

**THE EFFECTIVENESS OF PEER STORYTELLING ON ELEVENTH
GRADE STUDENTS' SPEAKING AT SMAN 7 KOTAKEDIRI
IN ACADEMIC YEAR 2025 – 2026**

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Presented as Thesis Writing as the Requirement to Obtain the Sarjana Degree of
Education in the English Language Education Department Faculty of Teacher
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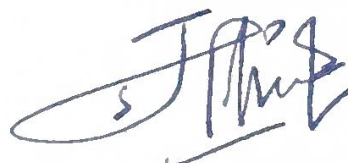
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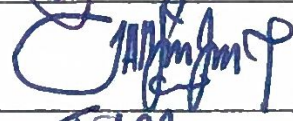
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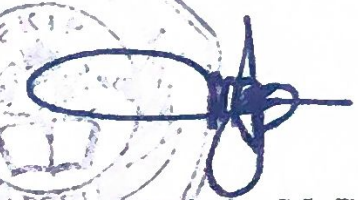
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MOTTO AND DEDICATION

MOTTO:

Allah does not burden any soul with more than it can bear (2:286)

DEDICATION:

This undergraduate thesis is wholeheartedly dedicated to myself, Fadhil, for staying strong and continuing every step of this journey despite all challenges. To my beloved mother, thank you for your endless love, care, and for always being my comfort and strength. To my father, thank you for your belief, support, and encouragement in every dream I pursue. To my dear family, especially my young brother, my sister, and her family, thank you for your prayers, love, and support. I also sincerely thank my lecturer for the guidance and patience throughout this process, and my friends, my new family in this city for their kindness and support. Thank you to everyone who has helped and believed in me. This achievement belongs to all of you.

ABSTRACT

Fadhilatul Khosy'ah Zd, The Effectiveness of Peer Storytelling on Eleventh grade Students' Speaking at SMAN 7 Kota Kediri in Academic year 2025 – 2026, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 2026.

Keywords: peer storytelling; student speaking; recount text.

Many EFL students experience difficulties in speaking due to limited vocabulary, pronunciation, grammar, and fluency, as well as psychological barriers such as anxiety and lack of confidence. In addition, speaking instruction is often dominated by teacher-centered and monotonous activities that provide limited opportunities for authentic communication. Therefore, this study aimed to investigate whether peer storytelling through recount texts is effective in improving the speaking performance of eleventh-grade students at SMAN 7 Kota Kediri.

This study is grounded in the theories of speaking, peer interaction, and storytelling. Speaking consists of several components, namely fluency, vocabulary, pronunciation, grammar, and accuracy (Brown, 2004; Harris, 1969). Peer interaction encourages active participation and reduces speaking anxiety by creating a supportive learning environment, while storytelling enables students to communicate ideas meaningfully through narrative activities. In this study, recount texts were used as the storytelling framework because they provide a clear chronological structure that helps students organize and express their experiences systematically.

This research employed a quantitative approach using a one-group pre-test and post-test design involving 22 students selected through purposive sampling. Data were collected through performance-based speaking tests assessed using an analytical scoring rubric covering fluency, vocabulary, pronunciation, grammar, and accuracy, supported by a ten-item Likert-scale questionnaire. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, and the Wilcoxon Signed Rank Test.

The findings showed a statistically significant improvement in students' speaking performance after the implementation of peer storytelling ($p < 0.001$). The mean score increased from 46.18 in the pre-test to 61.45 in the post-test, and the questionnaire indicated positive responses regarding students' confidence, participation, and speaking practice. These findings indicate that peer storytelling effectively improves students' speaking performance by providing meaningful speaking practice, encouraging peer collaboration, and creating a low-anxiety learning environment. Therefore, peer storytelling can be recommended as an alternative strategy for teaching speaking, particularly through recount texts, in EFL classrooms. Future researchers are encouraged to involve larger samples, control groups, and longer treatment periods to strengthen the findings

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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of the research, objectives of the research, significance, and definition of key terms.

A. Background of the Research

Speaking is crucial in language learning, however, EFL students still find it particularly challenging. Many learners struggle with speaking despite having studied English for several years. Difficulties stem from two main sources are linguistic limitations such as limited vocabulary, pronunciation, fluency, weak grammatical control, and lack of fluency. And also from psychological factors like fear of making mistakes and low self-confidence. When students are asked to speak in front of others, they often feel nervous and tend to avoid speaking because they are afraid of making mistakes. Horwitz et al., (1986) explain that foreign language learners may experience anxiety when speaking because they are afraid of negative evaluation from others. Therefore, improving speaking requires not only language knowledge but also a supportive environment that encourages students to speak actively and confidently.

In many EFL classrooms, students' speaking difficulties are also influenced by the learning strategies used in the classroom. Speaking instruction continues to rely on monotonous methods that prioritize accuracy over fluency. Common activities such as grammar drills, scripted conversations, and memorization-based speaking assignments may help students understand language structures, but they often fail to provide authentic communication practice. According to (Harmer, 2007)) these methods are less effective in encouraging meaningful communication in speaking activities. Similarly, Newton & Nation, (2021) emphasize that speaking fluency develops through meaningful interaction rather than isolated practice. However, many speaking activities are still limited by rigid structures that reduce students' opportunities to express ideas freely. As a result, students may understand language forms but still have difficulties using English in spontaneous communication. Therefore, communicative strategies are needed to encourage students to participate actively and use English more naturally in speaking

activities.

