

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents and discusses the research findings based on the two main research questions of this study. The results of this phenomenological research reveal that students experience speaking anxiety during storytelling activities due to various internal and external factors. In addition, the findings also show how students respond and behave when they feel anxious while performing storytelling tasks in the classroom.

1. Emergent Themes from Five Respondents

Based on the analysis of the interview data from the five respondents, several emergent themes were identified. These themes represent common experiences related to students' anxiety when performing storytelling activities in the classroom. The themes were developed through careful interpretation of participants' narratives following the principles of Interpretative Phenomenological Analysis.

a. Fear of Making Mistakes

One of the most dominant themes that emerged from the participants' experiences was the fear of making mistakes when telling stories in English. Several respondents expressed concerns about incorrect pronunciation, grammatical errors, and forgetting vocabulary during their storytelling performance.

This finding was also supported by the teacher's statement during the interview. The teacher explained that many students feel anxious because they worry about making mistakes while speaking English in front of others. *“Many students feel nervous during storytelling activities because they are afraid of making mistakes in pronunciation or forgetting the story they want to tell”*.

Respondent 1 mentioned that she often forgot some vocabulary and was afraid of making mistakes when speaking in front of the class. Similarly, Respondent 2 explained that she became nervous when she made mistakes.

Another theme that emerged from the participants' narratives was a lack of confidence when speaking English in front of others. Many respondents felt that their English ability was not as good as that of their classmates.

Respondent 1 explained that she felt less confident when performing storytelling because some of her classmates were more proficient in English. Similarly, Respondent 3 felt nervous when she realized that her friends spoke English better than she did. This experience suggests that the respondent compared her own speaking ability with that of her peers, which lowered her self-confidence and increased her fear of negative evaluation. From an IPA perspective, this reflects how the participant interpreted storytelling as a situation in which her language ability would be socially judged by others.

Respondent 5 also described feeling shy when speaking English in front of the class, even though she understood the story she wanted to tell. This lack of confidence sometimes made her hesitate when delivering the story.

These findings suggest that self-perception of language ability plays an important role in shaping students' confidence during storytelling activities.

b. Anxiety Caused by Peer Observation

A significant theme that emerged from the data was the anxiety caused by being observed by classmates during storytelling performances.



Figure 4.1 Classmates' observations of their peers after they told a story.

Several respondents explained that standing in front of the class and being watched by others made them feel extremely nervous. Respondent 4 stated that she became more anxious when everyone in the classroom looked directly at her while she was telling the story.

Respondent 5 expressed a similar experience, stating that she felt scared when all of her classmates were staring at her performance. In addition, Respondent 2 explained that she sometimes felt uncomfortable because some classmates whispered or reacted to her mistakes during storytelling.

These experiences indicate that peer observation can intensify students' anxiety and influence their comfort when speaking in public situations.

c. Pressure from Classroom Performance and Evaluation

Another important theme identified in the participants' experiences was the pressure caused by classroom evaluation and performance expectations.

Respondent 2 described feeling anxious when she realized that the teacher would evaluate her storytelling performance in front of the class. The presence of a reward for the best storyteller also increased her nervousness because she felt that she had to perform well.

Similarly, Respondent 3 mentioned that she received a low score during her first storytelling performance, which made her worry about future storytelling tasks.

The participants viewed classroom observation as a form of social evaluation. Being watched by their classmates made them feel that their mistakes would be noticed and judged by others. This perception heightened their self-consciousness and created emotional pressure during their storytelling performances. In terms of IPA, storytelling was interpreted not only as a language activity but also as a socially threatening experience in which participants felt vulnerable to negative judgment.

d. Coping Strategies and Personal Efforts to Overcome Anxiety

Despite experiencing anxiety, several respondents also described efforts to overcome their nervousness during storytelling activities.

Respondent 4 mentioned that she practiced storytelling in front of a mirror before performing in the classroom. This preparation helped her feel slightly more confident even though she still experienced nervousness.

Respondent 2 also explained that encouragement from her teacher gradually helped her become more confident in speaking in front of the class.

These findings indicate that students actively try to manage their anxiety through practice, preparation, and support from teachers or peers.

