

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

(Undergraduate Thesis)

By

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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

ABSTRACT

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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*

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HIGH SCHOOL STUDENTS IN BANDAR LAMPUNG**

By

Fadya Aula Annisa

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Fadya was born in Gedong Tataan on April 9, 2004, as the first of two siblings, to the late Wahyudi Eko Sucahyo and Musringah.

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MOTTO

“I may fall down and get hurt but still run endlessly towards my dream.”

- BTS

“I walked away quietly, trusting Allah. And in that silence, I realized that I could survive on my own. That is where I found my strength.”

- Fadya Aula Annisa

DEDICATION

Bismillahirrahmanirrahim. In the name of Allah Subhanahu Wa Ta'ala, the Most Gracious and Most Merciful, for the strength and ease He has given me throughout this journey. Every part of this work is truly a blessing from Him.

I dedicate this thesis wholeheartedly to my dearest *Ayah* and *Bunda*, who have never stopped giving me their love, sacrifices, and prayers that have always been the greatest strength in my life. Your prayers and guidance have always been the light that leads me forward.

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The Author,

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I. INTRODUCTION

This chapter contains formulations of the problem, which supports the purpose of performing the research, research question, objective of the research, use of the research, the scope of the research, and definition of terms. Each part of the chapter is then presented individually, as follows:

1.1. Background

English has become an important international language used in many fields, ranging from education and business to technology and global communication. Speaking skills in English are especially vital because they help individuals communicate effectively and confidently anytime and anywhere. In many countries, learning to speak English is a key focus in language education since it supports other skills such as listening, reading, and writing. However, in reality, many students in Indonesia find it difficult and lack confidence when speaking English. Factors like low motivation, fear of making mistakes, and boring learning environments often become major obstacles. To overcome these challenges, various educational innovations have been developed, including the use of technology and more engaging, interactive approaches.

One of the approaches that has developed in the era of modern learning is gamification, which is the application of game elements such as points, badges, levels, and leaderboards into the learning process to improve student engagement and motivation (Kapp, 2012). Gamification is not just about presenting games but rather creating enjoyable learning experiences and encouraging students to actively

achieve their learning goals. In the context of Teaching English as a Foreign Language (TEFL), gamification is considered relevant because it can improve student participation, especially in activities that require courage and confidence, such as speaking.

The importance of improving students' speaking skills in Indonesia can be seen in the 2024 English Proficiency Index (EPI) data released by EF Education First, which places Indonesia in 80th position out of 116 countries, and 12th out of 23 Asian countries. Indonesia's EPI score is recorded at 468 points, which is below the global average of 502 points. With that score, Indonesia still falls into the "low" category in terms of English proficiency (www.ef.com, 2024). This data shows that, in general, English proficiency in Indonesia still requires serious attention, including in terms of student speaking skills.

Gamification can successfully improve students' speaking skills, according to previous studies. In the research conducted by Ahmed (2021), it was found that students who participate in gamification activities show a significant improvement in their conversation skills, indicating that gamification can be an effective tool in language learning. Additionally, some studies show that gamification can stimulate more enthusiasm to learn, which makes students practice speaking more frequently and with more confidence. However, while gamification shows promise, more focused and in-depth research is still needed to understand how it directly supports speaking skill development, especially in the context of Indonesian classrooms.

While research on gamification in English language learning has been quite extensive, studies that specifically link gamification with structured cooperative learning methods are still very limited. One of the cooperative learning techniques that has the potential to be combined with gamification is the Three Steps Interview, which is a paired interview and small group discussion technique consisting of three steps: one-way interview, role exchange, and reporting results to the group. This technique encourages direct interaction among students and actively and continuously trains their speaking skills. Although there is still a lack of research explicitly investigating the impact of combining gamification and TSI on improving speaking fluency particularly in terms of encouraging active participation as a

supporting factor in vocational high school contexts where students tend to have low English proficiency.

Based on the existing challenges and the great potential of gamification, this research aims to determine whether the use of gamification through the Three Steps Interview technique can improve the speaking skills of vocational high school students. The combination of cooperative learning and game elements is expected to create an enjoyable learning atmosphere, encourage active interaction, and strengthen students' confidence in speaking English. Therefore, this research titled “The Use of Gamification Through Three Steps Interview Technique to Improve Speaking Skills of Vocational High School Students in Bandar Lampung.” aims to explore the impact of applying gamification in the context of English language learning, particularly through the Three Steps Interview technique, in improving students' speaking skills. It is hoped that this research can contribute to the development of more engaging, effective, and student-needs-oriented teaching methods in order to improve the quality of students' speaking skills in Indonesia.

1.2. Research Question

In line with the background explained above, the researcher formulated a research question as the main problem.

Is there an improvement of the students' speaking skills after the students were taught using the gamified Three-Steps Interview technique in the English learning process?

1.3. Objective of the research

In line with the formulations of the problem, the objectives of the research are:

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.

1.4. Use of the research

The findings of the research are expected to be beneficial both theoretically and practically:

- a. Theoretically, this research expands the understanding of gamification combined with cooperative learning techniques such as the Three Steps Interview, especially in terms of improving vocational high school students' speaking skills. This explains how gamification is implemented into language learning. By utilizing game elements, it is hoped that there will be a new understanding of more effective learning methods.
- b. Practically, the research findings can be used to help teachers use gamified Three Steps Interview technique in the classroom. Through this approach, teachers can build a more engaging and interactive learning environment that encourages students to actively participate. This can improve student participation and speaking skills.

1.5. Scope of the research

This research examines whether the use of the Three Steps Interview technique combined with gamification elements (points, badges, missions, roles, etc.) can improve students' speaking skills. The focus of this research was 10th grade vocational high school students.

