



# The Effect of Using Retelling Story Towards Students' Speaking Ability at Islamic Senior High School

Alifa Yuning Sukrida<sup>1</sup>, Loli Safitri<sup>1</sup>, Absharini Kardena<sup>1</sup>, Genta Sakti<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

✉ [alifayuningsukrida11@gmail.com](mailto:alifayuningsukrida11@gmail.com) \*

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## Abstract

The research conducted this research because researcher found several problems in the process of learning English. Those problems were related with learning English and also related through observation in the class at Islamic Senior High School 1 Pasaman. The first is the teacher still used teacher centered teaching. The second is many of the students has limited vocabulary. The third is most of students get difficulties to express their idea. The last is some of the students that is unable to speak English Fluently. In this case, this research was going to find out whether there was a significant effect of Retelling Story on students' speaking ability in the eleventh grade of Islamic Senior High School 1 Pasaman. This research used quantitative research with quasi-experimental research as the design by using pre-test and post-test for acquiring the research data. The subject of this research were two classes were F.2 (XI IAI) as experiment class and F.3 (XI IPA) control class that consist of 61 students. The data was gotten from the students' speaking test that were given before and after the treatment. After calculating the data, it was found that the mean score of pretest in experimental class was 50.00 and the post test was 90.00. it means that Retelling Story had a significant effect on students' speaking ability in eleventh grade of Islamic Senior High School 1 Pasaman.

## INTRODUCTION

Speaking is a crucial component of learning English, as it enables individuals to convey their ideas, opinions, and arguments (Aini et al., 2024; Annisah & Roza, 2022; Sinaga et al., 2023). It also serves as a primary tool for interpersonal communication and for clarifying topics in conversation. Overall, speaking proficiency plays a vital role in English language learning, as it fosters social interaction through everyday communication. Yunita et al., (2023) stated that speaking has categories, they are imitative includes the ability to practice practice intonation, and Intensive is focused on practising on the grammatical. Then, Responsive performance has interaction and test comprehension. Prima & Reflinda, (2022) stated that there many factors that can contribute the students speaking skill, such as vocabulary, pronunciation, fluency and comprehension.

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According to Harmer, He explained that speaking involves the capacity to communicate fluently and requires not only an understanding of language features but also the skill to process both information and language in real time (Sáenz García, 2015). And also Darwisyah Irwan by saying speaking is done on purpose of giving information from speaker to listener (Melia & Reflinda, 2022). Melia & Reflinda, (2022) stated that teaching speaking in the class is not an easy job because there are problems in learning English especially in speaking section. Prima & Reflinda, (2022) stated that there many factors that can contribute the students speaking skill, such as vocabulary, pronunciation, fluency and comprehension.

Eliza et al., (2022) stated that there are problems that commonly found in learning activity, including poor grammar mastery, error in pronouncing words, and lack of word meaning mastery. To develop strong speaking skills, a speaker needs to engage in consistent practice, possess a solid vocabulary, and gain experience through speaking activities. To improve speaking skill, there are so many ways that can use for improve students speaking skill such as using retelling story (Jarollahi et al., 2017; Safei, 2020). Febria Sri Atika stated that Retelling Story or Story telling is one of the strategies that can make foreign language learners, learn grammar for speaking can make the situation more excited (Rianto et al., 2021). Retelling a story is a dynamic process that involves interaction between the storyteller and the audience, where listeners' reactions can shape how the story is delivered (Mulya, 2021; Vretudaki et al., 2023). Essentially, storytelling is a collaborative effort that evolves through the shared engagement of both the speaker and the listeners. This strategy also enhances reading skills, as it requires students to read the text multiple times, thereby promoting reading fluency. Ismail Irwan stated that retelling story is telling story that use the speaker's word after read from a book, magazine or hearing from someone, radio, etc. Retelling a story in one's own words improves understanding and memory by encouraging active processing and expression. It also supports effective communication by allowing individuals to share information clearly with others (Olszewski et al., 2018; Yoo, 2025). Rebecca T Isbel sated that retelling story is encourages children to use their imagination, expand their ideas, and create visual image as they transfer the plot to a new setting, including different character, or add new voice (Hughes, 2008).

Based on preliminary research, the researcher found some problems in Islamic Senior High School 1 Pasaman on 18th March and 3rd May 2025. First, teacher used teacher centered methods in teaching. The teacher used most of the class time explaining the material at front of the class, and the students were only listening taking notes the material, and following the instruction from the teacher without involving them in the development of their skills.

