



An Analysis of Students Speaking Performance in Presenting Generic Structure of Narrative Text at SMKN 2 Padang

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ABSTRACT

Speaking are very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. Speaking performance refers to the students' actual ability to use spoken language in performing a particular speaking task. The aim of this research was to analyze the students' speaking performance in presenting the generic structure of narrative text at SMKN 2 Padang. The analysis focused on several aspects of speaking performance, including grammar, fluency, comprehension, pronunciation, and vocabulary. This study used a descriptive method. The researcher used a cluster purposive sampling technique to select the sample class at SMK N 2 Padang, consisting of 25 students. The data were collected through a speaking test in which the students were asked to present the generic structure of a narrative text in front of the class. The students' speaking performances were assessed and analyzed based on the criteria of speaking skill components, including grammar, fluency, comprehension, pronunciation, and vocabulary components. In conclusion, the results showed that the speaking performance was categorized as average (52.8). The score percentage of speaking performance were distributed as follow: 1 students achieved excellent level with a 4% score, and 4 students achieved a "good" level with percentage 16%, 15 students (60%) were categorized as average, 5 students (20%) categorized as low and no students got the very low level category. In addition, Out of the five aspects of speaking performance, fluency is identified as the most difficult aspect for the students, with the highest difficulty percentage of 64%.

Keywords: Speaking Performance, Generic Structure Narrative Text

INTRODUCTION

In Indonesia, English is positioned as a second language, or the primary foreign language learned after the mother tongue and Indonesian. As a second language, English learning in Indonesia generally takes place through formal education, from elementary school to university. The goal of this learning is not only to enable students to understand the language's structure, but also to enable them to use English functionally for communication. Although not used as a language of daily communication by the general public, English plays a crucial role, particularly in education. This aligns with English's function as an international language, enabling Indonesians to connect with the global world.

In higher education, especially for students majoring in English Language Education, a comprehensive vocabulary mastery is essential for academic success. However, many students still struggle to correctly apply words according to their grammatical functions and contextual associations. Initial observations at the Faculty of Teacher Training and Education, Ekasakti University, revealed that students often struggle with word classes and grammatical structures despite knowing the basic definitions of words.

In English language learning, there are four language skills that students must master: listening, speaking, reading, and writing. These four skills are interconnected and play a vital role in the learning process. However, among them, speaking is often considered the most challenging, as it requires students to simultaneously utilize various linguistic elements such as vocabulary, grammar, and pronunciation while maintaining fluency in real-life communication situations. Consequently, speaking ability is a crucial aspect that warrants significant attention in English language instruction.

Based on the researcher's experience during teaching practice (PPLK) at SMKN 2 Padang in the academic year 2025/2026, the researcher found several problems faced by students in learning speaking. There are limited vocabulary, grammar mastery, and pronunciation made it difficult for them to express ideas clearly, accurately, and confidently in English. In addition, the limited opportunities to practice speaking in meaningful and contextual activities contributed to their lack of confidence and active participation. These difficulties may become more challenging when students are required to present the generic structure of narrative texts orally, as they need to organize their ideas, use appropriate language, and deliver the information clearly and confidently. Therefore, the researcher is interested in conducting a study on students' speaking performance in presenting the generic structure of narrative texts. This interest is based on the researcher's observation that students need more opportunities to develop their ability to express and present ideas orally in English. By focusing on students' speaking performance, this study is expected to provide a clearer understanding of their ability and the difficulties they encounter. Based on these considerations, the researcher is interested in conducting a research entitled "An Analysis of Students' Speaking Performance in Presenting Generic Structure of Narrative Text at SMKN 2 Padang."

Literature Review

Speaking are very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. There are some definitions and perspectives of speaking proposed by some experts.

From a contemporary perspective, speaking is no longer viewed simply as language production, but rather as a complex social process. Goh (2016) defines speaking as a cognitive and social activity in which speakers must dynamically manage language resources to achieve communication goals. This aligns with Ellis's (2018) view, which emphasizes that speaking involves reciprocal interaction, where understanding of meaning is constructed through verbal and nonverbal feedback in diverse contexts.

Several previous studies have examined the aspect of speaking a good, according to khorashadyzadeh (2014) states that speaking needs to only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Speaking is a fundamental and complex skill in language learning that enables individuals to express their ideas, thoughts, and feelings through oral communication. Speaking is not only the act of producing spoken words, but also an interactive process of constructing meaning that involves cognitive, linguistic, and social aspects. It requires learners to master both linguistic competence, such as grammar, vocabulary, and pronunciation, and sociolinguistic competence, including the ability to use language

appropriately in different contexts. In addition, effective speaking depends on the balance between fluency and accuracy, where learners must communicate smoothly while maintaining correct language use. Through meaningful interaction, continuous practice, and feedback, speaking skills can be developed to support communication in academic, professional, and social environments.