1.6. Definition of key terms

There are some terms used by the researcher to give the basic understanding related to the concept; the researcher defines as follows:

a. Gamification

Gamification is the use of game-like features such as points, rewards, and leaderboards in non-game settings, especially in education, to help improve speaking skills by making learning more fun, motivating, and engaging.

b. Speaking

Speaking is the ability to express meaning, ideas, opinions, and emotions through spoken language in order to communicate well in both learning and everyday situations.

c. Three Steps Interview

Three Steps Interview is a cooperative learning method with three steps, interviewing a partner, switching roles, and sharing the results with a small group; to improve speaking, listening, and understanding through structured conversation.

This research aims to improve teaching methods by examining the potential of Gamified Three Steps Interview technique in creating more engaging and interactive learning experiences specifically for improving students' speaking skills. Further explanation of the theories underlying the background, research questions, objectives, usage, scope, and definitions of terms used in this research will be detailed in the next chapter.

II. LITERATURE REVIEW

This chapter describes some theories that are discussed in the research, and it is related to many things in the previous chapter. It consists of theory of gamification, students' speaking skills related to gamification, advantages and disadvantages of gamification, the theory of speaking skills, and previous study for this research.

2.1. Speaking

Various experts have expressed their opinions about the definition of speaking. Harmer (2001) states that speaking skills are part of oral language skills. This skill is characterized by productive speaking fluency, which is the skill to convey thoughts clearly, logically, accurately, and without excessive hesitation, so that communication is not disrupted or causes listeners to lose interest.

2.1.1. Components of Speaking

Based on Mahpul (2014) there are 4 important aspects in speaking skills, namely pronunciation, fluency, linguistic features, and extra-linguistic aspects.

1. Pronunciation

Pronunciation refers to the skill to produce sounds, words, and intonation patterns in a way that maintains understanding, meaning that the speech can be understood by listeners. It involves the articulation of individual phonemes as well as suprasegmental features such as word stress, sentence stress, rhythm, pitch, and intonation. In speaking assessment, pronunciation does not necessarily require a native-like accent but rather focuses on the level of understanding and clarity felt by the audience.

2. Fluency

Fluency is commonly defined as the smoothness and continuity of speech delivery. It includes temporal aspects such as speech rate, pauses, hesitation, self-repair, and the natural flow of utterances. Fluent speech is usually characterized by minimal disruption in communication and a delivery that appears effortless and natural to the listener.

3. Linguistic Features

Linguistic features concern the structural and linguistic aspects of speech. These include the correct use of syntax, a wide and accurate range of vocabulary, and grammatical accuracy such as the proper use of tenses, articles, copular verbs, and comparative forms. In speaking assessment, linguistic features are often evaluated based on three main dimensions: complexity, accuracy, and variety.

4. Extra-linguistic Aspects

Extra-linguistic aspects refer to non-verbal factors that support spoken communication but are not part of the linguistic system itself. These include gestures, facial expressions, body language, eye contact, and even psychological factors such as confidence, motivation, and attitude.

2.2. Teaching Speaking

Teaching speaking means helping students learn to talk and communicate in a language. The main goal is to make students able to speak clearly, correctly, and naturally. Developing students' speaking skills is not just about teaching words and grammar rules but about guiding them to use spoken language to express ideas, feelings, and thoughts correctly. According to Nunan (2003), teaching speaking skills means helping students develop the skill to share their thoughts orally in a clear, smooth, and appropriate way that fits the meaningful context. This shows that the teacher's role is not only to give lessons, but also to guide students so they can speak effectively according to the communication situation. Harmer (2001) also

states that speaking fluently needs more than just understanding language parts, but also the ability to think and respond quickly when talking. This shows that speaking is a skill that requires both language knowledge and the skill to use it well in real time. Besides language aspects, teaching speaking also includes emotional support and environment. Therefore, teachers should use different teaching methods, involving active interaction, and adjusting to students' needs and interests are key to creating effective learning that supports the best improvement in speaking skill.

2.3. Gamification

Gamification is the process of implementing game features including leaderboards, points, badges, and other challenges into non-gaming contexts, such as marketing, business, or education, to improve student motivation, engagement, and participation. The main objective is to create a more fun, inspiring, and engaging experience so that students do not feel bored and can achieve optimal results through the sense of competition and the rewards obtained. Gamification is used as a creative method in education, especially in English language learning, turning the often difficult and boring learning process into a more engaging and enjoyable experience. Gamification, as defined by Dicheva et al. (2015), is the application of game features in non-gaming situations to promote a variety of goals, such as learning, by including elements of competition, teamwork, and fun experiences to make them memorable and effective. By encouraging students to actively participate and maintain consistency in long-term learning, these game features may improve their speaking performance.

2.3.1. Types of Gamifications

According to Kapp (2012), classified gamification based on the level of depth and the level of adaptation of game elements into the process. Kapp states that there are three main forms of gamification, which are as follows:

a. Structural Gamification

Game elements like leaderboards, badges, and points are only offered as complements to the current learning process in this form, which is the most basic application. In other words, these elements serve as external motivators, providing rewards and appreciation for the students' achievement. One example of this is when a badge is awarded as a symbol of certain achievements and points are awarded after finishing a conversation exercise, all without changing the main content.

b. Content Gamification

In order to make the learning process more interactive and engaging, the game elements are included into the subject matter or learning situation. Students participate in a narrative or story which combines gaming elements into the content, such as through simulations or story-based role-playing games.

c. Transactional (Experiential) Gamification

This method focuses on direct experience and active engagement throughout the process. Students are given challenges or missions that they must complete actively and in real time, with instant feedback to help improve their speaking skills. Typically, this approach includes features such as missions, challenges, and rewards that students experience directly while practicing spoken English during learning activities.

