STUDENTS' ANXIETY FACTORS OF ORAL STORYTELLING COMPETITION IN JUNIOR HIGH SCHOOL IN BANDA ACEH-ACEH BESAR

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of

"Sarjana Pendidikan" (S1)

By

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UNIVERSITAS BINA BANGSA GETSEMPENA
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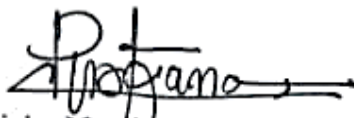
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STUDENTS' ANXIETY FACTORS OF ORAL STORYTELLING COMPETITION IN JUNIOR HIGH SCHOOL IN BANDA ACEH-ACEH BESAR

This thesis has been defended before the Thesis Examining Team of the English Language Education Study Program, Bina Bangsa Getsempena University and has been refined based on suggestions and input.

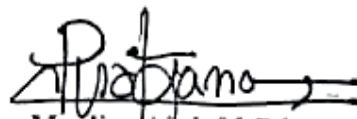Banda Aceh, September 13, 2024

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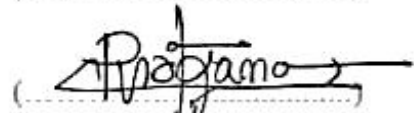**STUDENTS' ANXIETY FACTORS OF ORAL STORYTELLING COMPETITION IN JUNIOR HIGH SCHOOL IN BANDA ACEH-ACEH BESAR**

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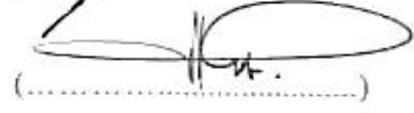| Advisor I	: **Mulyadi Syahputra, M.Pd** NIDN. 1315109101	(................................)
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DECLARATION

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   The researcher hereby declares that this thesis is her own writing, and, it is true and correct that there is no other's word or statement, except word or statement that is referred in the references. All cited words were quote in accordance with the ethical of academic writing.

Banda Aceh, September 13, 2024

Dian Sara Hayu

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This thesis is compiled as one of the requirements to complete studies at the Faculty of Teacher Training and Education, Bina Bangsa University Getsempena as one of the requirements to obtain a bachelor's degree (S1) in education in the English Language Education study program. In completing this thesis, of course, it is not uncommon for obstacles and constraints to come to the process that is gone through, so it cannot be separated from the help and guidance from various parties. For that, with humility, the author expresses his highest gratitude and appreciation to:

1. The most special people are my uncle, Mr. Saputra Rahmad and his wife Mrs. Zaira Safriana who always pray for me and support me in all circumstances. They also gave me the opportunity to continue my studies and fight to facilitate my education. For my beloved parents, Mr. Junaidi and Mrs. Pujiati and my grandmothers, Mrs. Kartini and Lasinem who have never stopped praying and providing motivation and moral and material support to the author during my tertiary education.

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ABSTRACT

Dian Sara Hayu 2024. Students' Anxiety Factors of Oral Storytelling Competition In Junior High School In Banda Aceh-Aceh Besar. Thesis, English Language Education Study Program, Faculty of Teacher Training and Education. Supervisor I Mulyadi Syahputra M.Pd., Supervisor II Rizka Marlisa Aini, M.Pd.

The study entitled "Students' Anxiety Factors of Oral Storytelling Competition In Junior High School In Banda Aceh-Aceh Besar", aims to analyze what factors influence students' anxiety in storytelling competitions. This study uses a Qualitative method with a case study type of research. The research subjects were 6 participants from the storytelling competition. Data collection used observation sheets and interviews. The results of the study showed that from the results of observations of seventeen symptoms, several symptoms were not found by researchers in the participants, namely playing with hair, speaking too slowly, reading the script while performing, and a pale face. Other symptoms such as trembling, avoiding eye contact, playing with clothes, sweating, nervousness when touching objects, blushing, rubbing palms, trembling voice, speaking too fast, tense, confused, restless, and stuttering in communication were found by researchers in participants during the storytelling performance. From the interview results, four determinants of anxiety in the storytelling competition were found. These factors are fear of making mistakes, fear of being criticized, fear of forgetting vocabulary, and worry about appearance or physical appearance that affect students in the oral storytelling competition.

Keywords: *Anxiety Factors, Anxiety Symptoms, Students, Storytelling Competition.*

CHAPTER I

INTRODUCTION

This chapter is an introductory part of the material refinement of research script that contain about problem background, problem formulation, study objectives, and study significance.

1.1 Background of the Study

Language is the main tool needed to communicate in society, and this modern era has undergone significant changes along with technological advances, globalization, and cultural shifts. According to Daniel (2013), language is the main tool used to convey thoughts, ideas, and emotions, forming human social structures and shaping interpersonal relationships. On the other hand, Chi (2013) added, language is used to convey thoughts, ideas, and emotions, and using emotional characteristics can effectively speed up and consolidate vocabulary memory.

In addition, Khan (2020) states that in addition to being the foundation of cultural and personal identity, language shapes the way we understand the world, facilitates education, and supports social development. thus language becomes a key element in forming and maintaining relationships, building identity, and accessing and sharing knowledge. This is supported by Kelly (2012) who states, Language is essential for forming and maintaining relationships, building identity, and accessing and sharing knowledge, because language enables representation, communication, and identity functions. and according to Nocoń (2015), language has a significant influence on the development of speaking skills. Amalia (2020) added that a good speaker is someone who is able to use language appropriately,

master intonation, and utilize various vocal elements.

Speaking skills are the ability to express oneself verbally, According to Gaol (2019) says speaking ability is the ability to use language appropriately in social interaction, which involves elements such as grammar, vocabulary, pronunciation, and fluency. on the other hand, Karunia (2020) says speaking skills are important for socializing because they help a person communicate and interact with others effectively. And Zaitseva et al (2021) added that speaking skills can help convey stories dynamically and convincingly by expressing thoughts clearly, arranging them in the right order, and using vivid images to make the subject more real and easy to understand.

Storytelling skills are the ability to tell stories well. It helps us become better at speaking, listening, creating, remembering, and building relationships. According to Bigozzi (2016), the ability to tell well-structured, cohesive, and consistent stories predicts the ability to write stories of the same quality in a sample of participants without difficulty spelling. On the other hand, Ram (2018) Thus, it can be said that storytelling strategies can improve students' speaking skills.

Storytelling itself is an activity involving the process of telling a story orally using language and body expression, according to Mokhtar (2011) The findings show that storytelling has beneficial effects on reading skills by students being able to associate meanings and emotions with words. On the other hand, Rahiem (2021) stated that storytelling is an essential aid in not only developing speaking but also supporting social awareness and emotional expression.

At the secondary education level, oral storytelling competitions are often held

to develop students' speaking and communication skills. The goal is to please the listener or reader, learn something, or feel a certain emotion. According to Boswell (2017) Through storytelling, we can share ideas, experiences, and important values in our lives, She revealed that storytelling can be a very sensual experience that elicits emotional and physical responses in both the narrator and listener. Scalise (2017) also states that this study presents evidence that oral storytelling involves the use of stenciling and transmission of general knowledge, thus meeting the criteria of pedagogy.

There are several factors that can influence students' anxiety in the face of verbal storytelling competition. The term "anxiety" itself describes unease, restlessness, and tension that surface in reaction to specific circumstances. According to Kumar (2018), anxiety is a feeling of discomfort and worry, often accompanied by restlessness, fatigue, and impaired concentration. Kumar (2018) also added that anxiety is a natural reaction that can range from mild to more severe levels, and can be accompanied by nervous behavior, somatic complaints, and rumination.