Secondly, there was no speaking in the classroom, when the material was themed speaking the teacher only explain the material to the students, after that the students were given 5 to 10 minutes to make English sentences and will be displayed one by one in front of the class. The teacher and students did not have any speaking interaction in the classroom before practicing speaking in front of the class.

Thirdly, most students had difficulty expressing their ideas. Due to lack of vocabulary, students had difficulty expressing their ideas. This was acknowledged by the teacher during the interview, the teacher said that students were lazy to memorize vocabulary, so students had difficulty expressing their ideas when practicing speaking in front of the class.

Finally, when all or a number of learner share the same mother-tongue, they tend to use it because it is easier for them. According to Harmer, he stated some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the

use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teacher frequently use the students' language, the students will feel comfortable to do it (Sáenz García, 2015).

From the phenomena above, to find out to the significant difference between before using retelling story and after using retelling story in their speaking ability students with the title "The Effect of Using Retelling Story Towards Students' Speaking Ability at Islamic Senior High School".

## METHODS

This study employed a quantitative approach with a quasi-experimental research design. Quantitative research, as defined by Engkizar et al., (2023; 2024; 2025); Hamzah et al., (2025); Sugiyono, (2019); Wekke et al., (2024) involves collecting numerical data and analyzing it using statistical techniques to test predetermined hypotheses. The quasi-experimental design used in this study applied a One Group Pretest–Posttest model, which consists of administering a pre-test, giving a treatment, and conducting a post-test to examine the effect of the retelling story strategy on the speaking ability of eleventh-grade students at Islamic Senior High School 1 Pasaman. In addition to the experimental group, this research also involved a control group to serve as a comparison for the treatment outcomes. Both groups were initially given a pre-test to identify their baseline speaking ability (Engkizar et al., 2024; Jarollahi et al., 2017; Menggo, 2018; Ridwan & Hasanah, 2021).

The experimental group then received the treatment in the form of the retelling story strategy, whereas the control group did not receive any specific intervention. After the treatment period, a post-test was administered to both groups to measure differences in learning outcomes. The population of the study consisted of all eleventh-grade students of Islamic Senior High School 1 Pasaman in the 2024/2025 academic year, totaling 61 students: 25 students from class F2 (XI IAI) and 36 students from class F3 (XI IPA). The samples were selected using purposive sampling based on the considerations that both classes were taught by the same teacher, shared similar learning conditions, and had relatively comparable initial ability levels. The research instrument was a speaking test in the form of a monologue retelling task, developed through consultation with the teacher and validated by expert lecturers from Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia as well as the English teacher of Islamic Senior High School 1 Pasaman. Instrument validity was tested using the Content Validity Index (CVI) with three validators, and all items achieved an I-CVI value of 1.00, indicating full validity. Reliability testing using Cronbach's Alpha resulted in a coefficient of 0.904, signifying excellent reliability.

Data collection techniques included administering the pre-test, implementing the treatment over two meetings using two different stories, and conducting the post-test in the form of an oral performance recorded to ensure objective scoring (Creswell, 1999). The assessments were carried out by two raters the teacher and the researcher using an extensive retelling rubric relevant to the study. The collected data were then analyzed through a series of statistical tests, beginning with assumption testing. The normality test was conducted using the Kolmogorov–Smirnov test, and the homogeneity test used Levene's Statistic, both processed through SPSS 26. Once the assumptions were met, hypothesis testing was performed using t-tests. To examine the first hypothesis, an independent-samples t-test was used to compare the post-test scores of the experimental and control groups. The analysis was conducted in SPSS by entering the variables "Class" and "Score," assigning group 1 as the experimental class and group 2 as the control class, and then running the test. To examine the second and third hypotheses, a paired-samples t-test was used to

compare the pre-test and post-test scores within the experimental group only. The pre-test and post-test data were entered as two separate variables and analyzed using the Paired-Samples T Test function in SPSS 26. The results of these analyses served as the basis for determining the effectiveness of the retelling story strategy in improving students' speaking skills.

## RESULT AND DISCUSSION

The findings of this research showed; 1) Is there any significant effect of using Retelling Story on students' speaking ability?. 2) Is there any significant different of students' speaking ability who are taught by using Retelling Story strategy and who are not taught by using Retelling Story strategy?. 3) Is students' speaking ability who taught of applying Retelling Story get better than the students who taught without Retelling Story?. The findings consist of three part, they are description of the data, analysis of the data and testing hypothesis.