Understanding the different types of gamifications allows teachers to choose the best approach to improve speaking skills. In this research, the researcher applied **structural gamification** and **transactional (experiential) gamification**. Structural gamification was implemented through badges as external motivators to reward students' achievements, while transactional gamification was applied through challenge cards and roleplay. By combining these two types of gamifications, the learning activities became more motivating and interactive, particularly in encouraging students' active participation in speaking practice.

2.3.2. Form of Gamification

Seaborn & Fels (2015) examined the forms of gamifications based on the main components and ‘mechanics’ elements that are often used in practice. They state that gamification takes the following forms.

a. Points, Badges, Leaderboards

Points are a measured unit that represents students’ achievements in completing certain tasks, serves as an indicator of progress, and may be used to calculate rankings. Badges are visual emblems that represent certain achievements or accomplishments, usually in the form of small icons shown as rewards. Leaderboards are visual representations of positions that show players’ standings based on their scores, supporting healthy competition, and providing a preview of all students’ performance.

b. Progression, Status, Levels

Progression is a line of improvement that illustrates the achievement of specified goals, which are often in the form of levels that students must complete. Leveling refers to the process of increasing competence, which is typically followed by a leveling system that places students to specific groups. Status is a title or textual rank that identifies the participant’s status, such as “Silver,” “Gold,” or “Diamond,” and represents their achievements. Levels are stages that grow more difficult and challenging as individuals progress to higher levels of competency.

c. Rewards

Rewards are incentives or awards offered to participants as a form of appreciation for their achievements. Their form can take the shape of virtual objects such as points and badges or actual items such as gifts, certificates, coupons, and so on, all of which are designed to improve external motivation and promote active engagement from participants.

d. Role (Role Playing)

In a gamified setting, roles are specific characters or positions that players take on, such as “Doctor,” “Teacher,” or “Seller.” to create a realistic and engaging learning/interactive experience and improve participants’ emotional and practical participation, role-playing involves players actively taking on the roles of those characters in a specific situation.

By integrating various types of gamifications, students are expected to experience a more enjoyable and interactive learning process. This approach is intended to improve their speaking skills by encouraging active use of English in classroom activities.

2.3.3. Function of Gamification

Gamification is mainly used to make learning more interactive and meaningful by adding elements such as leaderboards, points, badges, and storytelling. These features can transform traditional speaking practice into activities that are more enjoyable and less intimidating for students. In language education, gamification plays a key role in helping learners feel more confident and willing to speak, as it provides immediate feedback and a sense of progress. By turning speaking activities into engaging challenges, gamification supports the development of students’ speaking skills in a supportive and motivating environment (Dicheva et al., 2015).

2.3.4. Use of Gamification in TEFL

Gamification in the educational context refers to the adaptation of game-based elements such as points, badges, leaderboards, and storytelling to improve students’ speaking skills, increase engagement, and boost classroom participation. Beyond the use of game features, this method also incorporates strategies that target both intrinsic and extrinsic motivation. As a result, learners tend to participate actively and reach their learning goals, as the process becomes more interactive, enjoyable, and centered.

Kapp (2012) argues that gamification uses game-like experiences tied to internal drives, such as competition, achievement, and recognition to improve student involvement and academic performance. When implemented effectively, gamification is expected to create a learning atmosphere that not only fosters skill development but also sustains learners' interest and participation over time.

2.4. Three-Steps Interview

Three Steps Interview is one of the cooperative learning models introduced by Spencer Kagan (1994). This technique can help improve students' speaking skills, foster effective teamwork, and support the development of critical thinking through Three Steps Interview (TSI). Through this approach, students are encouraged to actively speak, listen carefully and share information orally in a structured and continuous way.

According to Kagan & Kagan (1994), Three Steps Interview consists of three stages that form the basis of the activity.

1. Step 1, students are divided into groups of four and form pairs. They then conduct a one-way interview, where one student acts as the interviewer, while the other becomes the respondent.
2. Step 2, the two students switch roles. The student who had previously asked questions now answers, and vice versa.
3. Step 3, each student becomes a reporter who verbally conveys their partner's answers to other group members, as a form of sharing the interview results.

Specifically, this method is effective in encouraging two-way communication and increasing active student participation during learning activities. In terms of developing speaking skills, this technique has proven to train the skill to respond quickly, listen actively, and convey information orally. The addition of gamification elements, such as awarding points for complete questions or badges for the best reporters, also creates a more enjoyable learning atmosphere and motivates students to become more engaged.

In this research, the Three-Step Interview strategy is used to improve students' speaking skills. It is hoped that the adaptation of gamification elements can also encourage their motivation and engagement during the learning process, thereby achieving more optimal learning outcomes.

2.5. Teaching Speaking Through Gamified Three Steps Interview

In English language learning, speaking is an essential skill that must be practiced. It is not enough for students to only understand the structure of the language and vocabulary; they also need to be able to express opinions and respond to others verbally in various situations (Brown, 2001).

Gamification is an approach that adopts game elements such as points, challenges, leaderboards, badges, and roles, offering an engaging way to improve student participation in learning (Kapp, 2012; Deterding et al., 2011). In speaking lessons, students can be awarded points for using English, completing oral tasks, or participating in dialogue simulations. Leaderboards can stimulate engagement, while badges can serve as a form of recognition for students' courage or speaking skills. It should be noted that gamification is not the same as playing games completely but rather refers to the adaptation of game elements into the learning process to make it more engaging and motivating.