One of the communicative learning strategies that can be applied in speaking activities is storytelling. Storytelling allows students to express ideas, experiences, and feelings through meaningful communication. Isbell et al., (2004), state that storytelling significantly improves students' oral language development and classroom participation. Through storytelling activities, students are encouraged to speak more naturally because they communicate using familiar and relevant topics. In addition, peer interaction during storytelling activities may help students feel more comfortable and confident when speaking in English. (Qoni'ah et al., 2025) explain that peer interaction can reduce students' anxiety and encourage active participation during speaking activities. In this study, storytelling is implemented through recount text, where students retell their memorable experiences using orientation, events, and reorientation structure. The recount text was specifically chosen because it provides a clear chronological framework that helps students organize their thought logically. This structure reduces cognitive load during speaking, allowing students to focus more on fluency and pronunciation rather than struggling with content organization.

However, previous studies have not specifically focused on storytelling activities as a general classroom activity, and only a limited number of studies have specifically examined the use of peer storytelling in improving students' speaking, through recount texts in senior high school. Therefore, this study aims to fill this gap by investigating the effectiveness of peer storytelling in enhancing students' speaking. This research is also related to the aims of the Merdeka Curriculum, especially in Phase F. As stated in the Merdeka Curriculum, "In Phase F, students should also be encouraged to express their ideas, consider their peers' perspectives, cultivate awareness, be responsive and listen to others." This indicates that the Merdeka Curriculum expects the 11th-grade students to be able to articulate ideas, express opinions, and actively interact in English. Through peer storytelling activities, students are expected to participate more actively, communicate more confidently, and develop their speaking more naturally.

Therefore, the researcher is interested in investigating the effectiveness of peer storytelling on eleventh-grade students' speaking at SMAN 7 Kota Kediri. By

engaging students in storytelling based on familiar or relevant topics, they are expected to feel more confident and motivated during speaking activities. In addition, the peer interaction involved in peer storytelling allows students to support each other, which helps reduce anxiety and encourages more spontaneous communication (Cameron, 2001). Therefore, this study focuses on students' speaking in terms of fluency, vocabulary, grammar, pronunciation, and accuracy through peer storytelling activities.

B. Formulation of the Research

Based on the background of the study explained previously, the researcher formulates several research problems related to the implementation of peer storytelling in teaching speaking. The research problems are presented as follows:

1. How is the eleventh-grade students' speaking before being taught using peer storytelling at SMAN 7 Kota Kediri?
2. How is the eleventh-grade students' speaking after being taught using peer storytelling at SMAN 7 Kota Kediri?
3. Is there a significant difference in the eleventh-grade students' speaking before and after being taught using peer storytelling at SMAN 7 Kota Kediri?
4. How is the eleventh-grade students' behavior when peer storytelling is implemented in the speaking class at SMAN 7 Kota Kediri?

C. Research Objectives

Based on the formulation of the problem above, this study aims to investigate students' speaking before and after the implementation of peer storytelling and to describe students' behavior when peer storytelling is implemented in speaking class. The objectives of this study are presented as follows:

1. To find out the students' speaking on eleventh-grade students at SMAN 7 Kota Kediri before being taught using peer storytelling.
2. To find out the students' speaking on eleventh-grade students at SMAN 7 Kota Kediri after being taught using peer storytelling.
3. To find out whether there is a significant difference in the students' speaking on eleventh-grade students at SMAN 7 Kota Kediri before and after being taught using peer storytelling.

4. To describe students' behavior when peer storytelling is implemented in speaking class.

D. Significance of the Research

This research provides important contributions by enriching the understanding of effective methods for teaching speaking in English as a Foreign Language (EFL) contexts, particularly through peer storytelling. Monotonous language teaching methods often focus more on memorization and grammatical accuracy, which can hinder students' ability to communicate fluently and confidently. Therefore, this study supports the principles of communicative language teaching by emphasizing interactive and learner-centered approaches. It also highlights the potential peer storytelling in creating a supportive and low-anxiety learning environment. In addition, peer storytelling activities may help students to enhance their speaking.

For teachers, this strategy offers an innovative alternative strategy to create more interactive and communicative speaking activities in the classroom. The findings of this study are also expected to help teachers create more supportive learning environment to encourage students to speak more confidently and naturally. Finally, this study can serve as a useful reference for future researchers interested in investigating interactive and collaborative methods in language learning, especially those aiming to enhance oral communication skills in EFL contexts.

E. Key Terms

To avoid misunderstanding and misinterpretation in this study, the researcher provides several key terms related to the research as follows:

1. Speaking

Speaking is an interactive activity that includes information production, reception, and processing in order to generate meaning.

2. Storytelling

Storytelling in this study refers to the activity of orally retelling memorable experiences and focuses on organizing ideas using a clear structure, orientation, events, and reorientation by delivering them in a coherent and meaningful way.

3. Peer storytelling

Peer storytelling is a collaborative learning method that combines peer interaction and storytelling, where students work in pairs or small groups to retell their memorable experiences using recount texts.

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