

**“STORYTELLING WITH NARRATIVE TEXTS: ENHANCING EFL  
LEARNERS' SPEAKING ACHIEVEMENT AND EXPLORING  
STUDENTS' FEEDBACK”**



**A THESIS :**

Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment of the  
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FACULTY OF TEACHER TRAINING AND EDUCATION  
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and Exploring Students' Feedback**

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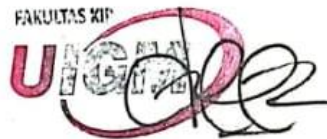
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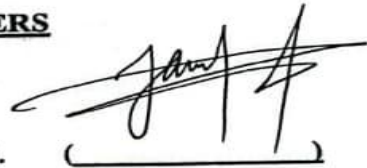
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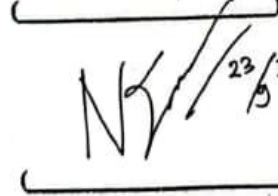
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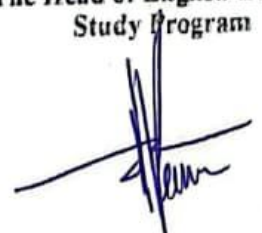
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1. All the data, information, interpretations, and conclusion presented in this thesis, except for those indicated by the sources are the results of my observations, process, and thought with the guidance of my advisors.
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## **MOTTO AND DEDICATION**

### **MOTTO :**

**So when you have finished your duties, strive hard for the next. And to your Lord alone turn all your hopes."**

**(Q.S. Ash-Sharh [94]: 7–8)**

**"Every ending is the beginning of a new journey. Keep striving with sincerity, pray with hope, and place your trust in Allah, for His plans are always greater than our expectations."**

### **This thesis I dedication to :**

My beloved parents, for every prayer, sacrifice, encouragement, and unconditional love you have given me. Your endless support has always been the reason I never stopped believing in myself.

To my beloved family and friends, thank you for always standing beside me through every challenge and celebrating every small achievement with me.

To my supervisors and lecturers, thank you for your endless guidance, patience, and inspiration throughout the completion of this thesis.

Thank you for being part of my journey.

With sincere love and gratitude.

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Palembang, 25 July 2026



Arnisa Cherly Indriani

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## ABSTRACT

Speaking is one of the essential English skills that students need to communicate effectively. However, many EFL students still face difficulties in speaking due to limited vocabulary, lack of confidence, inaccurate pronunciation, and insufficient opportunities to practice English. Therefore, this study aimed to investigate whether there was any significant difference in students' speaking achievement before and after being taught through storytelling with narrative texts, whether there was any significant difference in students' speaking aspects, whether there was any significant mean difference between students taught using storytelling with narrative texts and those taught using the conventional method, and to explore students' feedback toward the use of storytelling with narrative texts in improving their speaking achievement. This study employed a quantitative approach using a quasi-experimental design supported by descriptive analysis of questionnaire data. The sample consisted of tenth-grade students of SMK Negeri 2 Palembang in the 2025/2026 academic year, selected through purposive sampling. The instruments were speaking tests (pre-test and post-test) and a questionnaire. The data were analyzed using paired sample *t*-test, independent sample *t*-test, and descriptive statistics. The findings revealed a significant improvement in students' speaking achievement after the implementation of storytelling with narrative texts. The experimental group's mean score increased from 42.59 to 83.03, while all speaking aspects improved, with vocabulary showing the highest improvement. The independent sample *t*-test also showed a significant mean difference between the experimental and control groups (Sig. = 0.000 < 0.05). Furthermore, students gave positive feedback, particularly regarding their motivation and confidence in speaking English. In conclusion, storytelling with narrative texts is an effective strategy for improving EFL students' speaking achievement and generating positive feedback toward English speaking.

***Keywords:*** *storytelling, narrative texts, speaking achievement, students' feedback, EFL learners.*

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