To be more effective, gamification can be integrated with collaborative learning techniques such as the Three Steps Interview (TSI). This technique involves paired question-and-answer activities, role exchanges, and sharing discussion results in small groups. When gamification elements such as interview missions, rewards for the best reporters, point systems, and special role assignments are applied, learning activities become more enjoyable and encourage participation.

Through the combined application of gamification and TSI, students can practice speaking in a fun and safe environment. This contributes to the improvement of their confidence, fluency, and communication skills. This technique also ensures that all students are actively involved in the question-and-answer process and oral reporting, in accordance with the principles of cooperative learning that emphasize

the importance of contributions from each individual in the group (Kagan & Kagan, 1994). Gamification provides extrinsic motivation through rewards or a reward system, while TSI trains communication skills through real interactions.

2.6. Procedures of Teaching

The teaching procedure in this research combines gamification with the Three Steps Interview (TSI) to improve students' speaking skills. Students are guided to practice vocabulary, ask and answer questions, and share ideas within their group. The detailed steps for each meeting are presented on the table below.

Table 2.1. Procedure of Teaching

Meeting	Stage	Activity
First Meeting	Pre-Activity	- Teacher opens class with greeting and prayer. - Teacher asks a triggering question to introduce the topic and explains the day's activities.
	While Activity	Teacher Explanation - Teacher shows example questions on the board - Teacher provides vocabulary bank of ingredients. Three Steps Interview - Customers get challenge cards with menus (e.g., Fried Rice – rice, egg, onion, oil). - Customers ask cashiers about ingredients; cashiers answer using their ingredient cards. - Students take turns switching roles.

Meeting	Stage	Activity
	Post-Activity	- Groups share results: cashiers explain what customers want to make; customers explain ingredient usage/cost. - Teacher leads reflection. - Teacher gives praise and feedback, closes with prayer.
Second Meeting	Pre-Activity	- Teacher opens class with greeting and prayer. - Teacher asks a triggering question to introduce the topic and explains the day's activities.
	While Activity	Teacher Explanation - Teacher explains language features of procedure text: 1. Simple Present Tense 2. Imperatives 3. Connectives 4. Adverbs of Time & Manner - Teacher shows a model procedure text. - Students play online quiz individually to practice language features. Three Steps Interview - Students interview each other within their group about a dish they want to cook next week. - Guiding questions: "What dish will

Meeting	Stage	Activity
		you cook?”, “What ingredients do you need?”, “What is the first/next/last step?” - Groups share one idea internally or with the class: “We want to cook ... next week.”
	Post-Activity	- Teacher summarizes lessons, asks reflective questions, assigns next task. - Teacher gives praise and feedback, closes with prayer.
Third Meeting	Pre-Test	- Teacher opens class with greeting and prayer. - Teacher asks a triggering question to introduce the topic and explains the day’s activities.
	While Activity	- Teacher demonstrates explaining a dish step by step as a chef. - Teacher models asking questions as a judge. - Chef groups explain their dish and steps. - Judge groups ask questions using teacher examples. - Teacher assists students who forget words or struggle with sentences. - Groups switch roles so everyone is both chef and judge. - Each group shares a short summary of their interview with the class.

Meeting	Stage	Activity
	Post-Activity	- Teacher summarizes lessons, asks reflective questions, assigns next task. - Teacher gives praise and feedback, closes with prayer.

2.7. Advantages and Disadvantages of Gamified Three Steps Interview in Teaching Speaking

The use of gamification combined with the Three Steps Interview strategy in speaking skills learning offers several important advantages. The combination of cooperative interview techniques and game elements makes the learning process more enjoyable and less monotonous, allowing teacher content to be received more effectively. In this way, games act as a refreshing break from the usual routine of language learning. Furthermore, through games, students can practice multiple language skills at once, such as speaking, writing, listening, and reading. Their focus shifts from simply memorizing forms to using the language in context. As a result, they gain a deeper understanding of how the language works, including vocabulary, sentence structure, pronunciation, and even intonation. Language games are helpful for EFL learners because they make it easier for students to connect with the new language (Ibrahim, 2017). The awarding of points, badges, and other forms of recognition encourages students to be verbally active, think spontaneously, design questions, and respond with more confidence.

Nevertheless, this approach is not without challenges. The combination of gamification and TSI requires quite complex planning to be implemented effectively. Without proper planning, students might lose focus on the learning objectives and become more interested in competition or rewards alone, which could reduce the quality of the learning experience itself. For some students who are still shy or not used to speaking, this activity may not yet be able to fully change their level of participation. Brown (2001) also notes that such an approach can have similar weaknesses to the deductive approach, where students focus more on formal

rules rather than on actual language practice. On the other hand, if the assessment is not provided with a structured rubric, the evaluation results can become subjective. Therefore, teachers must create clear assessment criteria so that the evaluation process can be objective and fair for all students.

2.8. Previous Studies

Several previous studies have examined the use of gamification in English language learning, particularly in the development of speaking skills. One of the studies was conducted by Ho et al. (2020) titled *The Effects of Using Games on EFL Students' Speaking Performances*. This research used a quantitative approach with an experimental design involving two groups of non-English major students. The experimental group was taught by incorporating games into the learning process, while the control group followed the conventional method without game elements. The research results showed a significant improvement in students' speaking skills, particularly in terms of fluency and participation. In addition, students also showed higher learning motivation. This research supports the importance of implementing a game-based approach, which aligns with the focus of this thesis on improving students' speaking skills through gamification.

