

## An Analysis of Students' Speaking Skills Through Storytelling at Phase F2 Level

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### Abstrak

Penelitian ini bertujuan untuk menganalisis kemampuan berbicara siswa melalui cerita pada fase F2 di SMA Negeri 5 Padang. Penelitian ini didorong oleh pengamatan bahwa banyak siswa masih menghadapi tantangan dalam berbicara bahasa Inggris dengan lancar dan percaya diri. Penelitian ini menggunakan desain deskriptif dengan 28 siswa yang dipilih melalui sampling acak. Data dikumpulkan menggunakan tes berbicara yang berfokus pada pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa berada pada kategori sedang dengan skor rata-rata 63. Pelafalan, tata bahasa, kosakata, dan kelancaran berada pada kategori sedang, sementara pemahaman berada pada kategori tinggi. Masalah utama yang ditemukan adalah kegugupan, kurangnya kepercayaan diri, dan kosakata yang terbatas, yang mempengaruhi kelancaran dan kinerja mereka. Penelitian ini menyimpulkan bahwa bercerita dapat menjadi media yang efektif untuk meningkatkan kemampuan berbicara dan kepercayaan diri siswa dalam komunikasi bahasa Inggris.

**Keywords:** Keterampilan Berbicara, Bercerita, Kelas Bahasa Inggris

### Abstract

This study aims to analyze students' speaking ability through storytelling in the F2 phase at SMA Negeri 5 Padang. The study was motivated by observations that many students still face challenges in speaking English fluently and confidently. A descriptive research design was employed, involving 28 students selected through random sampling. Data were collected using a speaking test focusing on pronunciation, grammar, vocabulary, fluency, and comprehension. The results indicate that students' speaking ability falls into the moderate category with an average score of 63. Pronunciation, grammar, vocabulary, and fluency were categorized as moderate, while comprehension was categorized as high. The main problems identified were nervousness, lack of self-confidence, and limited vocabulary, which affected students' fluency and performance. This study concludes that storytelling can be an effective medium for improving students' speaking ability and confidence in English communication.

**Keywords:** Speaking Skills, Storytelling, English Class

### INTRODUCTION

Speaking is one of the most important skills in foreign language learning because it allows students to communicate information, express ideas and feelings, and engage in interactive spoken exchange (Eka Ramadhani, 2025). In the context of English as a Foreign Language (EFL) learning, speaking ability is often regarded as a key indicator of communicative competence (Marzona et al., 2024). According to Brown & Lee, (2025), speaking involves producing, receiving, and processing information in real-time communication. However, in many Indonesian classrooms, students still find speaking English to be a difficult and intimidating task.

English has become a compulsory subject in Indonesian senior high schools and is a vital component of the current Merdeka Curriculum. This curriculum encourages students to be active learners who can think critically, collaborate, and communicate effectively in both written and spoken English. Despite this, many students at SMA Negeri 5 Padang still face

barriers in their speaking performance. During classroom observations, the researcher noticed that most students hesitated when speaking English, often paused, mispronounced words, and showed limited vocabulary use. Their main difficulties appeared to be a lack of confidence, insufficient exposure to English, and nervousness when performing in front of others (Tristasari & Yuliati, 2025).

According to Asmae & Sana, (2024) , effective speaking skills are essential for learners to participate confidently in academic and social interactions. Meanwhile, (Harmer, 2022) suggests that students' fear of making mistakes often limits their willingness to speak in English. This situation calls for innovative teaching strategies that not only build linguistic competence but also reduce anxiety and create a supportive learning atmosphere. One of the most effective techniques that integrates language practice with creativity is storytelling.

Storytelling is an ancient art that combines imagination, language, and performance. (Wilson et al., 2026) defines storytelling as an activity in which speakers share events or experiences using verbal and non-verbal communication to engage listeners. In the classroom, storytelling into language classrooms significantly improves students' fluency, vocabulary, and pronunciation while creating a more engaging and meaningful environment for practicing English naturally and expressively (Gultom & Trisanti, 2025). By narrating a story, learners are encouraged to speak more confidently, organize their thoughts coherently, and use language creatively.

Given these reasons, this research aims to analyze students' speaking skills through storytelling at Phase F2 in SMA Negeri 5 Padang. The objectives of this study are (1) to examine the level of students' speaking skills through storytelling, and (2) to identify the main problems faced by students when performing storytelling. It is expected that the findings will provide insights for English teachers to develop better strategies in teaching speaking skills using creative approaches such as storytelling.