In addition to the data obtained from the five student respondents, the researcher also conducted an interview with an English teacher who teaches storytelling activities in the SEC (Special English Class) program. The purpose of this interview was to gain additional insight and supporting perspectives regarding students' experiences of anxiety during storytelling activities. The teacher's explanation helped confirm and enrich the findings obtained from the student participants.

During the interview, the teacher explained that many students experience anxiety when they are asked to perform storytelling in front of the class. According to the teacher, this anxiety is often related to students' fear of making mistakes in pronunciation, grammar, and vocabulary. Students are also worried about forgetting the storyline or losing their confidence when they become the center of attention in the classroom.

“Many students feel nervous when they have to tell a story in front of the class. They are often afraid of making mistakes or forgetting the story they want to tell.”

The teacher further explained that students' anxiety is also influenced by their perception of their own English ability. Some students feel that their classmates have better speaking skills, which makes them feel less confident when performing storytelling tasks. This situation sometimes leads students to overthink their performance and become hesitant while speaking.

This explanation is consistent with the experiences shared by several respondents in this study, who reported feelings of nervousness, fear of making mistakes, and concerns about being judged by their classmates. The teacher confirmed that these feelings are common among students who are still developing their English speaking skills.

In addition, the teacher stated that the classroom environment also plays an important role in shaping students' confidence during storytelling activities. When students feel that they are being closely observed by their classmates and teacher, they may experience increased pressure to perform well. *“When students realize that everyone is watching them, they sometimes feel more nervous, especially if they are not fully confident with their English”*.

The teacher also mentioned that storytelling activities often require students to memorize and present a story within a limited preparation time. For some students, this situation can increase anxiety because they feel that they must remember the storyline clearly while also paying attention to pronunciation and expression during the performance.

Despite these challenges, the teacher believes that storytelling activities are still beneficial for developing students' speaking confidence. Through repeated practice, students gradually become more comfortable speaking in front of others and are able to manage their anxiety more effectively.

The teacher's perspective supports the findings from the student respondents, which indicate that storytelling anxiety is influenced by both internal factors, such as lack of confidence and fear of making mistakes, and external factors, including classroom environment, peer observation, and performance pressure. Therefore, the teacher's explanation provides additional confirmation that storytelling activities can be both a challenging and meaningful learning experience for students in developing their English speaking skills.

2. Individual Case Analysis

a. Respondent 1

- **Internal Factors**

The first respondent stated that she began practicing storytelling activities in the SEC (Special English Class) program. She explained that it was very difficult for her to memorize stories within fifteen to thirty minutes. She realized that her confidence was still limited when she stood in front of the class, especially when senior students or classmates who were more proficient in English were present.

“At first, it was very difficult for me to tell a story in front of the class, especially with my friends, my seniors, and my teacher watching me. Sometimes I forgot my lines, some vocabulary, and made mistakes.”

This experience suggests that the respondent's anxiety was closely related to her internal perception of linguistic ability and self-confidence. Her concern about forgetting vocabulary and making mistakes indicates a strong sense of self-evaluation during storytelling activities.

- **External Factors**

The respondent also explained that external conditions in the classroom contributed to her anxiety. During her first storytelling performance titled Dutiful to Parents, she felt afraid that she would not be able to memorize the story within the allocated time. The presence of classmates, and the teacher watching her seriously increased her nervousness. *“I feel more anxious when my classmates or teacher are watching me so seriously, because I feel the classroom environment affects my confidence”.*



Figure 4.2 One sign of anxiety may be seen when she touches her clothes while telling a story.

She also described a negative experience during storytelling activities. She mentioned that she had never previously learned specific techniques for storytelling or memorizing stories quickly. This lack of preparation made her afraid that she would fail again in the future. However, encouragement from one of her close friends motivated her to continue practicing storytelling.

This experience indicates that classroom atmosphere and peer observation played an important role in shaping the respondent's anxiety during storytelling activities.

b. Respondent 2

• Internal Factors

The second respondent stated that she often felt anxious when her classmates looked at her as if they were judging her performance during storytelling activities. This situation made her afraid of making mistakes and caused her to feel that her English ability was not good enough when telling a story.

However, she explained that her teacher consistently motivated and encouraged her to be more confident. Over time, this support helped reduce her anxiety and allowed her to become more confident when speaking in front of the

class. Nevertheless, she still felt uncomfortable when she perceived that her classmates were laughing at her.

