

A Study On The Use Of Retelling Story Technique In Teaching Speaking Skill

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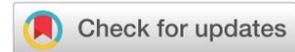
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ABSTRACT

Retelling story is widely used as a technique to support students' speaking development in English language classrooms. This study aims to describe how the retelling story technique is implemented in speaking classes and to examine its effects on students' speaking skills at different academic levels. This study employed a qualitative library research design by analyzing five previous research studies that investigated the use of retelling story in teaching speaking skills. The selected studies were conducted at different educational levels and were reviewed to identify instructional procedures, supporting media, and reported learning outcomes. The results of the analysis show that all five studies applied the retelling story technique through three main stages: pre-retelling activities, during-retelling activities, and post-retelling activities. These stages were consistently referred to as before, during, and after retelling activities. The implementation of the technique was often supported by additional media and methods, such as YouTube videos, picture series, and guided questions, to help students understand and retell stories more effectively. Furthermore, the findings indicate that students at different academic levels showed improvement in their speaking skills after the application of the retelling story technique. Students became more active in classroom interaction and demonstrated increased confidence in expressing ideas orally. The reviewed studies also reported that students were more motivated and independent when retelling stories. Overall, the findings suggest that the retelling story technique has a positive effect on students' speaking skills and can be considered an effective strategy for teaching speaking in EFL classrooms.

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KEYWORDS

Retelling Story Technique, Speaking Skill, Teaching.

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1. Introduction

English has become a very important subject for students at many levels of education, not only in Indonesia but all over the world. The reason is that English is used as a language for communication in business, education, tourism, technology, and many other areas (Alizadeh, 2021; Said et al., 2021; Sachiya et al., 2025). Because of this, many countries, including Indonesia, include English as a compulsory subject in schools, hoping that students will be able to speak, read, write, and understand English well enough to use it in real life (Tran et al., 2023; Anggawirya et al., 2021; Andini et al., 2026).

When we talk about learning English, there are four important skills that students need to master: speaking, listening, reading, and writing. Among these four, speaking is often the most challenging for learners of English as a foreign language (EFL) because it requires not only knowing words and grammar but also being able to produce sentences quickly, pronounce words correctly, and feel confident enough to talk in front of others (Al-Nafisah & Al-Musaileem, 2020; Rahman et al., 2019; Ko et al., 2025).

Many teachers expect their students to be able to speak English well because speaking is an important skill for effective communication. Through speaking, students can express ideas, ask and answer questions, and share their opinions clearly. Speaking skills also help students participate actively in classroom discussions and real-life conversations. However, many students in Indonesia still face difficulties in speaking English. This problem occurs even when students have learned vocabulary and grammar rules, as reported by Rahman et al. (2022).

One major problem is that the grammar and structure of English are very different from Indonesian, so students often find it difficult to make sentences correctly. As a result, many students focus more on speaking fluently, even if their

sentences are not always accurate (Alizadeh, 2021; Al-Nafisah & Al-Musaileem, 2020). For example, a student might speak quickly but make many grammar mistakes. Teachers often notice that students can write correct sentences but hesitate when speaking because they feel nervous or afraid of making mistakes (Puspitasari et al., 2021; Karubaba & Rahman, 2025).

Besides grammar, there are other factors that make speaking difficult for students. Cultural factors play a role because in some cultures, students are taught to be quiet and respectful rather than to speak up and share opinions, especially in front of the class. This makes them shy or anxious when asked to talk in English (Tran et al., 2023). Psychological factors, like lack of confidence, fear of being laughed at, or fear of making mistakes, also contribute to speaking problems. Many students are afraid of being corrected by their teacher or friends, which makes them reluctant to try speaking at all (Rahman et al., 2022; Aswad et al., 2019; Youngsun et al., 2024).

Another reason for students' speaking difficulties is the traditional way English is taught in many schools. In some classrooms, teachers focus mainly on grammar explanation, reading texts, and written exercises. As a result, students have limited opportunities to practice speaking in English. This approach makes students good at memorizing rules but not confident in using English for real communication. Several studies have reported that this teaching style reduces students' speaking confidence and fluency (Tran et al., 2023; Hasanah et al., 2022).

Despite these challenges, speaking remains a very important skill because it is the main tool for communication. Students who can speak English well are more likely to succeed in higher education and professional environments. Speaking skills also support students in traveling, building social relationships, and accessing global information. Therefore, improving speaking ability is essential for students' future development. For this reason, teachers need to apply effective teaching techniques that encourage active speaking practice and build students' confidence in using English.