METHOD

This research uses a descriptive research. In this research, a descriptive research is used to analyze students' experiences in performing oral presentation in English class, including the overall quality of their speaking performance. Through classroom observation and performance analysis, the researcher is able to describe students' strengths and weaknesses in performing oral presentations. The aim of the research is to describe and interpret students' experiences and speaking performance as it occurs in the classroom. Quantitative data are used as supporting evidence. Students' speaking performance is assessed using an analytic scoring rubric that includes aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. The scores helped summarize students' performance levels and made the qualitative description clearer.

This research was conducted at the ten grade of SMKN 2 Padang. The total population is 129 students, which consists of four class: X Akl 1, X Akl 2, X Akl 3, dan X Akl 4, the sampling technique used was purposive sampling. The sample is planned to consist of 25 students of SMKN 2 Padang who meet the established criteria.

The research instrument used in this study was a speaking test. The researcher showed a video. Next, the researcher discussed the video with the students and asked them to analyze it and then present it to the class. The researcher gave students time to prepare before practicing speaking in front of the class. Several aspects were assessed, such as pronunciation, grammar, vocabulary, fluency, and comprehension, based on the students' speaking abilities.

FINDINGS AND DISCUSSION

In this part, the researcher presented the results of the research on students' An Analysis of Students Speaking Performance in Presenting Generic Structure of Narrative Text at SMKN 2 Padang. The students' speaking performance was assessed using data based on 25 used purposive sampling. There are several important components in speaking such as pronunciation, grammar, vocabulary, fluency and comprehension. After finishing the research at SMKN 2 Padang based on 25 students as a sample second semester, students had an average speaking performance. It was evidenced by the result of calculated the total students speaking performance score who showed average, it was at 52.8.

After scoring the students' speaking Performance in Presenting Generic Structure of Narrative Text at SMKN 2 Padang. Based on component of speaking, the real scores of the students are presented in the table below:

Table 1 Overall category of students' Speaking Performance

Category	Score range	Students	Percentage
Excellent	81-100	1	4%
Good	61-80	4	16%
Average	41-60	15	60%
Low	21-40	5	20%
Very low	0-20	0	0%

Based on the analysis of the data obtained during the research, the students' speaking Performance are predominantly classified into the Average category, which accounts for 15

students or 60% of the total sample 25 Students, 5 students (20%) fall into the Low category with scores between 21–40, while the remaining students demonstrate higher proficiency, including 4 students (16%) achieved a Good rating within the 61–80 score range, and only 1 student (4%) managed to reach the Excellent level with a score between 80–100. Lastly, there are no students (0%) in the Very Low category (0–20), indicating that while the majority of the students possess moderate speaking abilities, there is still a clear need for targeted instructional support to help them transition into higher proficiency levels.

The results of the analysis of students' speaking performance in presenting the generic structure of narrative text were identified by the researcher based on several aspects of speaking performance. The analysis was conducted to identify the difficulties experienced by the students in each aspect while presenting the generic structure of narrative text. The percentage of students' difficulties in each aspect of speaking performance was presented in the table below:

Table 2. Students' mean scores across vocabulary indicators

Aspect	Total	Percentace
Fluency	16	64%
Comprehension	16	64%
Pronunciation	10	40%
Grammar	11	44%
Vocabulary	5	20%

The results in Table 2, Based on the data obtained, students in class face several challenges in speaking skills, 64% of students struggle with fluency, with many having difficulty speaking smoothly and hesitating during the test. In terms of grammar, 44% of students show Average grammar usage, often making errors in constructing sentences. Pronunciation is another major difficulty, as 40% of students make regular pronunciation mistakes, affecting their overall clarity. Additionally, 64% of students have issues with comprehension structure and often repeat phrases incorrectly. Finally, 20% of students show Low vocabulary, often making errors in constructing sentences. In conclusion, the research on the speaking skills of students at SMK N 2 Padang reveals that showed that some students were still weak inspeaking stories, many faced challenges in speaking stories clearly and in detail. In conclusion, the research on the speaking skills of students at SMK N 2 Padang reveals that showed that some students were still weak inspeaking stories, many faced challenges in speaking stories clearly and in detail.

CONCLUSION AND SUGGESTION

The overall speaking performance in presenting generic structure of narrative text was categorized as average (52.8) The score percentage of speaking performance were distributed as students achieved excellent" level with a 4% score, and 4 students achieved a "good" level with percentage 16%, 15 students (60%) were categorized as average, 5 students (20%) categorized as low and no students got the very low level category. In addition, Out of the five aspects of speaking performance, fluency is identified as the most difficult aspect for the students, with the highest difficulty percentage of 64%.

First, students are suggested to Students are encouraged to practice speaking more frequently, particularly in presenting the generic structure of narrative texts, to improve their speaking performance. English teachers at SMKN 2 Padang are suggested to provide more opportunities and supportive speaking activities that allow students to practice presenting the orientation, complication, and resolution of narrative texts. Future researchers who are interested in conducting similar studies are suggested to expand the scope of this research by investigating other aspects of students' speaking performance, different text genres, or the

factors that influence students' difficulties in presenting the generic structure of narrative texts.

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