

## CHAPTER V

### CLOSURE

#### A. Conclusion

This study aimed to explore students' anxiety in storytelling activities, particularly focusing on the internal and external factors that cause anxiety and how students respond when they experience anxiety while performing storytelling in class.

First, the internal factors identified in this study include a lack of self-confidence, fear of making mistakes, limited vocabulary mastery, and psychological reactions such as nervousness, trembling, forgetting words, and difficulty concentrating while performing storytelling. In addition to internal factors, several external factors were also found to contribute to students' anxiety. These factors include the classroom environment, peer observation, teacher evaluation, and the pressure of performing in front of an audience. They were afraid of being laughed at, judged, or compared with other students who were perceived to have better English abilities.

Second, regarding the second research question, the findings show that students use several strategies to cope with their anxiety. Some students reported physical reactions such as touching their pen, shaking their hands, or adjusting their posture to calm themselves. Other students tried to reduce their anxiety by preparing the story beforehand, practicing in front of a mirror, or memorizing the story repeatedly before performing. In addition, encouragement from teachers and classmates also helped students feel more confident during storytelling activities.

In conclusion, this study demonstrates that students' speaking anxiety in storytelling activities is influenced by a combination of internal psychological factors and external classroom environments. However, with sufficient preparation, practice, and supportive learning conditions, students are able to manage their anxiety and gradually develop greater confidence in performing storytelling activities in English.

## **B. Suggestions**

Based on the findings, discussion, and conclusions of this study regarding students' anxiety in storytelling activities, several suggestions are proposed for teachers, students, and future researchers.

### **1. For Teachers**

Teachers are expected to create a supportive and comfortable classroom environment that can reduce students' anxiety during storytelling activities. Since many students feel nervous when performing in front of their classmates, teachers should provide positive encouragement and constructive feedback rather than focusing only on mistakes. In addition, teachers can design storytelling activities that gradually build students' confidence, such as practicing in small groups before performing in front of the entire class. Providing clear instructions and sufficient preparation time may also help students feel more confident when telling stories in English.

### **2. For Students**

Students are encouraged to improve their confidence in speaking English by regularly practicing storytelling. Repeated practice can help students become more familiar with expressing ideas in English and reduce their fear of making mistakes. Students may also try various strategies to manage their anxiety, such as practicing in front of a mirror, memorizing the story step by step, or practicing with friends before performing in class. In addition, students should view mistakes as a natural part of the learning process and continue developing their speaking skills through consistent practice.

### **3. For Future Researchers**

Future researchers are encouraged to conduct further studies on students' speaking anxiety using different research approaches or larger numbers of participants to gain deeper insights into this phenomenon. Researchers may also explore other speaking activities such as presentations, debates, or public speaking

tasks to examine how anxiety influences students' speaking performance in different contexts. In addition, future studies may investigate strategies or teaching methods that are effective in reducing students' anxiety in English speaking activities.