

**IMPROVING YOUNG LEARNERS' ENGLISH-SPEAKING  
FLUENCY AND CONFIDENCE THROUGH PEER-  
STORYTELLING AT ENGLISH 1 PALEMBANG: A  
CLASSROOM ACTION RESEARCH**

*THESIS*

**Presented to Universitas Bina Darma in Partial Fulfillment of Requirements  
for the Degree of Sarjana Sastra (S.S.)**

by:

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**ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF SOCIAL HUMANITIES  
UNIVERSITAS BINA DARMA**

**PALEMBANG  
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PALEMBANG: A CLASSROOM ACTION RESEARCH**

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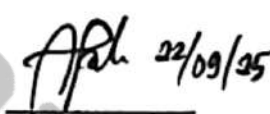

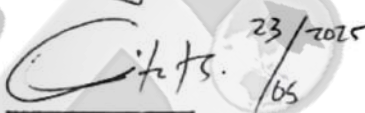
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## MOTTO AND DEDICATION

Motto:

“Your future is the result of what you do today. Start today, not someday”

Dedication:

- **To my beloved parents**, Mr. Adji Bandono and Mrs. Efi Yuana for their endless love, support, and prayers throughout my journey.
- **To my brother**, Sachio Aji and my family, who have been my greatest source of strength and encouragement.
- **To English 1 Palembang**, for the valuable suggestions and assistance that helped me complete this research.
- **To my lectures**, for their guidance, patience, and wisdom that shaped this work.
- **To my collaborator and colleagues**, whose insights and feedback enriched this research.
- **To my students**, the true inspiration behind this study, who reminded me of the joy of learning.
- **To my alma mater**, Universitas Bina Darma, for providing the foundation and opportunity to grow.
- **To myself**, for having the courage, resilience, and persistence to reach this milestone.
- **To everyone who believed in me**, even when I doubted myself.
- **To the future learners**, may this work inspire confidence and fluency in your English journey.

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Palembang,

The writer,



Karina Aji

## Abstract

This study examines the effectiveness of peer storytelling in improving young learners' English-speaking fluency and confidence. Many EFL learners face difficulties such as hesitation, limited vocabulary, and anxiety when speaking. To address these challenges, the researcher conducted a Classroom Action Research (CAR) with 14 students at English 1 Palembang, using two cycles of planning, action, observation, and reflection. Data were collected through speaking tests, observation checklists, and interviews, and analyzed both quantitatively and qualitatively. The findings showed that peer storytelling provided a supportive and engaging environment that encouraged students to speak more fluently and confidently. Students demonstrated clearer expression, reduced hesitation, stronger participation, and greater willingness to communicate. By the end of the research, most learners met the success criteria, indicating that peer storytelling is an effective strategy for enhancing young learners' speaking skills in EFL classrooms.

**Key words:** *Peer Storytelling, Speaking Confidence, Speaking Fluency, Young Learners*

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