According to Sadighi (2017), research results show that "fear of making mistakes", and "lack of vocabulary knowledge" are the main factors causing anxiety among students. "Fear of being judged or criticized", and "worries about personal appearance or physical appearance can strengthen" influence student concernsv. Lack of vocabulary, pronunciation, preparation, grammar, and fear of making mistakes contribute to students' anxiety in learning English. And is also supported by research from Suparlan (2021) which states that Fear of making mistakes and

limited vocabulary are contributing factors to students' anxiety in speaking.In addition, Doğan (2021) stated that the acquisition of storytelling was significantly related to students' impromptu speaking attitudes and anxiety levels as a result of the study. This is also supported by Suadiyatno (2020), stating that the level of anxiety has a significant effect on students' speaking skills.

The educational context in Aceh in relation to the oral storytelling competition itself at the junior high school level, according to Gidronet et al (2016) states that the educational curriculum in Aceh may emphasize the development of speaking skills and extracurricular activities that support student creativity, such as oral storytelling competitions. The influence of educational policies regarding assessment, rules, and guidelines in organizing competitions can also affect how storytelling competitions are implemented at the junior secondary level. this is in line with Adie et all (2021) who stated educational policies, such as prioritizing learning over summative assessment, can influence the implementation of storytelling competitions at the junior secondary level.

However, the educational context in Aceh can also present challenges and opportunities in implementing oral storytelling competitions, as stated by Aadland (2016) that Oral storytelling competitions in a school context can present challenges and opportunities. Factors such as student diversity, access to training or mentoring, and the availability of resources and facilities that support storytelling activities may need to be considered in the context of education in Aceh. According to Allen et al (2015) stated that oral storytelling competitions in Aceh can be influenced by the school environment, resources, teacher support, and active participation of

students in extracurricular activities. School policies and approaches in developing speaking skills and increasing students' confidence can also play a role in overcoming students' fear of participating in such competitions. According to Althea (2020), it is recommended that schools instill policies to increase students' confidence and self-efficacy levels to guarantee optimal learning outcomes despite the current situation.

Previous studies have discussed various elements that affect student anxiety in various circumstances. However, there is still little research, especially in Aceh, which focuses on the variables that affect students' anxiety when participating in storytelling competitions. Therefore, based on what has been explained above, the researcher wants to analyze what factors affect student anxiety in storytelling competitions, how these anxiety factors can affect students and how to overcome the anxiety factors that occur in students in storytelling competitions in Aceh. So that the results of this study can provide direction and recommendations for educators and supervisors in designing effective strategies in preparing students for storytelling competitions. In addition, this study can serve as a basis for further research in this area. This study is expected to make a valuable contribution to our understanding of the factors that influence students' anxiety in storytelling competitions in Aceh and can be used as a basis for increasing participation in storytelling competition activities in Aceh.

Several previous studies related to the current research. The first research is research from Supriyani, S and Kartikasari, F from STKIP AL-AMIN Indramayu (2022), with the research title "Students' Anxiety Factors In Speaking English".

speak English at SMPN 3 Kroya Indramayu for the 2020/2021 academic year. The results of this study indicate that students who feel anxious when speaking English are caused by several factors. It's classroom activities, ways of teaching, teaching lessons, disbelief in speaking and stressful speaking experiences.

Second from the research of Suparlan from Mandalika University of Education (UNDIKMA) Mataram (2021), with the title "FACTORS CONTRIBUTING TO STUDENT SPEAKING Anxiety" This study aims to determine the factors that contribute to students' speaking anxiety in speaking at MTs Darul Ishlah Ireng Lauq West Lombok. The object of research includes factors that contribute to students' speaking anxiety. Based on the results of the analysis, there are 10 (ten) factors causing student anxiety, such as fear of speaking English, fear of teacher consequences, lack of confidence, fear of being less competent than other students, embarrassment, lack of preparation, fear of making mistakes, limited vocabulary, habit of using English, and language tests.

The third research from Mahdalena&Muslem from Syiah Kuala University, Banda Aceh (2021). with the research title "An Analysis on Factors That Influence Students' Anxiety in Speaking English" The results of this study found that there are several factors that influence students' anxiety in speaking English, namely: speaking activities, inability to understand, pedagogical practices, error correction, fear of negative evaluation, external factors and internal factors.

Next from the research of Putri et all from the Department of English Education, Samudra University, Langsa, Aceh, Indonesia (2020) with the research title "STUDY OF STUDENT FEAR IN SPEAKING" in class X of SMAN 5

Langsa. This study aims to describe the factors that cause students' speaking anxiety and students' strategies in overcoming speaking anxiety of class X students at SMAN 5 Langsa as participants. The results of this study also found that there are three strategies that students use to overcome anxiety in speaking English. The first is Preparation, eight students who do preparation always feel better before speaking English. The second is Positive Thinking, seven participants did positive thinking which was able to overcome anxiety in speaking English. The last one is Relaxation, there are five students who do this strategy if students feel anxious and fail to speak English.

Another study by Sjaifullah from Malang State Polytechnic, State University of Malang, Indonesia (2019) with the title "An Analysis of EFL Students' Anxiety Factors in Speaking". The aim of this study was a study designed as a survey, using the Class Anxiety Foreign Language (FLCA) questionnaire as the main instrument. The results of this study are able to provide an overview of the development of speaking skills of EFL students, especially those related to the affective domain.

Previous research focused on analyzing students' anxiety factors in speaking and public speaking skills. However, this study focuses on the analysis of students' anxiety factors in storytelling competition activities in Banda Aceh. The specialty of this study is the focus on student anxiety factors and there has been no previous research that refers to the analysis of student anxiety factors in storytelling competition activities. Therefore, the researcher intends to conduct a new study entitled "**Students' Anxiety Factors Of Oral Storytelling Competition In Junior High School Banda Aceh-Aceh Besar**".

1.2 Research Problem

This study aims to investigate students' fear factors in oral storytelling competitions in junior high schools in Aceh. The research problem that can be proposed is, what are the factors that cause students' anxiety in facing oral storytelling competitions?

1.3 The Objective of Study

Based on the research questions above, the purpose of the study is to find out what anxiety factors are experienced by storytelling participants when facing oral storytelling competitions.

1.4 The Scope of Study

This research focuses on finding out the fear factors of students in storytelling competitions, which consist of four factors, namely: Fear of making mistakes, fear of being criticized, fear of forgetting vocabulary, and concern about personal appearance or physical appearance.

1.5 Significance of Study

This research has important significance in increasing understanding of the factors that influence students' fears in oral storytelling competitions in junior high schools in Aceh, as well as making a real contribution to the development of education and learning in the area.

1. Students

This research will provide better insight into the challenges faced by students and identify areas that need attention in learning and developing students' speaking skills. This research can also help increase students' self-confidence and

participation in storytelling activities and improve students' overall storytelling skills.

2. Institutions

This research will support the institution in the competition with their storytelling representation will be assisted by this research. Attending a lot of competitions will show you what needs to change so that they are of higher quality because evaluations tend to improve after competitions. In the end, they gained experience the more competitions they took part in.

3. Teachers

This research can be used by teachers to help students. It will help teachers understand the elements to be considered in selecting potential participants for storytelling in schools. Teachers will also know how to create a positive environment before children start learning storytelling. This learning can then serve as a guide for them to improve the teaching of storytelling in schools.

4. Researcher

This research can be the basis for further research regarding students' fear factors in oral storytelling competitions. Future studies could involve a larger sample or dig deeper into specific aspects related to students' fears and their effect on storytelling skills.

1.6 The Definition of Key Term

Based on the title of this study, the authors explain several definitions, namely:

1. Anxiety Factors

Refers to the student's reactions to feelings of dread, anxiety, or discomfort

when confronted with an oral storytelling competition. is a factor or feature that affects or contributes to the anxiety that students experience during oral storytelling competitions. These variables may be internal (like self-assurance and prior experience) or external (like the school environment and parenting).

2. Oral Storytelling

Oral storytelling is the art or practice of telling stories orally, from mouth to listener, and is known as oral storytelling. This technique entails bringing stories to life and evoking strong feelings in the listener through the use of voice, intonation, facial expressions, and body language.

