

**EXPLORING THE FACTORS CAUSING STUDENTS'
SPEAKING ANXIETY IN STORYTELLING ACTIVITIES**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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**EXPLORING THE FACTORS CAUSING STUDENTS'
SPEAKING ANXIETY IN STORYTELLING ACTIVITIES**

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Sarjana Pendidikan

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I, the undersigned, Alviona Azzahra, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Alviona Azzahra. 220101030345. Exploring the Factors Causing Students' Speaking Anxiety in Storytelling Activities: A Phenomenological Study. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Ridha Fadillah, S.Pd, M.Ed, 2026.

Keywords: Speaking Anxiety, Storytelling Activities, Internal Factors, External Factors, Phenomenological Study.

This study aimed to explore students' speaking anxiety in storytelling activities in the Special English Class (SEC) at Darul Istiqamah Islamic Boarding School of Female Barabai. Storytelling is commonly used to develop students' speaking skills; however, it may also create anxiety when students are required to perform in front of others. Therefore, this study focuses on identifying the internal and external factors that cause students' speaking anxiety and examining how students respond when they experience anxiety during storytelling performances. This research employed a qualitative approach with a phenomenological design using Interpretative Phenomenological Analysis (IPA). The participants consisted of five students who experienced speaking anxiety and one English teacher as a supporting informant. Data were collected through semi-structured interviews and classroom observations to capture students' experiences and behaviors during storytelling activities.

The findings revealed that students' anxiety is influenced by both internal and external factors. Internal factors include lack of self-confidence, fear of making mistakes, limited vocabulary mastery, and negative self-perception. External factors include classroom environment, peer observation, teacher evaluation, and performance pressure. In addition, students showed various responses to anxiety, including physical reactions such as fidgeting or nervous body movements and behavioral responses such as hesitation and pauses during speech. Some students also used coping strategies such as practicing beforehand, preparing the story, and seeking support from teachers and peers. Furthermore, the study found that students' anxiety gradually decreased through repeated practice and supportive classroom interaction. These findings suggest that storytelling activities can both challenge and support students in developing their speaking confidence when implemented in a positive learning environment.

ABSTRAK

Alviona Azzahra. 220101030345: *“Exploring the Factors Causing Students’ Speaking Anxiety in Storytelling Activities”* Studi Fenomenologi. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Dr. Ridha Fadillah, S.Pd, M.Ed, 2026.

Kata kunci: Kecemasan Berbicara, Kegiatan Bercerita, Faktor Internal, Faktor Eksternal, Studi Fenomenologi.

Penelitian ini bertujuan untuk mengkaji kecemasan berbicara yang dialami siswa dalam kegiatan bercerita di Kelas Bahasa Inggris Khusus (SEC) di Pesantren Putri Darul Istiqamah Barabai. Kegiatan bercerita umumnya digunakan untuk mengembangkan keterampilan berbicara siswa; namun, hal ini juga dapat menimbulkan kecemasan ketika siswa diminta untuk tampil di hadapan orang lain. Oleh karena itu, penelitian ini berfokus pada identifikasi faktor internal dan eksternal yang menyebabkan kecemasan berbicara pada siswa serta mengkaji bagaimana siswa merespon ketika mereka mengalami kecemasan selama pertunjukan bercerita. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologi menggunakan Analisis Fenomenologi Interpretatif (IPA). Peserta terdiri dari lima siswa yang mengalami kecemasan berbicara dan satu guru bahasa Inggris sebagai informan pendukung. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas untuk menangkap pengalaman dan perilaku siswa selama kegiatan bercerita.