"When I made mistakes in pronunciation or grammar, they seemed to be mocking me as if it was funny to them, and sometimes I forgot what I wanted to say in front of the class."

She also stated that she sometimes felt uncomfortable being the center of attention because she feared being judged negatively by her teacher. *"Before I tell a story in front of the class, I feel very nervous and then I will touch my pen, shake my hand, or fidget in my chair"*.

This experience indicates that her anxiety manifested physically through nervous gestures, reflecting her internal struggle with confidence during storytelling activities.

- **External Factors**

The respondent further explained that the classroom environment strongly influenced her speaking comfort. She often felt that her classmates were better than her in English.

"I feel there were also some who whispered as if I had done something wrong, and that made me feel more anxious because I was afraid of being laughed at, criticized, or compared."

She also mentioned that during the SEC (Special English Class), she felt very anxious when she knew that she would be assessed and evaluated by her teacher in front of her classmates. In this activity, the best storyteller would receive a prize from the teacher.

At that moment, she described the experience as one of the most difficult moments for her because she suddenly forgot the words she intended to say. As a result, she felt that her classmates noticed her mistakes.

"But because of that experience, I became more courageous to appear in front of the class, even telling a story in front of the class without being asked by my teacher."

Although the experience was challenging, it eventually encouraged her to develop greater courage in speaking in front of the class.

c. Respondent 3

• Internal Factors

The third respondent stated that she began participating in storytelling activities during the SEC (Special English Class) program when her teacher asked her to tell a story in front of the class. During her first experience, she felt less confident and experienced significant anxiety, particularly when she perceived that her classmates were more proficient in English. *"I know the story, but I don't know how to say it in English"*.

As a result, she forgot some parts of the story and eventually received a low grade from the teacher. This experience made her frequently overthink whenever she had to perform storytelling in front of the class.

She explained that when the teacher asked her to perform, she often displayed nervous behavior such as shaking her pen or touching her blouse. These behavior reflected her feelings of anxiety and low self-efficacy.

• External Factors

The respondent also explained that the classroom situation contributed to her anxiety. She felt that her classmates sometimes looked at her as if they were judging her performance. *"I feel nervous when I think my friends speak better than me"*.

This perception made her feel that she lacked confidence and had limited vocabulary. The teacher also evaluated her performance and advised her to learn more about how to deliver a good story in front of others.

She further explained that storytelling tasks that were considered difficult increased her nervousness. This experience suggests that both task difficulty and peer comparison influenced her confidence during storytelling activities.

d. Respondent 4

• Internal Factors

The fourth respondent stated that she had been practicing her English speaking skills through storytelling activities, although she sometimes felt uncertain about her ability to perform well. Even after preparing for the storytelling tasks, she occasionally doubted whether she was truly ready to present the story. *“I usually prepare before telling a story, like talking in front of the mirror, but sometimes I still feel like I’m not ready”*.

She explained that this feeling occurred because she often thought excessively about possible mistakes before speaking. She frequently imagined forgetting parts of the story or making errors during the performance, which caused nervousness even before she began speaking.

Although she believed that storytelling could be enjoyable when she felt well prepared, she often continued to doubt her readiness despite practicing beforehand. This internal doubt sometimes affected her concentration and made it difficult for her to deliver the story clearly and smoothly.

Her experience reflects how internal anxiety and self-doubt continued to influence her confidence during storytelling activities, even when she had already prepared herself.

• External Factors

The respondent also explained that external factors influenced her anxiety during storytelling activities. She mentioned that limited preparation time often made her feel rushed, which prevented her from fully mastering the story.

She also stated that performing individually in front of the class increased her nervousness because all attention was directed toward her. *“When everyone is looking at me, I get more scared and nervous”*.

In addition, she felt pressure to present the story clearly and fluently because she believed that others expected her to perform well. This expectation made storytelling feel more demanding and stressful.

Her experience indicates that the performance situation and limited preparation time were significant external factors contributing to her anxiety.

e. Respondent 5

• Internal Factors

The fifth respondent stated that she often felt shy when speaking English in front of other people. Although she understood the story she needed to tell, she sometimes felt uncomfortable when the attention of others was focused on her. *“I get nervous when I have to speak in front of the class”*.

