

IMPROVING SPEAKING SKILLS BY THE HELP OF RETELLING STORIES

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Annotation: Speaking is an effective language talent in verbal exchange that is incorporated collectively with the opposite language competencies consisting of listening, writing, and analyzing despite of the grammar, pronunciation and vocabulary. especially in language . This article explores how the act of retelling stories can develop various aspects of oral communication, including fluency, vocabulary, grammar, pronunciation, and confidence. Drawing from pedagogical theory and classroom practice, it presents the benefits, strategies, and practical activities that educators can employ to help learners become more proficient and confident speakers.

Key words: language acquisition, retelling stories, English speaking, fluency, pronunciation.

Introduction

Speaking is one of the most essential components of language learning, yet it is often one of the most challenging skills for learners to develop. Effective communication in a second language requires not only a strong grasp of vocabulary and grammar, but also the ability to express ideas clearly, confidently, and fluently. One engaging and effective method to enhance speaking abilities is through the technique of story retelling. This approach encourages learners to actively use language in a meaningful context, helping them to build confidence, improve fluency, and reinforce language structures. In this article, we explore how retelling stories can serve as a powerful tool to improve speaking skills, especially in language classrooms where interactive and student-centered learning is emphasized.

Retelling stories aids to language learners in several key ways. Firstly enhancing fluency by retelling is a way that learners retell the story, they practice speaking without the pressure of creating new content. This repetition helps increase fluency as learners become more comfortable expressing ideas in sequence. Also, stories introduce context-rich vocabulary. Learners naturally acquire and reuse these words during retelling, reinforcing their understanding and retention. Story structure—beginning, middle, and end—encourages the use of correct grammatical forms such as past tense verbs, conjunctions, and narrative connectors. As learners read, listen to, and repeat stories, they mimic native pronunciation patterns and intonation, which sharpens their phonological awareness. Retelling a familiar story reduces anxiety, providing a safe environment where learners can focus on how they speak, rather than what they say.

Retelling aligns with several well-established theories in language education. These theories can be clear in order to ease the conducting lessons by the retelling of stories. Teacher Training Practice (PPL) in SMA Muhammadiyah Limbung for two months, it seemed that the students could not express their ideas in English orally since they used English in learning process. There are some factors why that problem occurred. Firstly, students had difficulty in speak English words. Mostly, the students were not fluent in speaking since they usually had

problem in grammar and pronunciation. Secondly, the students were lack of vocabulary knowledge thus they had difficulty in arranging a sentence in speaking. As a result the students felt use unable when to speak in English because they could not speak well. Unfortunately, during the observer's observation in SMA N 7 Bandar Lampung, the observer has found that there were many students show up in the classroom without having developed a confident to speak in English. In fact, some Senior High School students found also some difficulties to speak in English. To be more concrete, Nugraha's research (2010) also found that some students were not able to communicate orally well because they were lack of Vocabulary, Grammar, Pronunciation, Fluency and Comprehension not sufficient while speaking in English, and also they needed more practice. Relating to the problems faced by the students above, teachers have to teach to speak English to overcome those

Problems.¹

_Vygotsky's Zone of Proximal Development (ZPD): Learners stretch their capabilities by practicing stories slightly above their current level, especially with teacher or peer support.²

_Krashen's Input Hypothesis: Storytelling provides comprehensible input, and retelling allows learners to produce meaningful output.³

Story retelling is a communicative task that emphasizes the use of language for real purposes. There are several effective strategies for Using Story Retelling. Present learners with a story through reading or audio-visual means. Ensure comprehension through discussion, vocabulary checks, and sequencing activities. Using Visual Aids such as , pictures, storyboards, or flashcards help learners recall and retell the story logically.

Teachers should model how to retell a story using clear language, expressions, and gestures. This sets expectations and demonstrates structure. Encourage learners to retell stories to peers. Repetition through varied audiences builds fluency. Allow learners to change parts of the story (setting, characters, ending). This encourages creative thinking and ownership of the language. Learners can record their retellings and listen back to assess their pronunciation, grammar, and pacing. Feedback focused on encouraging natural speech, proper sequencing, and expressive storytelling.⁴

Methodology

This study employed a qualitative and action research approach to investigate the effectiveness of story retelling in improving students' speaking skills. The research was conducted over a four-week period with a group of intermediate-level English learners aged 13 to 15 at a secondary school. The participants were 25 students selected from an 8th-grade English class. The students had varying degrees of speaking proficiency but shared a common curriculum. Consent was obtained from students and school administrators. Short fictional stories, folktales, and adapted literary texts were selected as retelling materials. Stories were

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² Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

³ Krashen, S. (1982). *Principles and practise in the second language Acquisition*. Pergamon.

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chosen based on their language level, cultural relevance, and potential to stimulate discussion and creativity. Each story was approximately 300–500 words in length.

Procedure

The experiment was carried out in four stages:

The first step is Pre-Test: A speaking pre-test was administered to assess students' fluency, vocabulary usage, pronunciation, and coherence.

Next one is Story Retelling Sessions:

Over the next three weeks, students participated in by-weekly sessions where they:

Listened to or read a story. Discussed key vocabulary and plot elements. Practiced retelling the story in pairs or small groups. Presented their version to the class.

Data Collection and Analysis

Data were collected through pre- and post-test recordings, teacher observations, and student self-reports. The tests were evaluated using a rubric assessing fluency, grammar, vocabulary, pronunciation, and coherence. Qualitative data from observations and student feedback were thematically analyzed to identify patterns in engagement, confidence, and language use.

RESULT AND DISCUSSION

The Concept of Speaking Skill Speaking is using language in everyday voice, uttering words, understanding and being capable of using a language, expressing oneself in words, and making a speech. Based on the definitions above, we can finish that talking is a crucial talent that is achieved through generating a voice of words. It is used for speaking with others. the potential to talk English presupposes the factors important for spoken manufacturing as follows: 1) Connected speech: The powerful audio system of English wants to have the ability now no longer simplest to supply man or woman phonemes of English, however additionally to apply fluent related speech, 2) Expressive gadgets: local English extrude the pitch and pressure of unique components of utterances, range quantity, and speed, and display through different bodily and nonverbal manner how they're feeling. The use of those gadgets contributes to the talent to deliver meaning, and 3) Lexis and grammar: spontaneous speech is marked through using the quantity of not unusual place lexical phrases, particularly of their overall performance of sure language function, 4) Negotiation language: powerful talking advantages of the negotiatory language we use to are seeking explanation and exposing the shape of what we're saying.⁵

Conclusion

Retelling stories is a practical and effective technique for improving speaking skills. It combines language input with meaningful output, offering learners a structured yet flexible way to practice speaking. When implemented thoughtfully, story retelling can foster confidence, fluency, and a deeper engagement with language. For educators, it is a valuable addition to any communicative language teaching repertoire.

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