3. Anxiety symptoms

Anxiety Symptoms are defined as emotions of concern, anxiety, or fear that are severe enough to interfere with day-to-day activity. Anxiety disorders include panic attacks, obsessive-compulsive disorders, and post-trauma stress disorders. symptoms include restlessness, an inability to brush off worries, and stress that is out of proportion to the significance of the events. Medication, such as antidepressants, or counseling are used as forms of treatment.

4. Storytelling Competition

A storytelling competition is a contest where competitors compete to tell stories to the audience or judges in an engaging and effective manner. Participants in this competition will show that they have the storytelling, character development, voice intonation, and body language skills necessary to captivate and amuse the audience.

CHAPTER II

LITERATURE REVIEW

This chapter presented the review of related literature or theories based on experts about the definition of storytelling, Storytelling competition, and the anxiety Factor.

2.1 Oral Storytelling

Storytelling is the art of using words, pictures, sounds, or other media to convey a narrative. according to SAAD (2018) says Storytelling is the act of telling a story through different media, such as words, pictures, or sounds, using a narrative structure similar to fairy tales and narratives. and also supported by Makowska (2018) who says that Storytelling is the act of telling a story through different media, such as words, pictures, or sounds, to arouse interest and focus attention. On the other hand, Carless (2016) states that we have found storytelling to be one way of writing that allows us to express and communicate complex and sometimes ambiguous forms of embodied knowledge, understanding, and wisdom that we may not yet have fully grasped ourselves. Gangopadhyay (2021) also adds that Storytelling has evolved along with new technological breakthroughs and continues to use familiar archetypes, plots, and tropes to tell relevant stories across various media.

In oral storytelling, the narrator acts as the main storyteller. According to Weiglhofer (2015) states that the act of telling a story links concepts of identity, memory, and culture, with the narrator acting as the main storyteller. They use language skills and storytelling skills to create visual images in the minds of

listeners. according to Norrick (2018) states that storytellers use language, intonation, tone of voice, body movements, facial expressions, and verbal emphasis to create visual images and increase emotions and interest in their stories. It is supported by Rukiyah, (2018: 105) states that Storytelling is the activity of telling something tells about an action or an incident orally.

According to Barber et al (2022) states that Stories were passed down orally from generation to generation before writing was invented. History, myths, stories, tales, and cultural values are passed down from one generation to the next mostly through oral storytelling. Norrick (2018) adds that oral storytelling is special because it involves direct communication between the storyteller and the audience, with the audience playing a key role in establishing credibility and evaluating the storyteller's knowledge. On the other hand, Ghazi (2019) stated that oral storytelling is still alive and well in the present, with people gathering for storytelling sessions in formal and informal settings. This is also supported by Hancox's (2017) statement that storytelling sessions are held in formal and informal settings, such as community events, family gatherings and festivals, to reveal the complexity of people's experiences.

According to Hibbin (2016), oral storytelling has significant benefits to children's education and development. on the other hand, Hibbin (2016) also states that these findings highlight the benefits of oral storytelling to children in terms of the complex processes associated with the opportunities provided by oral storytelling for self-expression, identification with story characters, empathic understanding of self, and others.

2.2 Storytelling Competition

Storytelling competitions are competitions where participants compete to tell stories effectively and interestingly to the audience or judges, (Gratch et al, 2021). And according to Hu (2020) states that contestants in English oral competitions aim to influence and entertain listeners by displaying storytelling skills, character animation, voice intonation and body language. on the other hand, Kent, et al (2015) adds that Storytelling contestants use writing skills and imagination to design stories that excite, inspire, or entertain their audience. and according to Ozaeta, et al (2018) Storytelling can be used in educational environments to convey messages, guide interactions, and model children's attention and knowledge, achieving user modeling. Certain genres-such as fiction, non-fiction, or stories centered on particular themes or subjects-are the emphasis of some storytelling contests.

Furthermore, according to Shannon et al (2018) stated that Storytelling competitions can be held in schools, groups, festivals, even tournaments, changing the unfair canonical stories about education. For these tournaments, participants usually go through a pre-qualification or selection procedure. in addition, In storytelling competitions. According to Brown (2021), judges who have expertise in storytelling, literature, performing arts, or other related fields evaluate entries in storytelling competitions. And according to Kent (2015), judges score participants based on creativity, plotting ability, characterization, language use, and the emotional impact of their stories. They will evaluate things such as the entrant's ability to hold and influence the listener, the clarity of the story, the entrant's use of tone and emotion, and the entrant's use of body language.

According to Gidron et al (2016), the educational curriculum in Aceh can emphasize the development of speaking skills and extracurricular activities that support student creativity, such as oral storytelling competitions. The influence of educational policies regarding assessment, rules and guidelines in organizing competitions can also influence how storytelling competitions are implemented at the junior secondary level. However, in Aceh it can also present challenges and opportunities in the implementation of oral storytelling competitions, as stated by Aadland (2016) that oral storytelling competitions in the school context can present challenges and opportunities. Factors such as student diversity, access to training or mentoring, and the availability of resources and facilities that support storytelling activities may need to be considered in the Aceh education context.

In Aceh, storytelling competitions are usually held by various parties such as local government, schools, universities, and cultural and social organizations. for example, like UBBG FAIR, this event is held by Bina Bangsa Getsempena University, this UBBG Fair is a stage to search for talents and talents of students from Banda Aceh and Aceh Besar schools. This event includes many competitions including a storytelling competition for junior high school students. Next there are big annual events organized by high schools in Aceh such as Flash (SMAN Capital Bangsa Aceh), Pascal (SMA Negeri 10 Fajar Harapan Banda Aceh), Mozaic (MAN 3 Banda Aceh), and Realistig (SMAN 3 Banda Aceh). This is a big annual school event where there are various kinds of competitions including a storytelling competition for junior high school students.

2.3 Anxiety Symptoms

Symptoms of speaking anxiety according to Gallego et al (2022) Speaking anxiety can cause symptoms as a form of negative impact which is influenced by two conditions: physical and emotional well-being. and according to Kholisin (2018: 88) believes that anxiety about speaking in public can also be defined as a feeling of discomfort and unpleasantness that triggers a fear of speaking, giving a speech, or simply conveying an opinion in public personally or in a group, so that the message cannot be conveyed. perfectly, all of this falls into psychological, physiological and general behavioral reactions.

According to Wardani et al (2018) Anxious students show observable symptoms such as

1. Trembling

According to Gufriyansyah et al (2019) Trembling is a symptom of anxiety when speaking in public. and Wardani et al (2018) also said that Anxious students in speaking class may exhibit observable symptoms such as trembling. This finding is in line with research from Sulindra et al (2023) which stated that most participants reported trembling as a symptom of anxiety when speaking in public, stemming from fear of failure, lack of preparation, and inadequate language competence.

2. Avoid Eye Contact

According to Langer et al (2017) states that social anxiety disorder is associated with reduced eye contact during conversations primed for conflict, potentially impairing social functioning. And supported by research by Howell et al (2016) which states that Highly socially anxious individuals tend to avoid eye contact,

leading to less meaningful social interactions and increased anxiety in their interactions. Also in line with research by Rubin et al (2020) fear of public speaking leads to reduced eye movements towards uninterested audience members, indicating avoidance of social threat as a maintaining factor in social anxiety.

3. Playing with Hair

According to Lindberg et al (2021), Findings show that speakers use self-adaptive gestures (touching the face, twirling hair) capture the speaker's anxiety. And also according to Wardani et al (2018), students who are anxious in speaking class may show symptoms including playing with their hair or clothes.

4. Playing with Clothes

According to Wardani et al (2018), students who are anxious in speaking class may show symptoms including playing with their hair or clothes.

5. Nervousness About Touching an Object

According to Wardani et al (2018), students who are anxious in speaking class may show symptoms such as being nervous about touching objects. In storytelling competitions, participants usually bring various props to support their performance. When the props are used and they look nervous when using the props, that's where we can assess their anxiety.