She explained that this feeling of shyness sometimes caused hesitation when speaking, even though she already knew what she wanted to say. While she believed that speaking English could help her build confidence, her tendency to feel nervous in public situations sometimes made it difficult for her to perform well.

Her experience reflects an ongoing effort to overcome personal nervousness and develop greater confidence when speaking in front of others.

• External Factors

The respondent also described storytelling as a situation where everyone’s attention was focused on her performance. *“I feel scared and more nervous because everyone is staring at me”*.

She explained that standing in front of her classmates and being observed increased her nervousness. In addition, she felt that the expectation to perform well added additional pressure.

According to the respondent, storytelling activities were different from other classroom tasks because they required her to speak publicly and present the story clearly in front of others.

Her experience suggests that the presence of an audience and the pressure to perform in front of peers contributed to her anxiety during storytelling activities.

3. Cross-case Analysis (IPA Meaning)

After conducting individual case analysis of the five respondents, the researcher identified several patterns that emerged across the participants' experiences during storytelling activities in the SEC (Special English Class). In Interpretative Phenomenological Analysis (IPA), cross-case analysis aims to identify similarities and differences in how participants interpret their experiences Smith & Osborn (2009) Through careful examination of the interview data, several recurring themes were identified that reflect the participants' shared experiences of anxiety when performing storytelling in English.

a. Fear of Making Mistakes

One of the most prominent patterns across the five respondents was the fear of making mistakes while telling stories in English. Most participants reported feeling worried about incorrect pronunciation, grammar errors, or forgetting vocabulary during their storytelling performance.

For example, Respondent 1 explained that she often forgot vocabulary and was afraid of making mistakes in front of her classmates and teacher. Similarly, Respondent 2 mentioned that she felt uncomfortable when she made pronunciation or grammar mistakes because she felt that her classmates might mock her. Respondent 3 also expressed similar concerns, stating that although she understood the story, she did not always know how to express it in English.

These experiences indicate that linguistic insecurity played an important role in shaping the participants' anxiety during storytelling activities.

b. Lack of Confidence

Another common theme found across the participants was a lack of confidence when speaking in front of others. Several respondents reported feeling nervous when they became the center of attention in the classroom.

Respondent 4 described that even though she practiced before telling a story, she sometimes still doubted whether she was truly prepared. Similarly, Respondent 5 reported feeling shy when speaking English in front of the class, even when she already knew the story she wanted to tell. These findings suggest that

self-doubt and low confidence were significant internal factors influencing students' storytelling performance.

c. Influence of Classroom Environment

The analysis also revealed that the classroom environment significantly influenced students' anxiety during storytelling activities. Many respondents mentioned feeling more nervous when their classmates or teacher closely observed their performance.

For instance, Respondent 1 and Respondent 2 stated that they felt more anxious when their classmates looked at them seriously or seemed to judge their performance. Respondent 3 also reported feeling nervous when she compared her English ability with that of her classmates.

These findings indicate that peer observation and perceived judgment contributed to students' feelings of anxiety during storytelling activities.

d. Performance Pressure and Public Attention

Another important pattern identified across the participants was the pressure of performing in front of an audience. Storytelling activities required students to stand in front of the class and present a story individually, which made many participants feel nervous.

Respondent 4 explained that performing individually in front of the class increased her nervousness because all attention was directed toward her. Similarly, Respondent 5 described storytelling as a situation where everyone was staring at her, which made her feel more anxious.

This theme suggests that the presence of an audience and the expectation to perform well can intensify students' anxiety during storytelling activities.

e. Gradual Development of Confidence

Despite the challenges they experienced, several respondents also described how their confidence gradually improved over time. Some participants explained that repeated exposure to storytelling activities helped them become more comfortable speaking in front of the class.

For instance, Respondent 2 explained that although she initially felt anxious, her teacher's encouragement helped her become more confident in speaking. This finding suggests that supportive learning environments and continuous practice can help students overcome their anxiety in storytelling activities.

Overall, the cross-case analysis demonstrates that the participants experienced storytelling anxiety due to a combination of internal and external factors. Internal factors included fear of making mistakes, lack of self-confidence, and self-doubt during storytelling performance. Meanwhile, external factors were related to classroom environment, peer observation, and performance pressure when speaking in front of the class.

