



An Analysis of Students' Speaking Skills in Storytelling at the Second Semester of STIE-SAK, Academic Year 2025/2026

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ABSTRACT

This research was done in order to get description about students' skill in storytelling. The researcher would analyze and describe the students' speaking skill of the second semester students at STIE-SAK academic year 2025/2026. This research was descriptive research, and the population in this research was all of the second semester students at TIE-SAK. There were some classes of second semester students at STIE-SAK which was homogeny and they were taught by the same lecturer so the researcher needed to choose the sample of the research by using cluster sampling. The instrument in this research was speaking test. Test was collected from the students' performance of their speaking. They were asked to speak in English and they would tell story based on their experience in front of the class one by one, and the researcher would record it and then analyzed the test by using speaking scoring rubric to see the students' ability in storytelling. Based on the finding of the research, the researcher gets conclusion that the students' skill in storytelling of the second semester students at STIE-SAK academic year 2025/2026 was low. The data has proved that the students had low speaking ability. There were four students got A or it was about 14,28% of them got very good score. There were 7 students got B or (25%, 6 students got C, 3 students got D, and there were 8 students got E. It could be said the students at the second semester students at STIE-SAK had low speaking ability.

Keywords: Speaking, Speaking Skill, Storytelling

INTRODUCTION

In learning English language, there are four language skills namely listening, speaking, reading, and writing. From the four skills, speaking has an important role in delivering information or expressing ideas or opinion in our daily communication. For example, a communication when speaker tell a story to others, the speaker should have a good speaking skill because he/she has to make the listener understand his/her story.

In order to make students produce their speaking skill, the students should learn and practice their English during the class, they have to speak English, they have to practice their English in communication and in storytelling in order to give information or share information to others. So in senior high school, the students are also taught about recount text where it is hoped the students can tell about their experiences especially in speaking form or in other words, the students are asked to use storytelling. Zaro (2005) states that storytelling is a tale to one or more listener through voice and gesture in oral telling, we usually repeat things more redundancy, especially if the students are having difficulty following. So storytelling is an activity which requires a certain level of interaction between storyteller and audience and between individual and listener.

So, the storytelling is important to be mastered by the students and the students also have learned about recount text. Relating to the phenomenon above, the students needed to practice their storytelling in speaking. So, the researcher would do a research entitled “*An Analysis of Students’ Speaking Skill in Storytelling at Second Semester of STIE-SAK Academic Year 2025/2026*”.

Nunan (2003) explains speaking skill is fundamental in human communication, speaking plays a very important role in human daily communication. It looks strange if in a day someone does not speak any single words. There are some definitions of speaking from the experts. Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the skill to carry out conversation in the language. Speaking is the productive oral skill, and speaking in a new language is harder than reading, writing, or listening for two reasons:

1. Speaking happens in real time: usually the person you are talking to is waiting for you to speak right then.
2. When you speak, you cannot edit and revise what you wish to say.

So the speaker must monitor what she has just said to determine whether it matches her intention while she is uttering her current phrase and monitoring that, simultaneously planning her next utterance and fitting that into the overall pattern of what she wants to say, and monitoring as well the reception of her performance on a listener.

In speaking skill, Brown (2007) also states that the speakers should understand the rule of the speaking, it can be seen in the following:

- 1) Clustering, fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically.
- 2) Redundancy, the speaker has the opportunity to make the meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language. Reduced form Constructions, elisions, reduced vowels, and so on.
- 3) Performance variables, one of the advantages of spoken language is that the process of thinking as someone speaks allows him to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.
- 4) Colloquial language, make sure that the learners are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.
- 5) Rate of delivery, another salient characteristic of fluency is rate of delivery. One of ways in teaching spoken English is to help learners achieve an acceptance speed along with other attributes of fluency.
- 6) Stress, rhythm, and intonation, this is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- 7) Interaction, learning to produce wave of language in a vacuum – without interlocutors – would rob speaking skill of its richest component; the creativity of conversational negotiation.

It can be said that speaking skill is the ability of the speaker in using the language well by considering all of the aspects in speaking. So to master the speaking skill the speakers should know about it to make the listener can get the points of their speaking.

Munn (1999) says that Storytelling is a justifiable teaching method and tool which can be used to justify the place of oral storytelling in the school curriculum:

- a. Storytelling teaches listening
- b. Storytelling models fine use of oral language; and

- c. Storytelling models plot, sequencing, characterization (the many literacy devices you wish to convey). Storytelling is an essential part of the human fabric; it is an activity that we engage in daily whether we realize it or not.

In addition, Dudley (2007) adds that In addition, storytelling is the art of orally sharing a story or experience with an audience. Stories provide a natural, relevant and enjoyable context for exposure to language and an opportunity to familiarize children with the sounds, rhythm and intonation of English and children also develop learning strategies and thinking skills. Stories help young children to develop concentration skill and also aspects of emotional intelligence, such as empathy and relating to other people. As children increasingly develop their ability to understand, retell, act out, and/or create their own stories in English, this also has a positive effect on their motivation, confidence and self-esteem.

Besides, Fisher (2003) also explains stories provide the most common starting point for philosophy with children, and a natural means for developing thinking, learning and language skills. Moreover, Storytelling is the oldest form of education. Cultures around the world have always told tales as a way of passing down their beliefs, traditions, and history to future generations. Stories capture the imagination, engaging the emotions and opening the minds of listeners.