6. Getting sweaty

According to Pull et al (2012) states that public-speaking anxiety leads to excessive psychological and physiological reactivity, which may cause excessive sweating during public speaking. and this is in line with Fagsao et al (2021) who stated that excessive sweating during public speaking is caused by fear and anxiety,

leading to emotions like nausea and vomiting.

7. Blushing

    Nikolić et al (2016) stated that blushing is an early indicator of social anxiety in students who are unable to overcome frightening social situations. and Nikoli et al (2015) also added that blushing is a characteristic physiological response of social anxiety disorder. And is in line with findings from Wieser et al (2010) Anxiety when speaking in public increases the processing of angry faces in the brain

8. Rubbing Your Palms

    According to Wardani et al (2018), students who feel anxious in speaking class may show symptoms such as rubbing their palms as a result of anxiety. and according to Apriyanti et al (2018) states that Wet palms and rubbed palms are symptoms of anxiety when speaking in public, accompanied by a fast heartbeat and a trembling voice.

9. Vibrating Sound.

    According to Wörtwein et al (2015), voice variability and more pauses are indicators of public speaking anxiety. and on the other hand, Wardani et al (2018) added that anxious students in speaking classes may experience observable symptoms such as startling sounds during presentations.

10. Talking Too Fast

    According to Stevens et al (2011) stated that high social anxiety can affect a person's speech rhythm. And according to Baird et al (2020) who also added that anxiety can influence speech rhythm, with a stronger effect at higher levels of the Beck Anxiety Inventory.

11. Talking Too Slow

According to Kuai et al (2020) stated that higher levels of anxiety in the anticipation phase do not necessarily cause poor speaking performance. and this is in line with Siregar et al (2019) Students experience moderate and serious levels of anxiety when speaking English in public, mainly due to factors such as lack of confidence and reluctance to speak English. also in line with findings from Baird et al (2020) who also argue that anxiety can influence speech rhythm, with a stronger effect at higher levels of the Beck Anxiety Inventory.

12. Pale Face

According to Gufriyansyah (2019) states that there are students who show several symptoms of anxiety, one of which is a pale face. And also Arbués et al (2020) agree by stating that symptoms of anxiety in students are quite common, with 23.6%) showing symptoms of pale face.

13. Read the script while performing

According to Wardani et al (2018), students who are anxious in speaking class may show symptoms such as reading a script while giving a presentation, etc. However, on the contrary, Kearns et al (2015), stated that eye movements while imagining a feared scenario significantly reduce heart rate, reducing emotions in public speaking anxiety.

And on the other hand, Padilah (2022) adds that feelings of anxiety are generally unpleasant which will later cause psychological symptoms that can be seen such as

1. Tense

   According to Wieser et al (2010) Anxiety when speaking in public can increase the process of angry facial expressions, which shows that visible tense behavior can be a symptom of anxiety. and in line with Gufriyansyah et al (2019) also stated that visible tension when speaking in public can be a symptom of anxiety.

2. Confused

   Wardani et al (2018) stated that students who are anxious in speaking class may show unobservable symptoms such as being confused. And According to Li et al (2020) also stated that confusion over words, lack of experience, and differences in status between speakers and listeners can contribute to public speaking anxiety.

3. Restlessness

   According to Wardani et al (2018), students who are anxious in speaking class show symptoms that can be observed, one of which is restlessness. and on the other hand, Gufriyansyah et al (2019) are of the opinion that students with a higher level of education will be more anxious when speaking in public, this shows a higher level of anxiety about speaking in public.

4. Stuttering in communication.

   According to Wardani et al (2018) Students who are anxious in speaking class show observable symptoms such as stammering or stammering, etc. and on the other hand, Sizer et al (2023) Symptoms of depression and social anxiety disorders increase as stuttering becomes more severe in adolescents.

2.4 Anxiety Factors

Anxiety factors are things that make someone anxious or make their anxiety levels increase. According to Wasserman et al (2019), the Anxiety factor is a significant variable in most mental health diagnoses, and stress. Consists of several components that affect a person's anxiety level both in general and in certain environments. This is in line with Spielberger (2010) who states that Anxiety consists of several emotional states accompanied by feelings of worry, tension, nervousness, and anxiety, and is influenced by various factors such as personality traits and environmental factors. Anxiety triggers or anxiety-related exacerbations can be caused by biological, psychological, social, and environmental variables. and according to Raja (2017: 96) so anxiety is defined as a state of discomfort and fear, where fear is caused by anticipation of something threatening.

According to Sadighi (2017), the results of his research show that the factors that cause student anxiety when speaking in public are:

2.4.1 Fear of making mistakes

According to Goldenberg at al (2009) states that Fear of making mistakes is a feeling of anxiety or worry about the possibility of making mistakes, this is supported by Vincent (2006) which states, Fear of making mistakes is a feeling of anxiety or worry about the possibility of making mistakes, causing anxiety about what to do and the potential for punishment or anger from patients.

In addition, according to Fischer at al (2020) states that the fear of making mistakes is characterized by the belief that mistakes are a threat to self-esteem and should be hidden, not considered and used as a learning opportunity. Fauzi et al

(2021) also states that students feel anxious when speaking English because they are afraid of making mistakes, lack of preparation, and are nervous in front of other people. And according to Proctor (2010) found that the fear of making mistakes can cause several disorders, namely:

2.4.1.1 Rigid Thinking

According to Bos (2018) states that rigidity of thought can lead to rigid radicalization, affecting the individual's personal beliefs, social structure, and the need for knowledge and understanding.

2.4.1.2 Lack of Imagination

According to Patalano (2010) states that Lack of imagination can lead to adverse consequences such as low productivity, institutional inertia, and difficulty in rethinking economic and organizational structures.

2.4.1.3 Inability to Relax

According to Greene at al (2020) states that the inability to relax is a symptom of anxiety disorders, which can lead to feelings of tension, worry, and insomnia.

2.4.2 Fear of Being Criticized

The term "fear of being criticized" describes a strong apprehension or worry about one's own evaluation or that of others. According to Kannan et al (2019) states that fear of being criticized is an intense worry or concern about one's own judgment or the judgment of others. and according to Grupe and Nitschke (2011) states that Uncertainty about future events is associated with biased expectations of negative outcomes and increased responses to aversion. It is a particular aversion to being judged, assessed, or evaluated and might include worries about being rejected,

receiving a bad evaluation, or failing to meet expectations. Symptoms of fear of being criticized can vary for each individual. Fear of being criticized is one of the symptoms of anxiety when performing. Wieser et al (2010) also stated that Anxiety during public speaking enhances the processing of angry faces, indicating a potential link to fear of being criticized. according to Gautam et al (2017) who state that general symptoms of fear of being criticized include:

2.4.2.1 Tension

According to Jamil (2019) states that Tension is often a natural response to stress or anxiety, and can lead to distress. Tension is a state of soreness or stiffness in the muscles brought on by overuse of the muscles. and according to Kontos (2019) stated tension can manifest as discomfort, anxiety, indecision, and dispute over 'right' action. Tension refers to a condition of discomfort or stiffness in the muscles resulting from excessive muscle contraction, this may be accompanied by a feeling of stiffness or tension in certain areas of the body.

2.4.2.2 Nausea

According to Balaban and Yates (2017) states Nausea refers to the sensation of being uncomfortable or wanting to vomit, often accompanied by stomach discomfort. on the other hand, Singh et al (2016) add Nausea can be caused by a variety of factors, including gastric disorders, infection, stress, or anxiety, and is considered a protective mechanism that warns against the potential ingestion of toxins.

2.4.2.3 Difficulty Concentrating

According to Edwards et al (2011) states that Difficulty concentrating is a

condition where a person has difficulty focusing on a task or activity, often caused by high levels of arousal and attention. and Adrian (2013) also adds that Difficulty concentrating can be influenced by factors such as stress, anxiety, lack of sleep, or certain mental health problems.