In line with this Simbaña et al. (2023) conducted research titled *Gamification for Improving Oral Communication Skills in English as a Foreign Language Learners*. This research used a quasi-experimental approach and involved eighth-grade students in Ecuador. The results from the pre-test, post-test, classroom observations, and questionnaires indicated that gamification could significantly improve students' speaking skills, including aspects of grammar, vocabulary, pronunciation, and fluency. Students showed they were more willing to speak and felt more comfortable during the learning process. This research provided evidence that a game-based approach supports the development of oral skills in the context of learning English as a foreign language, which is highly relevant to this research.

Furthermore, research by Ahmed (2021) titled *A Gamification Program to Improve Speaking Skills of EFL Secondary Stage Students and Their Motivation towards Learning These Skills*, also makes an important contribution. Using an experimental method, the researcher compared two groups of secondary school students: the experimental group who received instruction through gamification and the control group who learned through traditional methods. The results showed that students in the experimental group experienced significant improvement in speaking skills and learning motivation. This research showed that gamification not only improves oral performance but also positively impacts students' affective factors, such as interest and self-confidence. This reinforces the belief that gamification is a viable method for teaching speaking skills at the vocational high school level.

In addition to gamification-focused research, other scholars have explored how communicative activities can support speaking development. For instance, the research by Kamaliah (2018), titled *Use of the Three-Step Interview Technique in Teaching ESL Speaking*, aimed to identify whether there was a significant difference in speaking outcomes between students taught using the Three-Step Interview (TSI) method and those who learned through a conventional, teacher-centered approach. The research was carried out on eleventh-grade students at MAS Tgk. Chiek Oemar Diyan, Aceh Besar, using an experimental design that included pre- and post-tests. Data was collected through oral tests and questionnaires. The statistical results indicated that students in the experimental group achieved significantly higher post-test scores ($t_{count} = 3.41 > t_{table} = 2.00$) than those in the control group. Moreover, students' perceptions of the TSI method were largely positive, with 81% expressing satisfaction. The research also highlighted notable improvement in five speaking skill areas: grammar, vocabulary, pronunciation, fluency, and comprehensibility. This study is relevant to this research because it showed that the TSI technique could effectively improve students' speaking skills while also fostering motivation and social interaction in the classroom.

Similarly, Aristy et al. (2019) carried out classroom action research titled *Peningkatan Kemampuan Berbicara melalui Teknik Three Steps Interview dalam Pembelajaran di SMP Putra Juang, Cianjur*, which aimed to improve

students' speaking performance using the Three Steps Interview approach. The research was conducted over multiple instructional cycles and revealed a steady improvement in students' average scores from 45.86 in the first cycle to 60.26 in the second. Apart from academic improvement, the research also observed increased student participation, a more dynamic learning atmosphere, and improved student confidence in speaking. These outcomes highlight the potential of the Three Steps Interview not only as a tool for improving speaking skills, but also for developing students' communicative engagement, thus aligning with the goals of the current research.

Although previous studies have examined gamification and the interview technique in three separate stages, there is still a lack of research explicitly investigating the impact of combining the two on improving speaking fluency in vocational high school contexts where students tend to have low English proficiency. This gap represents a significant area for further investigation. Therefore, this research introduces an innovative approach by specifically combining gamification with the Three Steps Interview technique, aiming to provide new insights in improving students' speaking skills in a more engaging and effective way in the context of English language learning in Indonesia.

2.9. Theoretical Framework

This research is based on three main theories, which are gamification, cooperative learning, and speaking theory. The theory of gamification from Deterding et al. (2011) explains that using game elements like points, badges, and leaderboards in non-game situations can help increase students' motivation and involvement in learning activities, including speaking. Cooperative learning theory by Kagan & Kagan (1994) supports the idea that learning in structured groups, such as through the Three Steps Interview, can improve students' communication skills, encourage participation, and build responsibility in learning.

In addition, Harmer (2001) argues that speaking skills can develop through regular practice, which helps students become more fluent and confident in expressing their thoughts. These three theories support the assumption that combining gamification with cooperative learning can effectively improve students' speaking skills in the classroom.

2.10. Hypotheses

The researcher aims to determine whether the use of gamification can improve speaking skills of vocational high school students, therefore there will be two possible outcomes.

H₀: There is no improvement in students' speaking skills after using the gamified Three Steps Interview technique.

H₁: There is an improvement in students' speaking skills after using the gamified Three Steps Interview technique.

III. METHODS

This chapter discussed research design, population and sample, research instruments, data collection techniques, and data analysis of the use of gamification through Three Steps Interview in improving speaking skills of vocational high school students.

3.1. Research Design

This research applied a quantitative method and a pre-experimental approach, specifically using a pre-experimental one-group pretest-posttest design. In this model, one intact group was studied before and after the treatment, without the use of random assignment or a comparison group. As Creswell (2015) explains, this type of design is common in educational research where existing classes are used because creating new, randomized groups is often not possible. In this research, students' speaking skills were assessed through a pretest and posttest to measure significant improvement after the implementation of gamification in the learning process.

The research design was presented as follows:

T1 X T2

The design of this research is illustrated as follows:

T1 (Pre-test): Initial measurement of students' speaking skills before the application of gamification treatment.

X (Treatment): The application of gamification during the English language learning process.

T2 (Post-test): Measurement of students' speaking skills after the treatment, to determine changes and the impact of gamification quantitatively.

With this design, it was expected to obtain a clear statistical picture of the use of gamification in improving students' speaking skills.

3.2. Variables

In every research, there are always certain variables that become the focus of analysis. Variables are the factors or elements that researchers aim to investigate to find out the relationship between one factor and another. In this research, there were two main variables, namely the independent variable and the dependent variable. These two variables served as the central points of the analysis, as the independent variable acted as the cause or treatment, while the dependent variable represented the outcome that was measured.