### Description of the Data

**Table 1. Descriptive Statistic**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Exp	25	35.00	50.00	41.20	3.05505
Post_Exp	25	70.00	90.00	79.50	5.98804
Pre_Cont	36	45.00	62.00	50.88	5.06967
Post_Cont	36	60.00	93.00	71.97	7.32310
Valid N (listwise)	25				

According to calculations made using SPSS 26, there were 25 students in the experiment class and 36 students in the control class. The experiment class's mean score was 79.50, while the control class's was 71.97. In the experiment class, the standard deviation was 3.055 and 5.988. In the experiment class, the highest post-test score was 90, whereas in the control class, it was 93. According to the results, the experimental class scored higher than the control group. It indicates that students who received instruction using retelling story performed better than those who did not receive instruction in this area when it came to speaking skill

### Analysis of the Data

#### a) Normality Test

**Table 2. Normality Test**

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Experiment	,118	25	,200*	,951	25	,270
Post_Experiment	,142	25	,200*	,926	25	,072
Pre_Control	,139	25	,200*	,958	25	,383
Post_Control	,151	25	,144	,929	25	,083

\*. This is a lower bound of the true significance.

#### a. Lilliefors Significance Correction

From the table above, it can be showed that all of the data were distributed normal. Om Kolmogorov-Smirnov that was in pretest (0,270 and 0,0383) and in the posttest (0,072 and 0,083) According to the result of normality, it can be used and calculated by using t-test.

## b) Homogeneity Test

**Table 3. Homogeneity Test**

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	,924	1	58	,341
	Based on Median	1,116	1	58	,295
	Based on Median and with adjusted df	1,116	1	57,105	,295
	Based on trimmed mean	,912	1	58	,344

From the table above, it can be showed that all of the data was homogeneous because the value of sig was highest than 0.05 that is  $0.344 > 0.05$ .

## c) Testing Hypotheses

The first hypothesis of this research:

Ha : "There is significant effect of applying Retelling Story in terms of students' speaking ability"

Ho : "There is no significant effect of applying Retelling Story in terms of students' speaking ability"

**Table 4. Uji Paired Samples Test**

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_Exp - Post_Exp	-38,24000	4,87579	,97516	-40,25263	-36,22737	39,214	24	,000

Based on the table above, the sig value was smaller than alpha ( $0.000 < 0.05$ ) with t-obtained (39.214). This means Ho is rejected or Ha is accepted. In other word, there was significant effect of retelling story towards students' speaking ability. The second hypothesis of this research:

Ha : "There is significant differences between students who taught of Retelling Story and who taught without Retelling Story"

Ho : "There is no significant differences between students who taught of Retelling Story and who taught without Retelling Story"

**Table 5. Independent Samples Test**

Independent Samples Test		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Posttest	Equal variances assumed	4,175	58	,000	7,52778	1,80297	3,91875	11,13681
	Equal variances not assumed	4,341	55,296	,000	7,52778	1,73429	4,05259	11,00296

Based on the table 5 above, the sig value was smaller than alpha ( $0.000 < 0.05$ )



with t-table (4.175). This means  $H_0$  is rejected or  $H_a$  is accepted. In other words, there was significant difference of the students' speaking ability who were taught by using retelling story with those who were taught without it. The third hypothesis of this research:

$H_a$  : "The students' speaking ability who taught of applying Retelling Story get better than the students who taught without Retelling Story.

$H_0$  : "The students' speaking ability who taught of applying Retelling Story same or there is no change than the students who taught without Retelling Story.

**Table 6. Post Test Group Statistics**

Group Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Posttest	25	79,5000	6,03612	1,23212
	36	71,9722	7,32310	1,22052

It was found that the value of mean score of post-test experiment class and control class was  $79.50 > 71.97$ . From the table above the value of mean score of experiment class was highest than control class. It can be concluded that the students' speaking ability with students who taught by using Retelling Story in experiment class better than the students who taught by using conventional strategy in control class.

The findings of this study provide substantial evidence regarding the effectiveness of the Retelling Story strategy in enhancing students' speaking ability. The research was conducted by involving two groups: an experimental class taught using the Retelling Story strategy and a control class taught without this strategy. Both classes consisted of eleventh-grade students at Islamic Senior High School 1 Pasaman. Throughout the implementation process, the Retelling Story strategy encouraged students in the experimental group to actively reconstruct and express story content using their own words, which required them to engage with the materials more deeply. This process strengthened their vocabulary mastery, improved fluency, and supported the development of coherent narrative structures in their oral communication.

