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Enhancing Speaking Skills Through Storytelling Activities For 10th Grade Students at PKBM Al-Amanah Bekasi

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Abstract: *This research aims to enhance the English speaking skills of tenth-grade students by applying storytelling methods at PKBM Al Amanah Bekasi. The background of this study is the low level of students' speaking skills, which is characterized by a lack of fluency, vocabulary mastery, and low confidence in expressing ideas orally. This study uses the classroom action research (CAR) method developed by Kemmis and McTaggart, which consists of two cycles, each comprising the stages of planning, implementation, observation, and reflection. Data collection techniques include observation, interviews, and speaking ability tests. The assessment instruments covered five aspects of speaking skills: fluency, pronunciation, vocabulary, grammar, and confidence. The study's results showed that students' speaking skills improved in each cycle. The average score of students increased from 57.76 in the pre-cycle to 72.16 in Cycle I, and reached 78.56 in Cycle II. The percentage of learning achievement also increased from 24% to 84%. This improvement indicates that the storytelling method is effective in helping students develop their speaking skills in a more active, confident, and communicative manner. Therefore, the application of the storytelling method can be an innovative and enjoyable learning strategy to enhance students' speaking skills.*

INTRODUCTION

In the era of globalization, the ability to speak English is one of the essential skills of the 21st century. However, based on initial observations at P KBM Al Amanah, most students experienced difficulties in speaking due to a lack of confidence, limited vocabulary, and low fluency in speaking. speaking is a productive skill that requires the ability to communicate and compose meaning through language. emphasized that speaking includes several important aspects, namely fluency, pronunciation, vocabulary, grammar, and communicative interaction. The storytelling method is considered relevant because it helps students express ideas contextually, enrich vocabulary, and increase confidence. Storytelling is also able to integrate cultural and religious values in accordance with the context of the pesantren, so that it not only improves language skills but also the character of students. Based on the results of previous research (Mokhtar et al., 2011; Isbell et al., 2004; Fauziyah, 2022), storytelling is effective in improving students' speaking skills,

learning motivation, and active participation.

Learning methods in schools often focus on theoretical aspects and grammar without providing enough space for students to practice speaking actively. Speaking is a skill that must be honed through continuous practice. One approach that can be used to overcome this problem is storytelling. Storytelling not only helps students organize ideas and improve speaking skills, but it can also increase their confidence in public speaking.

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Oral communication is a vital skill that students must master to face challenges in academia and the workplace in the era of globalization. According to the World Economic Forum 2020, communication skills rank second among the top 10 skills needed in the global workforce in 2025. This highlights the importance of developing speaking skills from an early age.

At PKBM Al-Amanah Bekasi, storytelling in English teaching is still not optimal. Teachers often rely on lectures and written exercises rather than interactive strategies such as storytelling. As a result, students have few opportunities to practice speaking in a more natural and engaging environment. Therefore, it is important to examine the impact of storytelling on improving students' speaking skills. This technique allows students to convey stories verbally, encouraging them to think creatively and develop their vocabulary and increase their confidence when speaking.

THEORETICAL FOUNDATION

Speaking ability is a productive language skill used to convey ideas, opinions, or feelings to others orally. Some scholars have provided various definitions for speaking. According to Mujadid & Ningrum (2022) Speaking is "the process of building and exchanging meaning in varied circumstances using verbal and nonverbal signals.". Yulianawati & Al (2025) Effective speaking skills facilitate seamless communication and leave lasting impressions, underscoring the necessity of cultivating this competence.

The function of speaking skills is essential in social life because it allows for effective mutual interaction. In oral communication, elements such as tone of voice, intonation, and facial expressions contribute to strengthening the meaning of the message conveyed, making it more easily understood and accepted by the interlocutor. Thus, speaking skills play a major role in creating smooth and dynamic communication.

Storytelling or storytelling activities are learning approaches that encourage students to use the target language naturally. According to Maylia Arina & Islamiah (2020) By mastering grammar, vocabulary, and pronunciation skills, students can communicate effectively with others, especially native speakers. By what was said (Bagus Kadek Gunayasa & Tahir, 2021) The ability to speak plays a vital role in the effort to create a smart future generation. Speaking is one of the most important language skills in education, especially in language classes. In this era of globalization, good speaking ability is a skill that every student should master to compete in the educational and professional world.