3.2.1. Independent Variable

The independent variable (X) in this research was the use of the Gamification through Three Steps Interview technique. The treatment given to the students was a learning strategy that combined game-based elements with cooperative interview activities. The researcher hoped to find out and evaluate how much students' speaking skills were improved after participating in gamified learning with the Three Steps Interview. So, the focus is on how well students could speak after completing this learning procedure.

3.2.2. Dependent Variable

The dependent variable (Y) in this research was students' speaking skills, which were observed and measured after the treatment had been applied. Specifically, the research aimed to find out the extent to which students' speaking skills showed progress when they were taught using the gamified Three Steps Interview technique.

In other words, this research focused on examining whether students became more confident, accurate, and fluent in speaking English after undergoing the learning process that combined gamification with cooperative learning.

3.3. Data Source

In order to answer the research questions and achieve the objectives of the research, the researcher collected data from reliable and relevant sources. The data sources in this research included the population from which the subjects were drawn, the sample that was studied more closely, as well as the setting or location where the research activities took place. Each of these elements was essential to ensure that the findings of the research were valid and representative.

3.3.1. Population and Sample

The population in this research consisted of 10th grade students at SMK Budi Karya Natar. The researcher selected one class as the experimental group by using random sampling technique. The selected class received the treatment in the form of gamification through the Three Steps Interview technique, and the students' speaking skills were measured before and after the treatment to evaluate the improvement.

3.3.2. Setting

This research was conducted at SMK Budi Karya Natar during the first semester of the 2025/2026 academic year with 35 students. The school was chosen as the research site because it provided proper classroom facilities and a supportive environment for conducting teaching and learning activities. The treatment was implemented with the 10th grade students over three meetings, with each meeting lasting 80 minutes. Within this time frame, students took part in speaking activities using the gamified Three Steps Interview method, and their progress was observed systematically to gather data for the research.

3.4. Research Instrument

In this research, the researcher used two instruments to collect data, which were speaking tasks and speaking rubrics. Both instruments were applied during the pre-test and post-test to measure the improvement in students' speaking skills before and after the treatment.

3.4.1. Speaking Task

The speaking task was used as the main instrument to measure the students' speaking skills. The task consisted of a short speech about a cooking procedure titled "Cooking Procedure (How to Make a Meal or Drink)," which was performed individually in front of the teacher. The same task format was used for both the pre-test and the post-test to make sure of consistency in measurement results.

3.4.2. Speaking Rubric

The speaking rubric used in this research was adapted from Mahpul (2014) to assess students' speaking performance during the pre-test and post-test. The rubric consists of four aspects: pronunciation, fluency, linguistic features, and extra-linguistic aspects. Each aspect is rated on a scale of 1 to 10, resulting in a maximum total score of 40.

3.5. Data Collecting Techniques

The researcher collected data from three procedures: pre-test, treatment, and post-test. The procedures were as follows:

3.5.1. Pre-Test

The pre-test was administered before the treatment to measure students' initial speaking skills. In this stage, students were given a speaking task entitled "*Cooking Procedure (How to Make a Food or Drink)*" where they were asked to explain how to make their favorite food or drink. At this stage, each student was given preparation time before performing the speaking task individually in front of the researcher and the subject teacher. Students were given 1.5–2 minutes to speak. The speaking performance was assessed using a rubric adapted from Mahpul (2014)

consisting of four aspects: pronunciation, fluency, linguistic features, and extra-linguistic aspects. The results of the pre-test were used as a baseline score to measure students' speaking improvement after the treatment.

3.5.2. Treatment

The treatment was conducted in three meetings by implementing gamification through the Three Steps Interview technique. In each meeting, students were engaged in speaking activities that were designed in three stages, namely pre-activity, while-activity, and post-activity. During the while-activity, students practiced their speaking skills through the Three Steps Interview technique which consists of three steps: one-way interview, role exchange, and reporting results to the group. To make the learning process more engaging and motivating, gamification elements such as badges, challenge cards, and roleplay were applied throughout the three meetings. These elements were intended to encourage students' active participation and build their confidence in speaking English, particularly in the context of cooking procedure topics.

3.5.3. Post-Test

The post-test was administered after the three meetings of treatment to measure the improvement of students' speaking skills. The post-test used the same task format as the pre-test, namely the "*Cooking Procedure*" speaking task, where students were asked to explain how to make their favorite food or drink. Similar to the pre-test, each student was given preparation time before performing the speaking task individually in front of the researcher and the subject teacher. The speaking performance was assessed using the same rubric consisting of four aspects: pronunciation, fluency, linguistic features, and extra-linguistic aspects. The results of the post-test were then compared with the pre-test scores to determine whether the implementation of gamification through the Three Steps Interview technique significantly improved students' speaking skills at SMK Budi Karya Natar.

3.6. Validity and Reliability of the Instruments

In any research, it is important to make sure that the measurement tools are valid and reliable. Validity means the tool accurately measures what it is supposed to measure, while reliability means the tool gives consistent results. If the measurement tool is not valid or reliable, the research results cannot be trusted and the data becomes weak. Therefore, this section will explain how the validity and reliability of the instruments were examined so that the results are trustworthy and dependable.

3.6.1. Validity

The speaking test used in this research was validated through expert judgment. Three lecturers in the field of English education were asked to review the test items based on their appropriateness for students' language level, alignment with learning objectives, and relevance to the speaking skills being assessed. According to Steenbergen & Marks (2007), expert judgment is a valid method for evaluating the quality of an instrument, especially when experts are given clear criteria and contextual information. This approach helped ensure that the instrument measured the intended construct and reduced ambiguity in interpretation.