The results of the independent-samples t-test showed a significant difference between the post-test scores of the experimental and control groups. This indicates that students who received the Retelling Story treatment achieved higher speaking performance compared to those who received conventional instruction. The findings align with the results of Mulya, (2021), who concluded that the Retelling Story technique significantly improved students' speaking skills in narrative text. The ability to retell stories compels students to recall events, choose appropriate vocabulary, and organize ideas logically, all of which contribute to enhanced speaking competence.

Furthermore, the paired-samples t-test results for the experimental class demonstrated a significant improvement between the pre-test and post-test scores. This suggests that the Retelling Story strategy produced meaningful learning gains within the same group of students. Prior to the treatment, students generally demonstrated difficulties in organizing narrative ideas, maintaining fluency, and using appropriate vocabulary. After receiving the treatment, however, they showed noticeable improvement in all assessed aspects. The findings correspond with Inten Mujizat (2016), who reported that students taught through retelling story techniques consistently outperform students who receive conventional speaking instruction.

The comparison of the mean scores between the experimental and control groups further reinforces the conclusion that the Retelling Story strategy enhances students' speaking ability. The experimental group demonstrated superior performance in narrative speaking tasks, especially in aspects of fluency, grammar,

pronunciation, vocabulary, and content. The results are in line with the findings of Ridho Susilo (2016), who observed that post-test scores in experimental classes significantly increased after the Retelling Story treatment. The structured and repetitive nature of retelling enables learners to consolidate linguistic elements and reduce speaking anxiety during performance.

The cognitive benefits of Retelling Story are also worth noting. Retelling requires students to reactivate prior knowledge, comprehend the story's structure, and produce language output that is both meaningful and organized. This aligns with the principles of communicative language teaching, which emphasize active engagement and the meaningful use of language in context. Students not only repeated information but also reconstructed it, improving their linguistic processing. These processes collectively support long-term retention and the development of automaticity in speaking.

Another important aspect revealed in the findings is the improvement in students' confidence when speaking. During treatment sessions, students gradually became more comfortable expressing ideas orally in front of their peers. The familiarity with the narrative content reduced pressure and encouraged them to speak more freely. This finding resonates with previous studies that highlight the positive relationship between story-based learning and students' affective engagement. Increased confidence plays an essential role in language acquisition, as students who feel comfortable are more willing to participate actively in learning activities.

In addition, the strategy proved effective not only for high-achieving students but also for those with lower proficiency levels. Weak students benefited from the structured guidance provided through the narrative framework, which acted as a scaffold for producing longer and more coherent speech. This reinforces the argument that Retelling Story is a versatile strategy suitable for heterogeneous classrooms. Its flexible nature allows students of different proficiency levels to engage with the material at their own pace while still experiencing improvements in speaking performance.

The effectiveness of the Retelling Story strategy can also be attributed to its integration of multiple language skills. While the primary focus of the study was speaking ability, the strategy also engaged students in listening, comprehension, vocabulary development, and critical thinking. By listening to or reading the story before retelling it, students enhanced their receptive skills, which subsequently strengthened their productive skills. This integrated approach reflects the natural process of language acquisition, where input and output interact continuously to support learner development.

In conclusion, the findings of this study clearly demonstrate that the Retelling Story strategy has a significant positive effect on improving students' speaking ability, particularly in narrative text. Students in the experimental class showed better performance than those in the control class in all assessed aspects of speaking. The strategy was effective across different student proficiency levels, making it suitable for broader classroom application. The post-test results strongly indicate that Retelling Story is an appropriate and powerful technique for developing speaking skills, fostering confidence, enhancing comprehension, and promoting meaningful language use among students. Therefore, Retelling Story can be recommended as an instructional strategy for English teachers seeking to improve students' oral communication skills through engaging and structured narrative activity.

## CONCLUSION

Based on the results of the research discussed in the previous section, it can be concluded that the speaking scores of students who were taught using the Retelling Story strategy showed a significant improvement compared to their initial

performance. This is evident from the increase in the mean score from the pre-test, which was 30.88, to the post-test, which reached 80.55. The substantial rise in scores indicates that the implementation of the Retelling Story strategy had a significant and positive effect on enhancing students' speaking ability.

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