

ABSTRAK

THE USE OF GAMIFICATION THROUGH THREE STEPS INTERVIEW TECHNIQUE TO IMPROVE SPEAKING SKILLS OF VOCATIONAL HIGH SCHOOL STUDENTS IN BANDAR LAMPUNG

Oleh

Fadya Aula Annisa

Kurangnya kesempatan berlatih berbicara telah diidentifikasi sebagai faktor utama yang berkontribusi terhadap rendahnya kepercayaan diri siswa sekolah menengah kejuruan, yang pada akhirnya menyebabkan rendahnya kemampuan berbicara mereka. Penelitian ini bertujuan untuk mengeksplorasi dan menganalisis peningkatan keterampilan berbicara siswa setelah penerapan teknik *Three-Steps Interview* berbasis gamifikasi dalam pembelajaran bahasa Inggris. Penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif melalui desain eksperimen. Subjek penelitian terdiri atas 35 siswa kelas X di SMK Budi Karya Natar yang mengikuti lima kali pertemuan, masing-masing berdurasi 80 menit. Data dikumpulkan melalui tes berbicara yang dinilai menggunakan rubrik berbicara Mahpul (2014), yang mencakup aspek pelafalan (*pronunciation*), kelancaran (*fluency*), fitur kebahasaan (*linguistic features*), dan fitur ekstrakebahasaan (*extra linguistic features*). Data kemudian dianalisis menggunakan uji t untuk hasil tes berbicara. Setelah perlakuan diberikan, hasil analisis data menunjukkan bahwa nilai rata-rata siswa meningkat dari 25,06 menjadi 31,76 ($p < 0,001$). Oleh karena itu, dapat disimpulkan bahwa teknik *Three-Steps Interview* berbasis gamifikasi efektif dalam meningkatkan keterampilan berbicara siswa sekolah menengah kejuruan, khususnya pada aspek kelancaran dan kepercayaan diri. Namun, teknik ini belum optimal dalam mengatasi kesalahan pelafalan yang telah mengakar (*fossilized pronunciation errors*).

Kata kunci: Gamifikasi, *Three-Steps Interview*, Berbicara, Pembelajaran Kooperatif

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By

Fadya Aula Annisa

Limited speaking practice has been identified as a primary factor contributing to low confidence among vocational high school students, and this leads to the low confidence in speaking. This research aims to explore and analyze the improvement in students' speaking skills after the implementation of the Three-Steps Interview technique based on gamification in English language learning. The research was conducted using a quantitative approach to experimental design. The subjects consisted of 35 tenth-grade students at SMK Budi Karya Natar, who participated in five meetings, each lasting 80 minutes. The data were collected from speaking tests based on Mahpul (2014) speaking rubric in terms of pronunciation, fluency, linguistic features and extra linguistic features. The data were analyzed by using the t-test for the speaking tests. After the treatment, the results from the data analysis showed that mean score rose from 25.06 to 31.76 ($p < .001$). Therefore, it can be concluded that the gamified Three-Steps Interview technique effectively improves vocational high school students' speaking skills, particularly in fluency and confidence, although it was not optimal in addressing fossilized pronunciation errors.

Keywords: *Gamification, Three-Steps Interview, Speaking, Cooperative Learning*