3.6.2. Reliability

The reliability of the speaking test was established through interrater reliability, which refers to the consistency of scores assigned by different raters for the same student performance. This method is particularly important for speaking assessments, which are often subject to rater bias and subjective interpretation.

Khan et al. (2022) state that interrater reliability refers to the precision of grades provided by evaluators, and such consistency is achieved by comparing scores given by multiple raters to the same responses. To maintain fairness and consistency, an English teacher from the school was selected as the second rater alongside the researcher. Both raters were provided with the same scoring rubric and had a discussion session before the assessment was conducted to ensure that both raters understood the scoring criteria in the same way.

Furthermore, reliability was measured using the Intraclass Correlation Coefficient (ICC) via IBM SPSS 25. The Intraclass Correlation Coefficient is a statistical measure used to evaluate the reliability and consistency of ratings provided by multiple raters. The ICC value shows how consistent the scoring was between the two raters. Values between 0.75 and 0.9 indicate high reliability, while values over 0.90 indicate strong reliability (Koo & Li, 2016). The results are shown in Table 3.1 below.

Table 3.1. Interrater Reliability

<i>Intraclass Correlation Coefficient</i>							
	Intraclass Correlation ^b	95% Interval	Confidence	F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,994 ^a	,988	,997	396,918	34	34	,000
Average Measures	,997 ^c	,994	,999	396,918	34	34	,000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intraclass correlation coefficients using an absolute agreement definition.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

The ICC analysis revealed strong reliability between the two raters during both the pretest and posttest. The single-measures ICC was 0.994 (95% CI: 0.988-0.997, $p < 0.001$), whereas the average measures ICC was 0.997 (95% CI: 0.994-0.999, $p < 0.001$). Since this research analyzed the average scores from both raters, the Average Measures value of 0.997 indicated excellent reliability.

As Koo & Li (2016) mentioned, this ICC value indicates strong reliability, as both raters scored consistently and objectively throughout the research. The strong agreement between raters shows that the scoring rubric was clear and could be applied consistently in both pretest and posttest situations. Because the reliability was strong, the final scores used for further analysis were calculated as the average of the two raters' scores. This strong level of agreement ensures that the speaking test results truly reflect students' actual speaking skills without major scoring differences between raters.

3.7. Pre-Observation

Before starting the treatment, the researcher observed an English class in early September 2025. The purpose was to identify speaking challenges students faced, discover what speaking challenges students had, and understand how different students learn. The class had 35 students who learned in different ways. Some students learned quickly and joined the activities with ease. Other students needed more time and help to understand the lessons. Some students studied extensively on their own, while others only did the minimum required work.

Several problems were identified during the observation. Many students did not want to speak English in class. When the teacher asked questions, the class normally went quiet. Only a few students responded. When students tried to communicate, they frequently used Bahasa Indonesia rather than English. This showed that they lacked confidence while speaking in English. The English teacher mentioned a student who learnt slower than the rest and was quite silent in class. This student rarely spoke and refused to participate in any conversational activity. The teacher

mentioned that this student had trouble understanding the material quickly and needed extra time and help. This initial observation provided important insight into students' speaking difficulties and the diversity of their learning styles. These findings provided a solid foundation to develop gamification treatment and a three-step interview technique to improve students' speaking skills.

Something interesting happened during the treatment. The quiet student, who had never spoken previously, began to engage. When the gamified activities of the Three-Step Interview began, this student began speaking slowly. By providing careful assistance and step-by-step instruction during pair work and small-group activities, this student was able to speak and complete the oral expression tasks. This proved that, with the right support and a less intimidating environment, individuals with different learning needs may participate in speaking activities. This was an early indication that demonstrated the technique's effectiveness for students with different needs.

3.8. Data Analysis

The data collected from the students' pre-test and post-test speaking scores were analyzed using IBM SPSS Statistics software. Descriptive statistics, such as the mean, range, and standard deviation, were used to summarize the students' speaking performance. The normality of the data distribution was assessed before conducting the hypothesis test using the Shapiro-Wilk test, which is suitable for sample sizes of less than 50 (Field, 2009). The results showed that the data fit the assumption of normality ($p > 0.05$). Field recommends that when assessing normality for paired sample t-tests, researchers should calculate difference scores between the paired observations and then evaluate whether these differences follow a normal distribution. Therefore, the paired sample t-test was chosen to determine if there was a statistically significant difference between pretest and posttest scores. Then, all student responses were assessed using analytic rubric adapted from Mahpul (2014).

3.9. Normality

Before conducting the hypothesis test, it is necessary to perform a normality test to verify whether the data are normally distributed or not. This normality test is important for determining the type of statistical test that will be used. Field (2009) explains that the normality assumption is essential for research using regression or general linear models, where these models assume that the error term is normally distributed. The significance level used is $\alpha = 0.05$. If the significance value is greater than 0.05 ($p > 0.05$), the data are considered normally distributed and a parametric test such as the paired t-test can be used. The results of the normality test are presented in the following table.

Table 3.2. Normality Test

	Shapiro-Wilk		
	Statistic	Df	Sig.
Gain_Total	,939	35	,053

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk normality test, the pretest data showed a p-value of 0.002, when the significance value of the normality test is less than 0.05, this indicates that the data distribution differs significantly from the normal distribution (Pallant, 2020), while the posttest data showed a significance p-value of 0.061, which indicates that the posttest data were normally distributed.

However, in a pretest-posttest design, the normality test is performed on the difference score (gain score), not on the pretest and posttest separately. Therefore, the normality test was conducted on the gain total score. The Shapiro-Wilk test result showed a p-value of 0.053, which is higher than 0.05. This means the gain score was **normally distributed**. Since the normality assumption was met, a paired sample t-test was conducted to test the hypothesis.