Despite these challenges, several participants also reported gradual improvement in their confidence as they gained more experience in storytelling activities and received encouragement from their teachers and peers. These findings highlight how students interpret and make sense of their experiences during storytelling activities, which reflects the interpretative nature of qualitative phenomenological research.

f. Supporting Perspective from Teacher

In addition to the data obtained from the five student respondents, the researcher also conducted an interview with an English teacher who teaches storytelling activities in the SEC (Special English Class) program. The purpose of this interview was to gain additional insight and supporting perspectives regarding students' experiences of anxiety during storytelling activities. The teacher's explanation helped confirm and enrich the findings obtained from the student participants.

During the interview, the teacher explained that many students experience anxiety when they are asked to perform storytelling in front of the class. According to the teacher, this anxiety is often related to students' fear of making mistakes in pronunciation, grammar, and vocabulary. Students are also worried about forgetting the storyline or losing their confidence when they become the center of attention in the classroom.

“Many students feel nervous when they have to tell a story in front of the class. They are often afraid of making mistakes or forgetting the story they want to tell.”

The teacher further explained that students' anxiety is also influenced by their perception of their own English ability. Some students feel that their classmates have better speaking skills, which makes them feel less confident when performing storytelling tasks. This situation sometimes leads students to overthink their performance and become hesitant while speaking.

This explanation is consistent with the experiences shared by several respondents in this study, who reported feelings of nervousness, fear of making mistakes, and concerns about being judged by their classmates. The teacher confirmed that these feelings are common among students who are still developing their English speaking skills.

In addition, the teacher stated that the classroom environment also plays an important role in shaping students' confidence during storytelling activities. When students feel that they are being closely observed by their classmates and teacher, they may experience increased pressure to perform well. *“When students realize that everyone is watching them, they sometimes feel more nervous, especially if they are not fully confident with their English”*.

The teacher also mentioned that storytelling activities often require students to memorize and present a story within a limited preparation time. For some students, this situation can increase anxiety because they feel that they must remember the storyline clearly while also paying attention to pronunciation and expression during the performance.

Despite these challenges, the teacher believes that storytelling activities are still beneficial for developing students' speaking confidence. Through repeated practice, students gradually become more comfortable speaking in front of others and are able to manage their anxiety more effectively.

The teacher's perspective supports the findings from the student respondents, which indicate that storytelling anxiety is influenced by both internal factors, such as lack of confidence and fear of making mistakes, and external factors, including classroom environment, peer observation, and performance pressure. Therefore, the teacher's explanation provides additional confirmation that storytelling activities can be both a challenging and meaningful learning experience for students in developing their English speaking skills.

g. Essence of Experience

Based on the analysis of the five respondents' narratives, the essence of the students' experiences during storytelling activities reflects a complex emotional process involving anxiety, self-doubt, and gradual confidence development. Storytelling in the SEC (Special English Class) was perceived not only as a language learning activity but also as a challenging public speaking experience that required students to perform in front of their peers and teachers.

For many participants, the experience of telling stories in English initially generated feelings of nervousness and fear. The students described worrying about forgetting vocabulary, making grammatical mistakes, or being unable to express their ideas clearly. These concerns often led to feelings of insecurity about their English abilities. Several respondents also described physical reactions to anxiety, such as shaking hands, touching objects, or experiencing difficulty concentrating when standing in front of the class.

In addition to internal feelings of uncertainty, the presence of classmates and teachers played a significant role in shaping the students' experiences. Many participants felt that being observed by others increased their nervousness, particularly when they believed that their peers had better English skills. The classroom environment therefore became a space where students simultaneously experienced both pressure and opportunities for learning.

However, despite the initial challenges, the participants also described gradual personal growth throughout the storytelling activities. Repeated exposure to speaking in front of the class, combined with encouragement from teachers and

peers, helped some students develop greater confidence in expressing themselves in English. Over time, several respondents began to view storytelling not only as a difficult task but also as a learning opportunity that allowed them to improve their speaking abilities.

Therefore, the essence of the participants' experiences can be understood as a process of navigating anxiety while gradually building confidence in English storytelling. Their experiences highlight how storytelling activities can simultaneously evoke fear and promote personal development, illustrating the dynamic relationship between emotional challenges and language learning growth in the classroom.

By comparing the findings with existing literature, the researcher seeks to provide deeper explanations regarding the factors that influence students' speaking anxiety in storytelling activities in the discussion section.