2.4.2.4 Excessive Sweating

In the context of anxiety or fear of being criticized, excessive sweating, according to Deaconu (2022) can be a physical manifestation of the "fight or flight" response associated with anxiety. In addition, Hu et al (2018) state that activation of the autonomic nervous system during stressful situations can trigger sweat glands to work more actively, producing more sweat than needed to cool the body.

2.4.3 Fear of Forgetting Vocabulary

According to Koriat et al (2006) stated that Fear of forgetting vocabulary refers to anxiety or concern about one's ability to remember and use the vocabulary one has learned. This is also supported by Kida et al (2018) who state that Fear of forgetting is an anxiety that involves excessive fear of the possibility of forgetting important or relevant information. on the other hand, Ashton et al (2020) state that Acute stress impairs suppression caused by forgetting, and lower working memory predicts susceptibility to this detrimental effect.

In addition et al (2022) states that high Anxiety is associated with a better ability to forget negative information, leading to inhibition and avoidance of negative mental content. Kembaren et (2022) also added Students' fear of public speaking is caused by various factors, including anxiety related to forgetting vocabulary and according to Benjamin (2011) Fear of forgetting anxiety can lead

to avoidance of certain situations such as:

2.4.3.1 Frustration

According to Shashy (2019) states Frustration is a deep chronic feeling of insecurity and dissatisfaction arising from unresolved problems or unmet needs, with synonyms such as aggravation, annoyance, and headache. on the other hand, Saenz (2011) adds that social support and professional help can help individuals cope and manage high levels of frustration in emergencies.

2.4.3.2 Self Dissatisfaction Regarding Memory Ability.

According to Julie Hugo et al (2014) states Dissatisfaction with memory ability can lead to feelings of disappointment, anxiety, or lack of confidence. according to Fernandes (2013) adds Implementing strategies that help improve memory and confidence can be a step towards overcoming this dissatisfaction with memory performance.

2.4.4 Concern About Personal Appearance or Physical Appearance

According to Juneja (2017) states that concern for personal appearance is excessive concern or attention to one's appearance or physical aspects. and Liao (2010) also added that concern for personal appearance is associated with higher levels of depressive symptoms and social anxiety. In addition, Chacón-Araya et al (2013) stated that concern about personal appearance can range from dissatisfaction with weight, body shape, skin, or other elements related to personal appearance. If these concerns reach troubling levels, consultation with a mental health professional can provide additional support and guidance (Carney, 2014).

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher provides a brief explanation about research method, research design of the study, the subject of research, instrument of the study, the procedure of data analysis, technique of data analysis, and triangulation technique.

3.1 Research Method

The research method used in this research is qualitative because qualitative methods are used to understand and explore a deep understanding of the experiences, perceptions, and perceptions of the subjects of this study. According to Moleong (2017) who says that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. holistically and by means of descriptions in the form of words and language. In addition, Rahmi Rizkya (2019) also stated that qualitative research is a research method that focuses on understanding social phenomena that occur in society. and on the other hand, Mcinnes (2017) emphasizes that Conclusion Using qualitative methods, provides space to build a comprehensive and contextual understanding of a phenomenon.

Therefore, in this study, the researcher chose a qualitative method that was suitable for use because it explored and understood the fears experienced by students in storytelling contests at junior high schools in Aceh. Researchers can use interviews, and observation to gather valuable qualitative data about students' experiences and perceptions of their fears. This choice is also in line with the view

of Pechlaner (2016) which states This method allows for a more holistic approach to the complex nature of the topic through the collection of perceptions resulting from open qualitative interviews and analysis.

3.2 Research Design

This research used the case study method as the research design model. This method was used by the researcher to gain an in-depth understanding of the factors that could be a source of fear for storytelling participants in facing oral storytelling competitions, and when the data obtained from individual cases were considered valuable for building broader knowledge. This was in line with the statement from Susilo Rahardjo and Gudnanto (2011), who stated that case study research was a method applied to understand certain phenomena more deeply by practicing it integratively and comprehensively.

Therefore this case study method is an in-depth research approach to a particular case or phenomenon with the aim of thoroughly understanding the context and factors involved in the case, the researcher felt this method was suitable for use in this study. According to Gammelgaard (2017) states that the purpose of the case study method is quite often used for theory development, namely inductive exploration of an unknown phenomenon.

3.3 Research Subject

In conducting the research, the researcher chose participants who had competed in storytelling competitions and had experienced anxiety during the presentation. The subjects were limited to five students who, according to the researcher, fulfilled the following criteria:

1. Students who were at the junior high school level

2. Students who had appeared in the storytelling competition

3. Students who looked nervous and anxious in their performance in storytelling

4. Students who seemed to make some mistakes during the performance in storytelling

3.4 Research Location

This research was conducted at storytelling competitions in Aceh. However, if there were some students who met the criteria needed by the researcher but could not be interviewed on the day of the competition, the researcher asked for permission to conduct interviews on another day at the schools of the participants who had become the target of the researcher.

3.5 Research Instrument

In this research, the researcher used several instruments to collect data, namely observation checklists and interview guidelines. According to Tyre et al (2020), Observation checklists are used in research to collect data on behavior that can be observed directly. In addition, Salmon (2015) also added that observation is a research method that provides direct access to social phenomena and can be used quantitatively or qualitatively, depending on the research question. On the other hand, Fina (2019) states that the interview technique is used to collect information through requests or questions that involve students directly, often focusing on the meaning constructed by the interview. In this research, the researcher used panel

interviews, which meant the researcher interviewed several students.

And the purpose of the interview guidelines, according to Andrean (2012) states that interview guidelines ensure consistency, relevance, and alignment with research objectives by selecting relevant experts and operationalizing and sampling steps. In this study the researcher will use the instrument described above, which means that the researcher will interview several students, this interview takes place openly, where the subjects know that they are being interviewed and they know the purpose or purpose of the interview. using structured interviews where the researcher himself determines the map of questions to be asked to students. And the res searcher has also made a grid of questions he wants and submitted it to the students who want to be interviewed, so that the questions and answers can represent the problems being studied.

3.5.1 Observation Checklist

This research uses an observation checklist to collect data. In data collection there are options marked with: Yes and No. Researchers mark symptoms with 'yes' if during the observation process symptoms are found. And 'No' is marked if symptoms do not appear at the time of observation. There are 17 symptoms from Wardani et al (2018), that researcher need to pay attention to as follows:

1. Trembling

2. Avoid eye contact

3. Playing with Hair

4. Playing with Clothes

5. Getting Sweating

6. Nervousness About Touching an Object

7. Blushing

8. Rubbing their Palms

9. Vibrating Sound.

10. Talking Too Fast

11. Talking Too Slow

12. Tenses

13. Confused

14. Restlessness

15. Stuttering in communication

16. Read the script while performing

17. Pale

These symptoms are in the form of numbers that show several corresponding statements. Therefore, researchers use an observation list to make it more systematic.

3.5.1 Interview Guidelines

The researcher used an interview guideline to obtain data from the interviewees based on their experiences. Four indicator questions were asked to the interviewees based on the observation list. Each indicator consists of three questions and is described descriptively. The four indicator questions used to find the four information will be explained above.

The first indicator is Fear of making mistakes, this indicator asks if there is a fear of making mistakes when performing storytelling in public. The questions are:

1. Are you afraid of doing a bad performance?

2. How would you rate your level of preparation before the storytelling competition?

3. Is there a feeling that makes you feel afraid when you are about to perform?

The second indicator is Fear of Being Criticized, this indicator asks whether there is a fear of being criticized by the judges or the audience, the questions are:

1. Have you ever been criticized by friends or people who pay attention to you?

2. Do you feel the need to achieve a level of perfection in every performance?

3. Why do you feel afraid of their criticism?

The second indicator is Fear of Forgetting Vocabulary, this indicator asks whether there is a fear of forgetting vocabulary during storytelling performances, the questions are:

4. Have you ever experienced a situation where you completely forgot vocabulary during a performance?

5. what situations do you feel like forgetting vocabulary?