3.10. Hypothesis Testing

A hypothesis test was conducted to investigate the use of gamification through Three Steps Interview (X) as an independent variable on the students' speaking skills (Y) as the dependent variable. The hypotheses were formulated as follows:

- Null Hypothesis (H_0): The Gamified Three Steps Interview technique did not significantly improve students' speaking skills. ($H_0: \mu_1 = \mu_2$).
- Alternative Hypothesis (H_1): Gamified Three Steps Interview technique significantly improves students' speaking skills. ($H_1: \mu_1 \neq \mu_2$).

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research findings and offers recommendations for future research and practical implementation in English language teaching.

5.1. Conclusion

This research aimed to explore and analyze the improvement of 10th-grade vocational high school students' speaking skills after implementing the gamified Three-Step Interview (TSI) technique in English language learning. Based on the findings, the technique successfully improved students' speaking performance and met the research objective.

The result showed that gamified Three-Step Interview technique significantly improved students' speaking skills by 26,7%. The overall speaking score increased from 25.06 in the pretest to 31.76 in the posttest. The paired sample t-test confirmed this improvement was statistically significant. Among the four speaking aspects, fluency showed the most substantial improvement. This meant that the students became much better at speaking fluently and continuously, which was their main difficulty before the treatment. They often paused for several seconds, hesitated frequently, and relied heavily on Bahasa Indonesia when they could not find the right words in English. The main reason for this lack of fluency was limited speaking practice in class.

However, this research also has limitations. The treatment duration was not enough to fix fossilized error, which might limit the progress of students with lower English proficiency. Additionally, the sample was relatively homogeneous, consisting mostly of students with low English proficiency, making it difficult to see diverse improvements across different skill groups. These factors suggest that longer

treatments and more diverse student groups could lead to better and more balanced outcomes. What makes this finding important is not only the higher scores, but how the improvement reached different types of learners. The standard deviation decreased from 7.41 to 5.38, showing that the method helped passive and slow-learner students improve more than active students. The example of “AFA”, a student who rarely spoke before but slowly started participating, further supports this finding.

Overall, this research shows that combining Gamification with the Three-Step Interview technique is an effective way to improve speaking skills (especially fluency) and confidence in vocational high school students. The combination of fun game elements and cooperative learning creates an interactive and supportive environment that encourages students to participate more and develop their oral communication skills. These findings give teachers a realistic way to create more speaking time without needing expensive technology or special equipment to improve English speaking lessons and make learning more engaging for their students.

5.2. Suggestion

Based on the conclusions and limitations of this research, the researcher would like to provide several suggestions that may be beneficial for English teachers and future researchers. These suggestions are based on the research findings and aim to assist in improving the implementation of gamification-based speaking activities in English language learning, particularly in the context of vocational high schools. However, it is important to note that the implementation of this technique also faces several challenges including:

1. Pronunciation errors were continuous throughout the sessions, with many students consistently mispronouncing the same words, indicating that TSI gamification is not enough to address the deeply rooted pronunciation issues.
2. The short duration of the treatment, which consisted of only three sessions, limited the students' opportunity to fully understand correct pronunciation patterns and speaking habits.

3. Students with low English proficiency initially showed hesitation and unwillingness to speak and require extra effort from the teacher to encourage participation.
4. Monitoring each student's speaking performance individually in a large class is quite challenging, making it difficult to provide personalized feedback to each student.

5.2.1. Suggestion for English Teacher

Based on the challenges found during the research, English teachers, especially in vocational schools, are suggested to pay attention to the following aspects when implementing the gamified Three Steps Interview technique in the classroom:

1. This research found that pronunciation errors are difficult to overcome only through general speaking activities. It is suggested that teachers add specific pronunciation practice in each session, for example, by demonstrating the pronunciation of most frequently mispronounced words at the beginning of the lesson and asking students to practice mimicking them before the Three Steps Interview activity begins. In addition, teachers are also suggested to provide direct corrective feedback when students make pronunciation mistakes during the activity.
2. Considering that students with low abilities are initially hesitant to speak, teachers are suggested to maintain a supportive and non-pressuring learning environment by using gamification elements such as badges and challenge cards, so that students feel more comfortable and motivated to participate actively.
3. Considering that monitoring each student individually in a large class is quite challenging, teachers are suggested to use peer assessment during the Three Steps Interview stage, where students evaluate each other's speaking performance.

5.2.2 For Future Researchers

Based on the limitations found in this research, future researchers who would like to conduct similar research are advised to consider the following:

1. Because three treatment sessions proved insufficient to address fossilized pronunciation errors, researchers suggested to extend the duration of the treatment and combine more intensive and systematic pronunciation treatments with gamification-based speaking activities.
2. Considering that this research did not use a control group, future researchers are suggested to implement a quasi-experimental design with a control group to better isolate and measure the effectiveness of gamified TSI techniques compared to non-gamification teaching methods.
3. Future researchers can also explore the combination of gamification with other cooperative learning techniques, as well as investigate the psychological aspects of gamification such as its impact on speaking anxiety and motivation to communicate among vocational high school students in the context of EFL in Indonesia.

In conclusion, this research provides important evidence that integrating gamification and the Three Steps Interview technique can be an effective and enjoyable method for improving vocational high school students' speaking skills. Although there are still some limitations, these findings open up opportunities for the development of more innovative and adaptive English language learning. It is hoped that the conclusions and suggestions presented can serve as a guide and inspiration for teachers, researchers, and education practitioners in their efforts to improve the quality of teaching and student learning outcomes in the future.

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