## **RESEARCH METHOD**

This research employed a descriptive qualitative method. The population consisted of all Phase F students (Grade XI) at SMA Negeri 5 Padang, totaling 12 classes. Using simple random sampling, the researcher selected one class, Phase F2, with 28 students as the sample. The data were collected using a speaking performance test, where students were asked to tell a story in English for about 5–7 minutes. Their performances were assessed based on (Brown & Abeywickrama, 2025) speaking rubric, which includes pronunciation, grammar, vocabulary, fluency, and comprehension. Data were analyzed by calculating the mean and percentage for each component, then categorized into five levels: very high, high, moderate, low, and very low.

## **RESULT AND DISCUSSION**

Based on the findings of this research, the students' speaking skill through storytelling in Phase F2 at SMA Negeri 5 Padang was categorized as moderate, with an average score of 63. The assessment was based on five speaking components: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component contributed to the overall result and reflected the students' English-speaking performance during storytelling activities. The storytelling method allowed students to express ideas and emotions freely, yet several linguistic and psychological factors still affected their performance.

**Table 1.** Average Scores of Each Speaking Component

Component	Mean Score
Pronunciation	12.3
Grammar	12.7
Vocabulary	12.5
Fluency	11.8
Comprehension	13.2

In terms of pronunciation, 12 out of 28 students (42.8%) demonstrated high ability, while 16 students (57.1%) showed moderate skill. Although some students were able to pronounce English words correctly and clearly, others still faced difficulties with certain sounds and accents. This issue commonly arose due to the influence of their mother tongue and limited practice in pronouncing English words. In the grammar aspect, the findings indicated that 14 students (50%) had good grammatical accuracy, while the other 14 students (50%) were in the moderate category. Errors such as tense misuse and incorrect sentence structure were frequently observed, which occasionally affected meaning and coherence during storytelling.

In vocabulary, 9 students (32.1%) achieved high scores, while 19 students (67.8%) showed moderate. This result indicates that many students still lacked an adequate range of vocabulary to express their ideas effectively. Some used inappropriate or limited words, which made their storytelling less expressive. Similarly, in the fluency component, 4 students (12.5%) were classified as fluent speakers, while the majority, 24 students (85.7%), had moderate fluency. Students tended to speak slowly, pause frequently, or repeat certain phrases due to language barriers and nervousness when speaking in front of the class.

Meanwhile, in comprehension, most students demonstrated better performance compared to other components. Two students (7.1%) had very high comprehension, 17 students (60.7%) had high comprehension, and 9 students (32.1%) were at a moderate level. This indicates that most students understood the stories they told, although some had difficulty maintaining consistency and detail throughout their narration. Their comprehension was reflected in their ability to recall story sequences, explain meanings, and respond appropriately during the storytelling process.

The findings also revealed that one of the main challenges faced by students was nervousness during performance. This anxiety affected their confidence and disrupted fluency, leading to hesitation, repetition, and pauses. Despite having sufficient vocabulary and comprehension, their speaking performance was often hindered by fear of making mistakes and low self-confidence. Therefore, it can be concluded that psychological factors played a significant role in determining the students' speaking outcomes.

Overall, the results of this study showed that the storytelling technique provides valuable opportunities for students to improve their speaking skills, although their overall performance remains at a moderate level. This finding aligns with the research of Lohing et al., (2022), who found that storytelling significantly improved students' speaking abilities across two learning cycles. In their study, the students' average score increased from 72.76 in the first cycle to 82.36 in the second, and all students eventually met the minimum mastery criteria. The improvement was due to engaging story topics, enriched vocabulary, and the freedom for students to select their own stories, which boosted their confidence and motivation.

Comparatively, while Yahuda's study implemented storytelling as a structured

teaching technique that led to measurable improvement, the current research used storytelling as an analytical observation of students' existing abilities. Both findings confirm that storytelling is an effective and practical method to enhance English-speaking skills.

However, its success depends on consistent practice, creative implementation, and supportive classroom conditions that reduce students' anxiety and encourage active participation. Thus, storytelling can be considered a meaningful approach not only for assessing but also for developing students' confidence, creativity, and communicative competence in learning English.

## CONCLUSION

The research concludes that the overall level of students' speaking skills through storytelling at Phase F2 of SMA Negeri 5 Padang is moderate, with an average score of 63. Among the five components, comprehension achieved the highest performance, while fluency and pronunciation remained areas for improvement. The main difficulties faced by students were nervousness, lack of confidence, and limited vocabulary, which affected their fluency and accuracy during storytelling. Storytelling, however, was proven to be an engaging and beneficial activity for improving speaking ability, enhancing comprehension, and motivating students to communicate in English creatively.

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