One technique that has been shown to be helpful is the retelling story technique. Retelling stories means that students read or listen to a story and then tell it again using their own words. This technique is not only about repeating what was read but also about helping students practice organizing their ideas, using the correct vocabulary, and speaking in complete sentences (Susanti & Yulianti, 2021; Yaumi et al., 2023).

Retelling stories can help students in several ways. First, it gives them a clear topic to talk about, which reduces their fear of not knowing what to say. Second, it encourages them to remember details and important parts of the story, which improves memory and understanding. Third, it helps them practice speaking smoothly and using correct grammar and vocabulary. Fourth, it builds their confidence because they are talking about something they already understand (Hasanah et al., 2022).

In addition, retelling stories is a technique that matches the communicative approach in language teaching. This approach focuses on using language for real communication, not just for passing exams or memorizing rules (Tran et al., 2023). By retelling stories, students practice speaking in a meaningful way. They are not just repeating sentences but trying to explain ideas, describe events, and share feelings, which are all important skills for real-life communication (Hasanah et al., 2022; Rahman et al., 2022).

There are usually four steps in the retelling story technique. First, the teacher gives students a story to read or listen to. Second, the teacher asks students to retell the story in their own words, either alone or in groups. Third, the teacher helps students remember the sequence of events by asking questions like, "What happened first?" or "Who are the main characters?" Fourth, students summarize the whole story, either by speaking or writing a short paragraph (Susanti & Yulianti, 2021; Hasanah et al., 2022).

Many researchers have found that retelling stories is effective in improving students' speaking skills. Hasanah et al. (2022) found that students who practiced retelling stories improved not only in speaking fluency but also in vocabulary, grammar, and pronunciation. Similarly, Rahman et al. (2022) reported that students became more confident and less anxious when speaking in English after practicing story retelling. Retelling stories also helps teachers check whether students really understand what they read or hear (Susanti & Yulianti, 2021).

The benefits of retelling stories go beyond language learning. It also helps develop students' thinking skills, creativity, and ability to organize information. When students retell a story, they practice how to choose important details, explain them clearly, and connect ideas logically. These are skills that are valuable not only in English but in all subjects and in real life (Tran et al., 2023).

Because English is a foreign language in Indonesia, and because speaking is still a major challenge for many students, it is very important to find techniques that can help students improve their speaking skills in a fun and effective way. Retelling stories is one such technique that has shown good results in many studies. Therefore, this research aims to explore how the retelling story technique can help students improve their speaking skills and become more confident in using English. By understanding how this technique works and what benefits it brings, teachers can better support their students in becoming active and successful English speakers.

2. Methodology

This research employed a library research method, in which the researcher did not gather primary data directly from students, teachers, or classroom observations. Instead, the data were obtained from secondary sources, including journal articles, research reports, and scholarly books that discuss the use of the retelling story technique in teaching English speaking skills. This method was chosen because it allows the researcher to examine existing findings systematically and gain a comprehensive understanding of how the technique has been applied and evaluated in different educational contexts.

The data sources were collected through several reputable online databases, such as Google Scholar, ResearchGate, and peer-reviewed academic journals. The researcher limited the publications to studies published between 2018 and 2025 to ensure that the data were recent and relevant to current teaching practices. Specific keywords were used to guide the search process, including *retelling story technique*, *teaching speaking*, *English as a Foreign Language (EFL)*, *speaking skills*, and *language teaching methods*. Only articles that clearly focused on speaking instruction and reported research findings were selected for analysis.

After the relevant sources were collected, the researcher conducted a careful reading of each study. The data analysis process involved identifying important information related to the research focus, such as the research design, participants, teaching procedures, media used, and outcomes of the retelling story technique. The researcher then categorized the findings to identify common patterns, benefits, challenges, and differences across studies. Finally, the results from the selected studies were compared and summarized descriptively to provide a clear explanation of how the retelling story technique contributes to the improvement of students' English speaking skills at different academic levels.

3. Results and Discussion

3.1 Result

Speaking is one of the most important skills in learning English. Many students in countries where English is a foreign language still feel afraid or shy to speak, even if they know vocabulary and grammar. Teachers need good techniques to help students practice speaking in a fun and easy way. One technique that is often used is the retelling story technique.

Retelling stories means students read or listen to a story and then tell it again in their own words. This helps them remember words, speak more fluently, and feel more confident. Many researchers have studied this technique in different schools and countries. Their research helps us understand how effective retelling story technique is, and what challenges teachers and students might face when using it.