Meanwhile, Gimeno-Sanz (2015) emphasized that digital storytelling can increase students' creativity and involvement. In the context of learning English in Islamic boarding schools, storytelling can combine elements of moral and religious values that are relevant to students' daily lives.

Some previous research supports the effectiveness of storytelling. show that storytelling

increases the complexity of spoken language. Fauziyah (2022) research also found a significant improvement in students' narrative speaking skills through this method. Thus, storytelling has great potential in overcoming speaking difficulties and building a communicative learning environment.

RESEARCH METHOD

This type of research is Classroom Action Research (PTK) with the Kemmis & McTaggart spiral model, which includes four stages: planning, action, observation, and reflection. The research was carried out at PKBM Al Amanah Bekasi, in June-July 2025, with the subjects of 25 students in class X. Data were collected through interviews, observations, and speaking tests using an assessment rubric based on Harmer (Hedge, 2003).

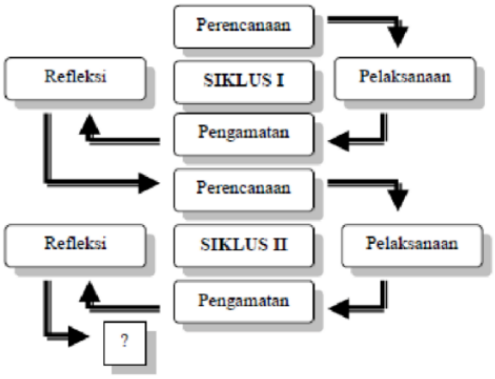


Figure 1. PTK Model Kemmis & Mc taggart

RESULTS AND DISCUSSION

The results of the study showed that there was an increase in students' speaking skills in each cycle. In the pre-cycle, the average student score was 57.76, with 24% of students achieving KKM. After the implementation of storytelling in the first cycle, the average increased to 72.16, with 56% of students achieving KKM. In cycle II, after the application of audio-visual media and individual activities, the average score increased to 78.56, with 84% of students achieving KKM.

Table 1. Descriptive Statistics from pre-cycle, cycle 1, and cycle 2

Stage	Average Score	Completion Percentage
Pra-Cycle	57,76	24%
Cycle I	72,16	56%
Cycle II	78,56	84%

Based on the table above, there was an increase in the average speaking ability of students from the pre-cycle stage to Cycle II. In the pre-cycle stage, the average score was around 58, indicating that students' speaking skills before the intervention were still low and most had not yet reached the Minimum Passing Criteria (KKM).

After the intervention was implemented in Cycle I, the average score increased to around 72. This shows that the application of the storytelling method began to have a positive impact, although it was not yet optimal. Some students still appeared to lack confidence and had difficulty speaking fluently.

In Cycle II, the average score increased significantly again to around 79. This increase proves that the improvements made in Cycle II, such as individual storytelling, more intensive guidance, and the use of supporting media, were effective in helping students develop their speaking skills.

Most students were able to narrate more fluently, their pronunciation improved, and their confidence increased.

Overall, this graph shows that the storytelling method, which was implemented gradually through the PTK cycle, succeeded in improving the average speaking skills of 10th-grade students at PKBM Al-amanah, exceeding the predetermined minimum competency standard. This improvement in speaking skills *includes fluency, pronunciation, vocabulary, grammar, and confidence.* Most students showed improvement in every aspect, although some students still need additional help to achieve the minimum passing grade.

In addition to the increase in scores, storytelling activities also succeeded in building students' confidence to speak in front of the class. Most students who were previously passive and shy began to dare to perform and tell stories with better expression, intonation, and improvisation. Repeated practice, supported by media and a pleasant learning atmosphere, had a positive impact on the development of these skills. Observations of student and teacher activities supported the quantitative test results. Students showed greater enthusiasm and cooperation, while teachers successfully fulfilled their roles as facilitators, motivators, and evaluators. This was reflected in increased focus, courage, and student activity at each stage of the activity.

CONCLUSION

Based on the results of classroom action research conducted through two cycles, it can be concluded that the application of the storytelling method has proven effective in improving the speaking skills of tenth-grade students at PKBM Al-Amanah Bekasi. This is evident from the increase in the average speaking skill score from 57.76 in the pre-action phase to 72.16 in Cycle I, and further increased to 78.56 in Cycle II.

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