaian berbicara siswa. Namun, uji Mann-Whitney U menunjukkan tidak ada perbedaan yang signifikan antara kelompok eksperimen dan kontrol (Asimpt. Sig. = 0,192 > 0,05), menunjukkan bahwa teknik tersebut tidak lebih baik daripada metode tradisional pada sampel ini. Temuan ini menunjukkan bahwa meskipun teknik wawancara tiga langkah dapat menjadi strategi kelas yang berguna untuk mendukung perkembangan berbicara, penelitian lebih lanjut dengan sampel yang lebih besar dan konteks yang beragam disarankan untuk mengevaluasi efektivitasnya secara komparatif.

Kata Kunci: *keterampilan berbicara, three-step interview, teknik pembelajaran*

INTRODUCTION

Globalization is currently a highly challenging process. According to Hamsia (2018), English is becoming increasingly important as a communication tool and aid in globalization. According to Nickerson et al. (2011), employers are increasingly requiring certain English language abilities from their employees. In Asia, many multinational firms (MNCs) still conduct business in their native tongue. Harzing and Pudelko (2013) found that 41% of Asian enterprises use English as their major corporate language, aligning with MNCs in other areas of the world.

Furthermore, Richard and Renandya (2022) observed that English serves as a means of communication across many areas, including global relations, athletics, business, education, travel, and transport. Consequently, Indonesian students are now required to learn English (Harmer, 2011). In 1967, the Minister of Education and Culture decided that English would be taught as a foreign language in Indonesian schools. English language proficiency is thought to be essential for the global adoption and advancement of disciplines like science, technology, and the arts and culture (Yulizar, 2022). Thus, in order to foster relationships, support the language's growth among the younger generations, and adapt to the circumstances, English has been designated a required subject in Indonesia (Yulizar, 2022).

Speaking is a productive talent that includes using words to convey meaning, claims Brown (2004). A person might express their feelings and thoughts or ask questions. Nonetheless, it is more difficult to communicate in English than in one's home tongue, which makes attempts to improve students' English-speaking abilities more difficult. Harmer (2011) contends that, as speaking happens on a daily basis and in a variety of contexts, it is essential for interpersonal connections. Speaking entails exchanging thoughts and facts verbally. In order to motivate students to participate in English-language talks, we should both utilize the language in authentic conversations and urge them to do the same. Furthermore, according to Muhayyang and Amin (2017), speaking is a necessary skill for engaging and talking with others. Speaking is the active use of language and meaning negotiation to communicate meanings that other people can grasp, according to Cameron (2001). According to Luoma (2004), speech is also an interactive process of meaning construction that involves the creation, reception, and processing of information. Therefore, speaking is the verbal exchange of concepts and messages. It is a useful ability that includes vocal utterances that transmit meaning.

Nonetheless, many teachers discover that their students' oral communication abilities remain undeveloped. For most students, speaking is a difficult task. Speaking is an area where many students struggle. According to Afebri et al. (2017), students' speaking performance is shaped by both internal and external factors. Internal aspects include motivation, confidence, and anxiety, while external influences involve performance conditions such as time pressure, planning, and the amount of support available. Listening ability, topical knowledge, and the quality of feedback during speaking activities also play a crucial role. These findings highlight that speaking difficulties are not only tied to linguistic competence but also to psychological readiness and environmental support, making it essential for teachers to address both dimensions when designing classroom strategies. In addition to external components like vocabulary, grammar, pronunciation, and fluency, she suggested that internal characteristics like students' verbal skills, excitement, attitudes, and study habits also improve all aspects of language proficiency. Students should address internal issues, including anxiety, shyness,

low self-esteem, and fear of making mistakes, in order to improve their language learning results, according to Januariza and Hendriani (2016).

At SMK PGRI 2 Palembang, the researcher interviewed the English teachers of the eleventh-grade TKJ 2 and 3 classrooms on July 16, 2024. The teachers reported that some students lacked the self-assurance to pronounce English words correctly, lacked a solid vocabulary, lacked the drive to talk, and were unclear about how to strike up a discussion with their peers.