6. Is the fear of forgetting vocabulary related to your stress or anxiety level?

The second indicator is Concern About Personal Appearance or Physical Appearance, this indicator asks whether there is anxiety related to personal or physical appearance during performance, the questions are:

1. Have you had any past experiences that have caused you concern regarding your personal or physical appearance?

2. Are there certain negative thought patterns that arise regarding what you wear when performing?

3. Does your perception of your physical appearance influence the way you speak or interact with your audience?

3.6 Data Collection Procedure

Before conducting the study, the researcher provided a letter of consent to request the willingness of members to conduct observations and interviews. So, there was no law enforcement against them. data collection was done to find out the causes of students' anxiety, the two steps that the researcher used in the data collection procedure It was an observation checklist, and an interview guide. They are explained as follows:

3.6.1 Observation Checklist

Researchers conducted participant observation for 1 day at the competition venue. However, if there are several students who cannot be interviewed on that day, the researcher will conduct interviews again. The researcher will conduct interviews each for one day at Banda Aceh Junior High School which has been the target of the researcher in turn. In the next stage the researcher will make observations by installing the same indicators for each observation. In short, this is the researcher's strategy for gathering the real situation.

3.1 Table the dates of Observation

Competition Name	Date/month/year	Place
Flash	5 February 2024	SMA Negeri Modal Bangsa Aceh
Mozaic II	28 February 2024	MAN 3 Kota Banda Aceh

3.6.2 Interview Guidelines

The interviews were conducted on March 26, 2024 – June 3, 2024. The researcher interviewed the participants directly, requesting 5-7 minutes for each participant. By using this method, it was hoped that the research would not interfere with students' learning time. The researcher interviewed several participants from one of the schools that the researcher visited on that day, with an agreement on the time between the researcher and the student. The researcher placed several participants during the day to make the situation conducive. The researcher wanted to conduct the interviews in a relaxed and unhurried manner so that the interviewees also felt comfortable. During the interview, the researcher also recorded the conversation. This audio recording was necessary because unexpected responses initiated semi-structured and open-ended queries. It also required supporting information or arguments. In addition, for better checking, the audio recordings of the sources were converted into online text using the Podcastle site.

3.7 Technique of Data Analysis

In this research, three techniques were employed in this study to assess the qualitative interview data by the researcher. Using the Miles and Huberman approach, the researcher undertakes data reduction, data display, and conclusion drawing/verification (Sugiyono, 2014:246).

3.7.1 Data Reduction

To prevent data loss, the researcher first made a softcopy of the master file and kept the original. The researcher then reduced the data using the main file. In this step, the researcher removes unimportant points and only save points that are

directly related to the anxiety factor. Required data is marked "almost always" on the observation checklist, while data that is not important is marked "ever, often, and never". When answering questions, informants are expected to provide information that includes reasonable responses and important indications of success. Documents supporting information on the results of observations and interviews are important documents.

3.7.2 Data Display

Data from the observation checklist is presented in tabular form. The data from the interview guide is supplied briefly with an explanation because there are numerous lists of questions; each indicator is presented in a brief explanation to make it easier to grasp because it is presented sequentially. For each indicator, all informant responses will be provided at once. Thus, there are six complete answers to each question. This is required because the researcher wants in-depth information from the document analysis findings presented in the information from the document analysis results presented in

3.7.3 Conclusion drawing/verification

Analyzing the data and giving verification/drawing of conclusions is the last step. The primary data is from the interview guide, while the secondary data comes from the observation checklist and the supporting data comes from the supporting documents. A variety of data are combined to provide the data findings. When three data points yield the same conclusion, an indication is present. Although the results varied, the researcher went with the source of data that was the most plentiful. The associated data will then be shown as a chart.

3.8 Data Triangulation

In this study, researcher used theoretical triangulation as validity, according to Tibben et al (2015), stating that theoretical triangulation is used to compare several cases systematically to develop theory, identifying the relative strengths and weaknesses of each approach. In addition, Tibben et al (2013), states that triangulation of theory in research helps compare findings between studies using contrasting theoretical perspectives. and according to Turner et al (2017) stated that the main purpose of theoretical triangulation is to develop and test theory. This method helps researchers understand the subjects they study more thoroughly and richly while reducing the possibility of bias or inaccuracy.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents a description of the data, research results, and a discussion of the determinants of student anxiety in storytelling competitions.

4.1 Findings

Data collection was carried out from February 3 to June 2024 using interview guidelines and observation checklists. The participants in this research were six participants in a storytelling competition. The interview guide consists of 12 questions grouped into four sections. Each section consists of 3 questions that are related to each other. In the observation checklist there are 17 symptoms that are observed and correlated with each other.

4.1.1 Findings of Observation

To obtain data regarding anxiety factors in storytelling competitions. Researchers use observation lists to collect a lot of information from students directly. The researcher made observations at a storytelling competition (Flash) in which there were 16 participants and the researcher chose 6 students who were suitable as interview subjects. In this observation the researcher observed students who were performing storytelling. Researchers used a binary observation checklist in observations to observe students. This was done to see students' attitudes as a determinant of who the researcher would interview. So the observation method is carried out by the observer marking "yes" if certain criteria or behavior occurs, and "no" if it does not occur. Researchers will observe seventeen observable anxiety symptoms, the symptoms are Trembling, Avoid Eye Contact, Playing with Hair,

Playing with Clothes, Getting Sweating, Nervousness About Touching an Object, Blushing, Rubbing their Palms, Vibrating Sound, Talking Too Fast, Talking Too Slow, Tense, Confused, Restlessness, Stuttering in communication, Read the script while performing and Pale Face.

No	Initials	Trembling	Avoid Aye Contact	Playing With Hair	Playing With Clothes	Getting Sweating	Nervousness About Touching An Object	Blushing	Rubbing Their Palms	Vibrating Sound	Talking Too Fast	Talking Too Slow	Tense	Confused	Restlessness	Stuttering in Communication	Read the Script While Perfoming	Pale Face
1	SZ	☐	☐		☐	☐	☐	☐		☐			☐	☐	☐			
2	LR							☐			☐		☐					
3	CR					☐	☐	☐			☐		☐	☐				
4	VI							☐			☐		☐	☐				
5	SR										☐		☐	☐				
6	CL										☐			☐				

Source: Wardani (2018), Padilah (2022)

Table 4.1 Result of Observation Checklist

By the conclusion of the observation results, the researcher determined that (SZ, LR, CR, VI, SR, CL) deserved to be the subject to be interviewed, the researcher chose them because the students had several symptoms that fit the criteria that the researcher needed.

4.1.2 Findings of Interview

It aims to explore further information regarding students' anxiety factors from the storytelling competition. Each indicator consists of three questions asked to the participants of the storytelling competition. The first informant will be coded P1, second P2, third P3, fourth P4, fifth P5, and sixth P6.

4.1.2.1 Fear of making mistakes

There were three questions related to Fear of making mistakes in the Interview. The first question is "Are there any feelings that make you feel scared when you are about to perform?", the second question is "What makes you afraid of making

a mistake?", and the third question is "Do you feel any pressure before performing?".