Temuan penelitian menunjukkan bahwa kecemasan siswa dipengaruhi oleh faktor internal maupun eksternal. Faktor internal meliputi kurangnya rasa percaya diri, rasa takut melakukan kesalahan, keterbatasan penguasaan kosakata, dan persepsi diri yang negatif. Faktor eksternal meliputi lingkungan kelas, pengamatan teman sebaya, penilaian guru, dan tekanan untuk berprestasi. Selain itu, siswa menunjukkan berbagai respons terhadap kecemasan, termasuk reaksi fisik seperti gerakan-gerakan gugup dan respons perilaku seperti keraguan serta jeda saat berbicara. Beberapa siswa juga menggunakan strategi koping seperti berlatih terlebih dahulu, mempersiapkan cerita, dan mencari dukungan dari guru dan teman sebaya. Lebih lanjut, penelitian ini menemukan bahwa kecemasan siswa secara bertahap berkurang melalui latihan berulang dan interaksi kelas yang mendukung. Temuan ini menunjukkan bahwa kegiatan bercerita dapat menjadi tantangan sekaligus dukungan bagi siswa dalam mengembangkan kepercayaan diri berbicara ketika diterapkan dalam lingkungan belajar yang positif.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulqa'dah, 24th 1447 A.H
May, 12th, 2026 AD



Author

TRANSLITERATION

No	Surah/Verse	Translation	
		Indonesia	English
1	<i>Ar-Rahman</i> verses 3 and 4	“Dia Menciptakan Manusia (3) Mengajarnya pandai berbicara (4)”	“God Created man (3) Taught him to speak (4)”
2	<i>Taha</i> verses 27-28	“Dan lepaskanlah kekakuan dari lidahku,” (27) agar mereka mengerti perkataanku” (28)	“Then remove the stiffness from my tongue,” (27) ‘So that they may understand my words.’” (28)

CONTENTS

COVER PAGE	i
STATEMENT OF AUTHENTICITY	iii
APPROVAL	v
VALIDATION	vi
ABSTRACT	vii
ABSTRAK	viii
ACKNOWLEDGEMENT	ix
TRANSLITERATION	xii
CONTENTS	xiii
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Research Questions	5
C. Objectives of Study	5
D. Significance of Study	5
1. Students	5
2. English Teacher	6
E. Definition of Key Terms	6
1. Speaking Anxiety	6
2. Storytelling Activities	6
3. Factors Causing Anxiety	7
CHAPTER II THEORETICAL REVIEW	8
A. Anxiety	8
1. Definition of Anxiety	8
2. State Anxiety & Trait Anxiety	10
B. Foreign Language Anxiety	12
1. Foreign Language Classroom Anxiety (FLCA) Theory	12
2. Communication Apprehension	14
3. Fear of Negative Evaluation	15
4. Test Anxiety	17
C. Affective Factors in Foreign Language Anxiety	19
1. Affective Filter Hypothesis	19
2. Self-efficacy Theory	21
D. Speaking Anxiety	23
1. Public Speaking Anxiety	23
2. Factors Contributing to Speaking Anxiety	25
E. Storytelling and Anxiety in Language Learning	27
1. Definition and Benefits of Storytelling	27
2. Causes of Anxiety in Storytelling Activities	30
3. Effects of Anxiety in Storytelling	32
F. Review of Previous Research	36

CHAPTER III RESEARCH METHOD	41
A. Research Design.....	41
B. Research Setting.....	47
C. Participants.....	48
D. Data	49
E. Technique of Data Collection	50
F. Data Analysis	51
G. Ethics of the Research.....	53
H. Research Framework.....	54
 CHAPTER IV FINDINGS AND DISCUSSION	 56
A. Findings.....	56
1. Emergent Themes from Five Respondents	56
2. Individual Case Analysis	61
3. Cross-case Analysis (IPA Meaning).....	67
B. Discussion	72
1. Internal Factors Causing Students' Anxiety in Storytelling Activities	72
2. External Factors Influencing Students' Anxiety.....	74
3. The Role of Practice and Support	74
 CHAPTER V CLOSURE	 76
A. Conclusion	76
B. Suggestions	77
 REFERENCES.....	 79
APPENDICES	83
CURRICULUM VITAE.....	105

LIST OF FIGURES

- Figure 4.1 Classmates' observations of their peers after they told a story..... 57
- Figure 4.2 One sign of anxiety may be seen when she touches her clothes
while telling a story..... 62

LIST OF APPENDICES

Appendix 1: Translations of Qur'an.....	83
Appendix 2: Research Instruments.....	84
Appendix 3: Research Permission Letter	101
Appendix 4: Research Completion Letter	101
Appendix 5: Photographs	103
Appendix 6: Consultation Letter	104