Students can be encouraged to express their thoughts, ask questions, and take notes by using the Three-Step Interview technique, which is designed to maximize oral communication and ensure that each learner has the opportunity to speak and listen (Rolheiser-Bennett, 2006). In terms of oral skills, the three-step interview technique has been the subject of numerous studies. This method of instruction is said to be successful because it enables students to freely and confidently display their language skills (Maca, 2020). The three-step interview technique is a useful tool for teaching languages. It has been shown to significantly improve students' oral communication skills by providing speaking assignments, encouraging social contact, and assisting students in getting to know one another better. However, the three-step interview technique has many disadvantages, such as kids becoming distracted during interviews and difficulties keeping up the conversation. Notwithstanding these drawbacks, the three-step interview technique can still be helpful in the classroom, helping kids with learning difficulties, including trouble focusing and maintaining conversation. Students are encouraged to participate in a variety of thinking and questioning exercises during interviews, which also build mutual accountability and foster a supportive environment for conversation. Additionally, the three-step interview technique includes interesting exercises that support speaking skill practice. Students gain the ability to communicate more effortlessly and appropriately in English by using this technique. Based on the elaborated background, this study aimed to examine the effect of the three-step interview technique in improving the students' speaking achievement and to seek the differences in speaking achievement between the groups of students who were taught using the

METHODOLOGY

This research employed a quantitative method with a quasi-experimental design, because the primary objective of this research was to investigate the effectiveness of the three-step interview technique in improving eleventh-graders' speaking achievement. The quasi-experimental design allowed the researchers to compare outcomes between groups while accommodating the practical constraints of classroom settings where random assignment was not feasible.

A total of 42 eleventh-grade students participated, selected through purposive sampling to ensure that the sample represented learners with similar language proficiency levels. The participants were divided into two groups: 22 students in the experimental group, who received instruction using the Three-Step Interview technique, and 20 students in the control group, who were taught using conventional methods.

Data collection was conducted through a speaking test administered to both groups before and after the intervention. The test was designed to measure key aspects of speaking performance, including fluency, accuracy, pronunciation, and the ability to express ideas coherently. To ensure reliability, the test was scored using a rubric validated

by language experts, and inter-rater reliability was checked to minimize subjectivity in scoring.

The data were analyzed using inferential statistics with the SPSS program. Since the normality test indicated that the data were not normally distributed, nonparametric statistical techniques were applied. The Wilcoxon Signed-Rank test was used to determine whether there was a significant improvement in speaking achievement within the experimental group after the intervention. Meanwhile, the Mann-Whitney U test was employed to compare the speaking achievement between the experimental and control groups in order to determine whether the three-step interviewing strategy yielded better results than conventional teaching techniques.

By combining within-group and between-group analyses, this methodological approach provided a comprehensive understanding of both the effectiveness of the intervention and its comparative impact. The use of nonparametric tests ensured that the conclusions drawn were statistically valid despite the distributional limitations of the data.

FINDINGS AND DISCUSSION

FINDINGS

The Results of the Pretest and Post-test

Pre-tests and post-tests were administered to the experimental and control groups to examine their speaking achievement before and after the treatment session. Based on the pre-test results of the experimental group, the highest score was 34, the lowest score was 20, and the mean score was 24.09 with a standard deviation of 3.927. Then, in the post-test of the experimental group, the highest score was 56, the lowest score was 40, and the mean score was 45.73 with a standard deviation of 4.506. Next, in the pre-test of the control group, the highest score was 28, the lowest score was 20, and the mean score was 22.90 with a standard deviation of 2.936. Finally, in the post-test of the control group, the highest score was 52, the lowest score was 40, and the mean score was 44 with a standard deviation of 3.893. Table 1 presents the summary of descriptive data analysis results.

Table 1. The results of descriptive data

Group	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	22	20	34	24.09	3.927
Post-Experimental	22	40	56	45.73	4.506
Pre-test Control	20	20	28	22.90	2.396
Post-test Control	20	40	52	44.00	3.893

The Data Normality

Before the data were analyzed using inferential analysis, the normality test was run using Kolmogorov-Smirnov. Based on the normality test of the pre-test experimental group, the significance coefficient (sig 2-tailed) of the Kolmogorov-Smirnov test in the pre-test was 0.100, which was greater than 0.05. It means the data of the experimental group pretest was normally distributed. For the post-test data of the experimental group, the significance value of the normality test was 0.002, which was less than 0.05. It indicates that the post-test data of the experimental group were not normally distributed.

Based on the normality data of the control group pre-test, the significance coefficient (sig 2-tailed) of the Kolmogorov-Smirnov test was 0.000, which was less than 0.05. For the post-test data of the control group, the significance value of the normality test was 0.035, which was less than 0.05. It indicates that the data were not normally distributed for the post-test data of the control group. The results of normality tests show that most data were not normally distributed; thus, the nonparametric statistical analysis was used to analyze the data. Table 2 presents the summary of the Kolmogorov-Smirnov test.