The result of the first question of Fear of making mistakes related to "Are there any feelings that make you feel scared when you are about to perform?", the researcher found that there were some participants who felt nervous when they were about to perform just because they felt nervous without any other reason, they said they usually felt very neveous at the time before performing as said by:

P1 "*Bisanya sebelum tampil tu nerveous banget si*"
   [usually before performing very nervous]
P3 "*Eeumm gugup sih*"
   [Eeumm nervous anyway]

On the other hand, some other participants felt nervous because it was their first experience and felt insecure, especially after seeing the performance of other participants and in situations like this it often trigger nervousness as stated:

P4 "*Agak gugup karna pertama kali ikut storytelling juga, terus uda ngeliat perfomance-perfomace dari temen-temen yang lain juga kan, jadi agak minder*"
   [I was a bit nervous because it was my first time participating in storytelling, and then I saw the performances of the other participants, so I was a bit insecure.]
P5 "*Takut, gugup. Ada takutnya ada engganya. Takutnya karna baru pertama tampil gitu*"
   [Scared, nervous. There is fear and there is no fear. Afraid because it's my first time performing

However, there were also participants who felt nervous because they were afraid of forgetting, they were worried that when they appeared they would forget vocabulary which would make them nervous as said by:

P6 "*Grogi, kadang-kadang kaya takut lupa gitu*"
   [Nervous, sometimes afraid of forgetting]

And there are also participants who feel mixed feelings, like nervous but not

too nervous either, it depends on how prepared and confident he is that he has really mastered his storytelling script. and also depends on how long the preparation day is, if the preparation day is very short then his feelings can be more nervous and also afraid, as stated by :

> P2 "*Biasanya, sebelumnya kita harus percaya dulu sama cript kita, misalnya kita uda kuasai semua script kita, berartikan ada rasa kek lebih percaya diri gituloh jadi lumayan lebih tenang, tapi kalo misal storytelling script nya kita belum terlalu menguasai kayak preparation daynya itu kayak mendekat banget sama hari lombanya tu biasa berasa lebih gugup. Dan biasanya pasti ada mix feeling takut gitu*"
> [Usually, before that we have to believe in our script first, for example if we have mastered all our scripts, it means there is a sense of more confidence so it's quite calmer, but if for example the storytelling script we haven't really mastered like the preparation day is like really close to the day of the competition, it usually feels more nervous. And usually there must be a mix feeling of fear]

From the results of the first question, the researchers concluded that on average participants definitely felt nervous when performing and this nervousness was triggered by various different reasons among the participants. Some may feel nervous due to lack of preparation, while others may be worried about the outcome of their performance.

Next, this is the result of the second question "What makes you afraid of making a mistake?", the researcher found that there were participants who felt unsure of themselves when they were about to perform because their preparation was not mature enough, making them more nervous.

> P1 "*karena persiapannya belum cukup dan merasa gak yakin pas mau tampil tu yang bikin semakin nerveuos*"
> [because the preparation is not enough and I feel unsure when I want to perform, which makes me more nervous.]

The researcher also found that there were participants who did not feel afraid

of making mistakes, but even if there was a feeling it would appear at the end because he felt like he did not give more effort and it also depended on his efforts, and for example he felt a little nervous at the beginning maybe later when performing it would be a little less performance. that might make him a little sorry but for the feeling of fear of making a direct mistake she did not feel it. As said by:

> P2 *" Jujur aja sih biasanya engga ngerasa cuman kalaupun ada mungkin nanti kaya akhir-akhir kayak nyesel gitu, kek "oh kenapa aku tu engga lebih extra sedikit disini, oh kenapa engga aku lebih lower sedit disini gitu, jadi tergantung sama effortnya nanti misalnya kita uda kebawak gugup dari pertama kan pasti nanti jadinya distage nya itu jadinya agak berantakan gitu."*
> [Honestly, I usually don't feel it, but even if I do, maybe at the end I'll regret it, like "oh why didn't I go a little extra here, oh why didn't I go a little lower here", so it depends on the effort later, for example, if we're nervous from the first time, it will definitely make the stage a little messy.]

On the other hand, there are participants who feel afraid of making mistakes because they are afraid of disappointing the people who have supported and helped her in preparing the property and other equipment, so that if she does not win she feels that their efforts will be in vain and disappoint them, this makes her feel responsible so that she is afraid of making mistakes when performing, as said by :

> P3 "*Karena yang buat properti itu keluarga aku yang bantu, jadi kalo gak menang kayak sia-sia aja gitu dan takut ngecewain*"
> [Because the one who made the property was my family who helped, so if I don't win it's like a waste and I'm afraid of disappointing them.]

In addition, there was a participant who admitted that she did not feel afraid of making a mistake because it was her first experience, so she had not thought of things that could make her feel afraid as expressed by:

> P4 "*Belum, karna yang kemarin itu lomba pertama vio*"
> [Not yet, because yesterday was the first competition of vio]

There are also some participants who are afraid to make mistakes because they are afraid of making mistakes when performing, they feel afraid to make the wrong movements or say something inappropriate which can be a burden on the mind. In addition, the worry about forgetting vocabulary also adds additional pressure that makes them even more afraid and it will make them feel embarrassed as well as the words of the:

> P5 "*Ada, karna kalo misal salah tu malu*"
>   [Yes, because if it's wrong, it's embarrassing]
> P6 "*Ada, takut salah gerakan, salah ngomong, ga ingat gitu*"
>   [There is, afraid of making the wrong movements, saying the wrong words, not remembering.]

From the results of the second question, the researchers concluded that Many participants feel afraid of making mistakes because they feel that their preparation is not thorough enough, so they feel unsure when they will appear, which further aggravates their nervousness. Some participants don't feel nervous at first, but nervousness can arise when they start to regret less than optimal efforts, feel they could have done better if they had tried harder from the start, and worry that their performance will fall apart if they asre not well prepared.

As for the results of the third question which is "Do you feel any pressure before performing?", the researcher found that there were students who felt that so far they had never felt pressured before performing as expressed below:

> P1 " *sejauh ini belum ada si perasaan itu*"
>   [So far, there has been no such feeling]

But on the other hand, there are also students who feel quite pressured before performing because she usually perform with the name of her school and that she feels more depressed because it is a sense of responsibility to make her school proud

than she appear personally instead of as a school representative, as said by:

> P2 "*Pressure lumayan sih, apa lagi kalau misalnya kayak bawak nama sekolah gitu biasa lebih kerasa pressurenya dibandingkan kalo misalnya Cuma bawa nama sendiri gitu, jadi kalo yang lagi bawa nama sekila jadi ngerasa lebih terpressure aja karna pengen ngebanggain sekolah jadi pasti ada presssurenya.*"
> [Pressure is not bad, especially if for example it's like carrying the name of the school, it usually feels more pressure than if for example you only carry your own name, so if you carry the name of the school, you feel more pressured because you want to be proud of the school so there must be pressure.]

In addition, the researcher also found that there were participants who felt pressured because of their high self-esteem that made them feel depressed, perhaps there was a feeling of wanting to perform as well as possible to pressure themselves, as said by:

> P3 "*lebih ke pressure kediri sendiri sih, expetasi diri sendiri*"
> [It's more about self-pressure, self-expectation]

Furthermore, there are also some participants who feel pressure before performing because they are afraid of making mistakes when performing, negative thoughts before performing such as what if they make a mistake or what if there is something lacking when performing later also makes them burdened before performing and in addition to seeing the performances of other participants who they think are good also make them burdened because they are afraid of not being as good as other participants so that makes them insecure, as expressed by:

> P4 "*Ada, soalnya saat vio liat-liat itu rata-rata pada bagus-bagus semua kan, jadi kalo misalnya vio bikin kesalahan itu kayanya langsung kurang deh, dan ada rasa presurenya*"
> [There is, because when vio looks at it, on average, it's all good, so if for example vio makes a mistake, it seems to be immediately lacking, and there is a sense of pressure.]
> P6 "*Ada, karna ada banyak peserta lain banyak properti, jadi kaya minder gitu*"

[There was, because there were many other participants who had many properties, so I felt inferior.]

And there are also participants who feel pressured before performing because they are afraid that they have not mastered the storytelling script well, afraid that they will not match the movements and voices with the existing script so that they feel quite burdened, as the following said:

P5 "*Ada, karna takut belum bisa sesuai sama script, sesuain suaranya juga*"
[There is, because I'm afraid I can't match the script, match the voice too.]

From the results of the third question, the researchers concluded that almost all participants experienced pressure because of their own expectations and the sense of responsibility they carried.

4.1.2.2 Fear of Being Criticized

Three questions related to Fear of Being Criticized. The first question is "Have you ever been criticized by friends or people who pay attention to you?" the second question is "Do you feel the need to achieve a level of perfection in every performance?" and the third question is "Why do you feel afraid of their criticism?"