The table below shows the results of some recent studies about the retelling story technique. It includes the names of researchers, the titles of their studies, the methods they used, what they found, and where to read the full research. This information helps teachers and researchers see how retelling stories can help students improve their English speaking skills.

Table 1. Results of Recent Studies

No	Author(s) & Year	Title	Method	Findings	DOI/Link
1	Hasanah, Sulistiyo Inderawati (2022)	Retelling Stories to Improve Students' Speaking Ability	Experimental	Students using retelling story technique improved fluency, vocabulary, and confidence in speaking.	DOI:10.25134/erjee.v10i2.6401
2	Susanti Yulianti (2021)	Story Retelling Technique to Improve Students' Speaking Skills	Classroom Action Research	Retelling helped students organize ideas better and reduced speaking anxiety.	DOI:10.29407/jetar.v6i2.15762
3	Rahman et al. (2022)	Investigating the Effectiveness of Story Retelling in EFL Speaking Classes	Experimental	Significant increase in speaking scores; students were more willing to speak spontaneously.	DOI:10.25134/eflj.v8i2.6012
4	Tran et al. (2023)	Challenges in Developing Speaking Skills among EFL Learners in Southeast Asia	Mixed Methods	Retelling technique effective but requires teacher guidance and sufficient practice time.	DOI:10.32038/ltrq.2023.35.05
5	Alizadeh (2021)	Factors Affecting English Language Learners' Speaking Skills	Literature Review	Retelling stories is useful to connect vocabulary and grammar with real communication contexts.	DOI:10.17507/jltr.1203.05
6	Puspitasari et al. (2021)	Factors Causing EFL Learners' Speaking Anxiety and the Strategies to Overcome It	Survey	Retelling stories helps reduce anxiety and builds confidence in speaking practice.	DOI:10.24815/siele.v8i1.18336

The table above shows that many researchers found retelling story technique useful to improve students' speaking skills. Most studies report that students become more confident, speak more fluently, and remember vocabulary better when using this technique.

Hasanah et al. (2022) and Rahman et al. (2022) found that retelling stories helps students speak spontaneously and improves their speaking test scores. Susanti and Yulianti (2021) said that retelling makes students less nervous and helps them organize ideas. However, Tran et al. (2023) explained that teachers still need to guide students and give enough time to practice. Overall, the research shows that retelling stories is a good technique for teaching speaking. But teachers must prepare well, choose interesting stories, and help students when they feel shy or confused. These findings help teachers plan better speaking activities in class.

3.2 Discussion

From the research shown in the table, it is clear that the retelling story technique is helpful for improving students' speaking skills. Most studies agree that retelling stories makes students more confident and helps them remember words

and grammar better. This is because when students tell a story again in their own words, they practice speaking naturally, not just memorizing sentences.

For example, Hasanah et al. (2022) and Rahman et al. (2022) found that students who used retelling were able to speak more fluently and were not afraid to talk in class. Susanti and Yulianti (2021) also said retelling helps students organize their ideas and reduces their fear of speaking. These findings are important because many students in Indonesia and other countries feel shy to speak English even if they know vocabulary and grammar.

However, some studies also show challenges. Tran et al. (2023) explained that using retelling stories needs good guidance from teachers and enough time for practice. Teachers need to choose stories that are interesting and not too difficult. Alizadeh (2021) also said that retelling stories is useful because it connects grammar and vocabulary with real-life communication. Still, teachers should check that students understand the meaning of the stories so they do not just memorize without understanding.

Another point is that the retelling technique is good not only for speaking but also for building confidence and reducing anxiety. Puspitasari et al. (2021) found that students felt less nervous when speaking because they knew what they wanted to say after reading or listening to a story. This is important because many students are afraid of making mistakes when speaking English. Overall, these studies show that the retelling story technique is a simple and effective way to teach speaking. But it works best if teachers guide students well, choose suitable stories, and give enough practice time. This technique can help students become better English speakers and feel more comfortable using English in real life.

4. Conclusion

Based on many research studies, the retelling story technique is a good way to help students improve their speaking skills in English. Retelling stories makes students more confident, helps them remember words, and teaches them how to speak more fluently. Most researchers agree that students enjoy this technique because it makes speaking practice more interesting and less scary.

However, the studies also show that teachers need to choose stories carefully and guide students so they really understand what they are saying. Retelling works best when teachers give enough time for practice and help students when they feel shy or confused. In conclusion, the retelling story technique is simple but very useful for teaching speaking. Teachers who use this method can help their students speak better English and feel more comfortable in using the language in real life. Future research could explore how retelling can be used with different kinds of stories and in different levels of English classes.

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