Table 2. The results of the normality test using the Kolmogorov-Smirnov

Group	Test	N	KS Statistic	Sig. (p-value)	Normality Conclusion
Experimental	Pre-test	22	0.169	0.100	Normal
Experimental	Post-test	22	0.240	0.002	Not Normal
Control	Pre-test	20	0.288	0.000	Not Normal
Control	Post-test	20	0.200	0.035	Not Normal

The Inferential Analysis Results

Due to the normality test results showing that most of the data were not normally distributed, the researchers employed nonparametric statistical analysis to analyze the data. The Wilcoxon signed-rank test was employed to measure the significant effect of the three-step interview technique in improving students' speaking test, and the Mann-Whitney U test was run to examine the difference in speaking achievement between the experimental group and the control group after the intervention.

The Results of the Wilcoxon signed-rank test

The Wilcoxon Signed Ranks test demonstrated a significant difference between the pretest and posttest scores in the experimental group. The analysis yielded a Z value of -4.115 with a two-tailed significance level of $p < 0.001$; it confirms that the observed changes were highly unlikely to be due to chance. The majority of negative rankings suggest that participants' performance improved on average from the pretest to the posttest. These findings highlight the effectiveness of the three-step interview technique in improving students' speaking performances through providing clear empirical evidence that it led to significant improvements. The Wilcoxon signed-rank test results are shown in Table 3.

Table 3. The results of the Wilcoxon signed-rank test

Test Statistics	Value
Comparison	Posttestexp-pretestexp
Z	-4.115
Asymp. Sig. (2-tailed)	.0000

The Results of the Mann-Whitney U Test

The Mann-Whitney test aims to determine whether there is a difference in the mean of two independent samples. The Mann-Whitney U test is used as an alternative to the independent t-test if the research data is not normally distributed.

In this research, the Mann–Whitney U test was applied to determine whether there were differences in speaking test performance between the experimental and the control groups. The analysis results showed that the U value of 169.500 and a Wilcoxon W value of 379.500, with a standardized test statistic (Z) of -1.304. Since the obtained p-value (.192) was greater than the significance level of .05, it confirmed that there was no difference in speaking achievement between the groups. In other words, the results of the Mann–Whitney U test proved that the experimental group did not differ significantly from the control group in terms of speaking test performance after being taught using the three-step interview technique. Table 4 summarizes the analysis results of the Mann-Whitney U test.

Table 4. The analysis results of the Mann-Whitney U test

Statistics	Value
Mann-Whitney U	169.500
Wilcoxon W	379.500
Z	-1.304
Sig. 2-tailed	0.192

DISCUSSION

The results of the research provide important insights into the effectiveness of the three-step interview technique in improving students' speaking achievement. The descriptive statistics showed that both the experimental and control groups improved from pretest to posttest. However, the inferential analyses give a more precise picture of whether these improvements were statistically significant.

The normality test results indicated that most of the data were not normally distributed, which justified the use of nonparametric tests. The Wilcoxon Signed Ranks Test revealed a significant improvement in the experimental group's speaking scores from pretest to posttest. This finding suggests that the three-step interview technique had a positive effect on students' speaking performance, as their scores increased significantly after the treatment.

On the other hand, the Mann–Whitney U test, which compared the posttest scores of the experimental and control groups, showed no statistically significant difference between the two groups. This result means that although the experimental group improved significantly within itself, their performance was not significantly different from that of the control group after the intervention. In other words, while the technique helped students in the experimental group improve, the overall difference between the two groups was not strong enough to be considered statistically significant.

Taken together, these findings suggest that the three-step interview technique can enhance students' speaking performance, but its impact may not be substantially greater than traditional methods when comparing groups. The technique appears effective for individual improvement, yet further research with larger samples or longer interventions may be needed to confirm its comparative advantage over other approaches.

CONCLUSION

Based on the results of this study, it can be concluded that the three-step interview technique was effective in improving students' speaking achievement in the experimental group. This was shown by the significant increase in the students' mean scores from the pre-test to the post-test. The Wilcoxon signed-rank test also confirmed that the improvement was statistically significant. This means that the three-step interview technique helped students improve their speaking skills.

However, the Mann–Whitney U test showed that there was no significant difference between the experimental group and the control group after the treatment. This indicates that although the experimental group improved, the difference between the two groups was not statistically significant.

Based on these findings, it is recommended that teachers use the three-step interview technique as an alternative teaching strategy to help improve students' speaking skills, because it provides students with more opportunities to practice speaking actively. Students are also encouraged to participate actively in speaking activities to improve their confidence and performance. Future researchers are recommended to conduct similar studies with a longer treatment duration or a larger number of participants to obtain more comprehensive results.

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