B. Discussion

This section discusses the findings presented in the previous chapter. The discussion aims to interpret the study's results and relate them to relevant theories and previous research. By comparing the findings with existing literature, the researcher seeks to provide deeper explanations regarding the factors that influence students' speaking anxiety in storytelling activities.

Furthermore, the discussion also highlights how both internal and external factors contribute to students' experiences when performing storytelling tasks in English. The findings are analyzed using theoretical perspectives from previous scholars as well as related studies conducted by Ridha Fadillah.

1. Internal Factors Causing Students' Anxiety in Storytelling Activities

The findings revealed that lack of confidence, fear of making mistakes, and limited vocabulary were significant internal factors contributing to students' anxiety during storytelling activities. These findings are consistent with Horwitz et al (1986) Foreign Language Classroom Anxiety Theory, particularly the concept of communication apprehension, which refers to learners' fear and nervousness when

communicating in a foreign language. Students who doubted their language abilities tended to experience greater anxiety when required to perform in front of their classmates. Furthermore, these findings can also be explained through Bandura's (1997) Self-Efficacy Theory. According to Bandura, learners with low self-efficacy are more likely to doubt their abilities and perceive challenging tasks as threatening situations. Consequently, students who lacked confidence in their English-speaking abilities became more vulnerable to anxiety during storytelling performances.

The findings also indicated that peer evaluation and concerns about audience judgment contributed to students' anxiety during storytelling activities. This finding supports Horwitz et al.'s (1986) concept of fear of negative evaluation, which explains that language learners often become anxious when they believe that their performance may be criticized or judged negatively by others. During storytelling performances, students were aware that their classmates and teachers were observing them, which increased their self-consciousness and nervousness. Therefore, fear of negative evaluation emerged as an important source of anxiety that influenced students' willingness to communicate and perform confidently in front of an audience.

Another important finding was that anxiety negatively affected students' ability to concentrate and recall vocabulary during storytelling performances. This finding is in line with Krashen's (1985) Affective Filter Hypothesis, which suggests that high levels of anxiety can raise learners' affective filters and hinder language acquisition and performance. When students experienced nervousness and fear during storytelling activities, they found it difficult to access the language knowledge they already possessed. As a result, some participants forgot parts of their stories, struggled to retrieve vocabulary, and experienced disruptions in their speaking performance despite adequate preparation.

In addition, Fadillah, (2015) explains that internal learner factors such as motivation, confidence, and emotional states play an important role in determining students' success in learning a foreign language. According to Fadillah. (2015), students who experience high levels of anxiety may face difficulties in producing

language because anxiety can interfere with cognitive processes such as memory recall and language organization.

This perspective supports the findings of this research are supported by several respondents who stated that anxiety made them forget vocabulary or hesitate while speaking. As a result, their storytelling performance became less fluent even though they had prepared the story beforehand.

2. External Factors Influencing Students' Anxiety

This finding is supported by the research conducted by Fadillah et al., (2022), who emphasizes that teacher–student interaction plays a crucial role in shaping students' learning experiences, and supportive classroom interaction can reduce students' anxiety and encourage them to participate more actively in speaking activities.

Furthermore, Fadillah, (2014) explains that the classroom atmosphere significantly influences students' confidence in using English as a foreign language. When students feel safe and supported in the classroom, they are more likely to express their ideas without excessive fear of making mistakes.

Another important concept is discussed by Fadillah, (2015) who proposes an English learning model based on reducing negative anxiety. This model suggests that teachers should design learning activities that create a relaxed and supportive environment so that students feel comfortable practicing their speaking skills.

This theory is relevant to the findings of the present study because several respondents mentioned that encouragement from teachers and classmates helped them gradually feel more confident when performing storytelling tasks.

3. The Role of Practice and Support

According to Fadillah. (2009) continuous practice and positive reinforcement from teachers can significantly improve students' speaking confidence. Students who frequently participate in speaking activities tend to develop stronger language competence and reduced anxiety levels.

In addition, Fadillah. (2015) highlights that motivation and supportive learning environments are essential elements in language learning success. When

students receive positive feedback and encouragement, they become more motivated to practice and improve their speaking skills.

Therefore, it can be concluded that consistent practice, teacher support, and positive classroom interaction play important roles in reducing students' anxiety in storytelling activities.