It means that the purpose of storytelling can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels. The teacher should model storytelling before expecting students to tell stories. As well, students should have opportunities to listen to Native Elders and other storytellers who can provide enjoyment and act as role models for their own storytelling experiences. Storytelling can be a nurturing way to remind children that their spoken words are powerful, that listening is important, and that clear communication between people is an art.

From the explanation above, it can be said that storytelling is a performance in telling a story or experience to others. By using this method, students can practice and use their English language in speaking. In is very important to the students to practice their language in order to make them mastering the English language especially in speaking.

METHODS

In this research, the researcher did the research by using descriptive quantitative research to analyze the students' skill in storytelling. Gay (2000) states Descriptive quantitative research is a research to make explicit the significant effects within the context itself the researcher gets the data and then analyze the data to get the result. To this end the research attempts to provide a rich account of the whole situation rather than mineralize it. Descriptive research involves collecting data in order to answer the questions concerning the current status of the subject of the study. It could be said that descriptive research is a research to find out the data with test hypotheses based on the subject of the research in order to get description of students' skill.

The population of the research was all of the second semester students of STIE-SAK academic year 2025/2026. There was some classes of the second semester students of STIE-SAK, so the researcher would choose the sample using cluster samplingchose the class to do the research.

The instrument in this research was test. Test was collected from the students' performance of their speaking. They were asked to speak in English and they would tell story based on their experience in front of the class one by one, and the researcher would record it and then analyzed the test by using speaking scoring rubric to see the students' ability in storytelling. There were two scoring rubric used in this research, they were Speaking scoring rubric (adapted from Brown, 2004), and storytelling scoring rubric (adapted from Texas Education Agency, 2015).

At last, the researcher analyzed the data based on the result of the real problems that were faced by the students. Then the data was described with each step followed in conducting the research chronologically:

1. Data managing: the researcher would collect the data from speaking test. This would be done in order to organize the data and check it for completeness.
2. Reading/memoing: the researcher would read the data from the Students' speaking test.
3. Description: the researcher would describe the data from the speaking test to provide a true picture of settings and events that take place in it.
4. Classifying: the researcher would classify the data that was gotten from the students in order to interpret the data.
5. Interpreting: the researcher would interpret the data from all of the data in order to identify and get the real data

RESULT

This chapter presents findings and discussions of the data collected in order to answer the research questions. The data analysis and the findings figured out the students' speaking skill in storytelling at second semester students of STIE-SAK academic year 2025/2026, while the discission presents how the findings are related to the theories. The data used was test to know the students' speaking skill in storytelling, the students told aout the story in speaking form, then the researcher scored the students' performance by using the scoring rubrics and then after the students performed their strytelling, the researcher asked some questions related to the indicators of speaking rubrics to see the problems faced by the students in speaking.

After counting the students' speaking skill from the speaking test, the researcher gave score from their speaking. From the score, it could be seen that the students' speaking ability was not good because only 1 students got 80. The highest score was 81 and the lowest score was 0. After getting the data, the researcher counted the percentage of the students and counted the students who got A, B, C, D, or E. The data could be seen in the table below:

	Interval Score	Frequency	Percentage
1	80-100	1	3,58 %
2	70-79	3	10,72 %
3	60-69	1	3,58 %
4	50-59	3	10,72 %
5	0-49	20	71,43 %
Total		28	100 %

From the result of the test, it could be seen that there was only one student got A or it was about 3,58% of them got very good score. Then there were 3 students got B or 10,72 %, next, there was also one student got C or it was about 3,58 %, 3 students got D (10,72 %), and last there were 20 students or most of them got E, it was about 71,43 % of them got E or Poor so the total.

Furthmore, the researcher counted the students' mean score to know the mean score from the speaking test as follow:

No	Sum of Student	Total Score	Mean Score	Category
1	28	886	31,64 %	Poor

After calculating and analyzing the data, it could be said that there the students' ability in speaking was fail because most of them got bad score or they were in poor category. It could be said the students at second semester students of STIE-SAK academic year 2025/2026 had low speaking ability. From the score, it could be seen that the students' speaking ability was not good because only 1 students got 80. The highest score was 80 and the lowest score was 0. After getting the data, there was only one students got A or it was

about 3,58 % of them got very good score. Then there were 3 students got B or 10,72%, next, there was also one student got C or it was about 3,58%, 3 students got D (10,72%), and last there were 20 students or most of them got E, it was about 71,43% of them got E or fail.

Then the researcher counted the students' score for each indicator from the speaking scoring rubric. There were five indicators, they are grammar, vocabulary, comprehension, fluency, and pronunciation. It means that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The meaning depends on the context of the speech. Therefore, in speaking the speaker should consider about the ideas and context. In fact, the students failed to do it. It could be concluded that the result of students level for five indicators were poor.

In conclusion, in teaching speaking, the students have know the five indicators of speaking and eight indicators of storytelling so the lecturer should teach and give explanation about that to the students so they can understand how to speak well. Lecturer should teach with various models to give more explanation about speaking to the students to make them master the speaking ability especially in storytelling.

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