The result of the first question is "Have you ever been criticized by friends or people who pay attention to you?". The researcher found that there were several answers and reasons for the participants, first, the researcher found that there were some who did not or had never received direct criticism from friends or people, because it was just a question experience so they had not gotten it and there were also those who had never received the criticism. As said by:

P1 "*Sejauh ini belum pernah sih*"
    [So far it has never been]
P4 "*karna ini lomba pertama vio, jadi belum pernah dapet kritikan sebelumnya*"

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[Because this is Vio's first competition, so has never received criticism before]

P6 "*Engga, belum pernah dapet kritikan gitu sih*"
[No, I've never received that kind of criticism]

And then the researchers found that there were participants with answers and reasons that had never received criticism, but there were also those who said that the criticism was not from the jury directly but from the coach who after appearing would give a little criticism and input that he should have worked harder at some point and his performance was poor, and others also received criticism from the judges or coaches. as said by:

P2 "*Engga sih kalo dari judgesnya langsung ga pernah, tapi kalo dari orang yang train kita itu nantikan pasti setelah selesai dari perfomence kita pasti ada dikasih kritikan gitu " kek seharusnya kamu lebih effort nya disini tu ditambahin kek gitu, kamu kamu seharusnya ga usah terlalu extra dipart ini gitu.*"
[Never directly from the judges, but if it comes from the people who train us, we're definitely looking forward to it after we finish our performance, we'll definitely be given criticism like that, "Hey, you should put in more effort here, add that, you shouldn't be too extra in the part. this is it]

P3 "*Ada, dari judges dan pas latihan*"
[Yes, from judges and during practice]

P5 " *Ada, pernah dapet dari judgesnya*"
[Yes, I got it from the judges]

From the results of the first question, the researcher concluded that some participants had received criticism from judges or coaches so that they could be better in the future and some other participants had never received criticism.

This is the result of the second question "Do you feel the need to achieve a level of perfection in every performance?". The researcher found three different categories of answers, first, there were some participants who said that they felt they had to give their best in their performance, some because they had been

practicing for a long time, they had to give a good performance as well, and there were also those who were afraid to embarrass the name of the school they represented if they did not perform perfectly. As conveyed by:

> P1 "*Iyaa, biasanya pasti ada ngerasa gitu*"
>   [Yes, usually there must be a feeling like that]
> P4 "*Oh itu ada, pasti ada*"
>   [Oh it exists, there must be]
> P5 "*Ada, karna takut maluin sekolah*"
>   [Yes, because are afraid of being embarrassed by school]
> P6 "*Ada, soalnya latihannya lama, biar menang*"
>   [Yes, because the training is long, so that can win]

The second reason that the researcher found was that there were participants who said that they needed to show their best, but not because of the reason that they could not get criticism but more because they were relieved that they had shown their best performance according to him. As said by:

> P3 "*Iya sih, tapi bukan karna lebih ke gadapat kritikan gitu, biar lega aja gitu*"
>   [Yes, but it's not because I don't get that kind of criticism, so I'm relieved]

And another answer that the researcher got from P2 who said so far he had never gotten it, but he thought criticism was actually necessary, but in the beginning of participating in the storytelling competition, most people must feel that they don't want to get criticism even though criticism is very necessary for self-evaluation, P2 thinks that from criticism he can learn more and he doesn't mind if he gets criticism or not from judges or anyone.

> P2 "*Engga pernah sih, karena ya saya rasa kritik itu ya penting banget gitu, tapi memang kalu awal-awal kita ada ngerasa kaya gitu " oh saya ngerasa gamau dapat kritikan nanti, apalagi kalau memang orangnya sentitif kan, tapi kan dari kritikan itu kita bisa belajar lebih banyak lagi jadi ya terserah kalo dikasih kritikan engga ya itu terserah dari judges nya itu sendiri*"

[Never, because yes, I think criticism is very important, but indeed if we feel like that in the beginning, "oh I feel like we don't get criticism later, especially if the person is sentimental, right, but from that criticism we can learn more, so yes, it's up to the judges themselves]

From the result of the second question, the researcher concluded that Some participant felt that they do have to put on a perfect performance to feel relieved and not disappointed in their efforts during training.

The result of the third question "Why do you feel afraid of their criticism?" the researcher found several answers as well, first, there was a participant who said that he was not so afraid of criticism because he had never received criticism before, so he felt that criticism was not something to be feared, as said by the following:

P1 "*Ga gitu takut si. Karna belum pernah dapat kritikan juga*"
[I'm not afraid, because I has never receied criticism too]

Furthermore, there was a participant who said that he was actually not afraid of getting criticism but was more afraid of disappointing because he got criticism, he was nervous if he received criticism from the judges, for example, maybe it would make the coach or people who supported and helped him become disappointed because he got criticism which meant that his performance was still lacking. As said by:

P2 "*Sebenarnya bukan ke takut dapert kritikannya ya tapi lebih ke takut ngecewain aja*"
[Actually, it's not about being afraid of getting criticism, but more about being afraid of being disappointed]

Then, the researcher got several participants who said that they felt afraid if they received criticism because they were afraid of being judged too much which could make them feel bad or so on. As said by:

P3 "*Ada sih perasaan takut dikritik gitu*"
[There is a feeling of fear of being criticized]

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P5 " *Ada, karena takut terlalu dijudge*"
[Yes, for fear of being judged too much]

And finally, the researcher got answers from participants who said that they were not too afraid of criticism, actually afraid, but they thought more if the criticism could make them even better in the future, with criticism they knew where the shortcomings were and what to improve in their next performance. As said by:

P4 "*Sebenernya takut, cuman difikiran vio itu kritikan itu bisa bikin jadi lebih baik.*"
[Actually, I'm afraid, it's just that in my mind the criticism can make it better]
P6 "*ga begitu takut sih*"
[I'm not so scared]

From the results of the third question, the researcher concluded that some participants felt afraid of receiving criticism on their appearance, but there were also some who felt not so afraid and there were some who were not afraid of receiving criticism but were more afraid of disappointing the people who had supported them if he received criticism or appeared unsatisfactory.

4.1.2.3 Fear of Forgetting Vocabulary

Three questions are related to the Fear of Forgetting Vocabulary. The first question is "Have you ever experienced a situation where you completely forgot vocabulary during a performance?" the second question is "What situations do you feel like forgetting vocabulary?" and the third question is "Is the fear of forgetting vocabulary related to your stress or anxiety level?".

The result of the first question is "Have you ever experienced a situation where you completely forgot vocabulary during a performance?". The researchers found that there were several participants who admitted that so far they had never had the

experience of forgetting vocabulary, perhaps this was because they had really mastered their storytelling script and had done thorough preparation beforehand and good stress management.

> P1 "*So far belum ada*"
>   [So far there aren't any yet]
> P4 "*Sepertinya belum pernah*"
>   [It seems like never before]
> P6 "*Tidak pernah sih*"
>   [Never, ever]

Furthermore, the researchers found that there was a participant who said that he had experienced forgetting his vocabulary while performing, and the reason was because he was nervous from the start before performing, and on the other day he had less preparation or practice due to late information. So he lacked practice and preparation which made him even more nervous until he performed and made him forget a lot during the performance. However, when they forget vocab they don't really forget, they will get it again even though they forgot it for a while.

> P2 "*Pernah itu, itu memang karna awalnya itu dari karna emang awalnya udah gugup, karena preperation day nya itu mepet banget gitu, maybe like 3 hari sebelum lomba tu baru dikasih tau, jadi kan otomatis lumayan berantakan itu waktu latihannya jadi ya udah kebawak gugup, udah rutinnya juga berantan jadi ya diperfomencenya juga lupa-lupa gitu.*"
>   [Once it was, it was indeed because initially it was from being nervous, because the preparation day was so tight, maybe like 3 days before the competition was just told, so it was automatically quite messy. the training time so yes, I was already nervous, the routine was also messy so yes the performance was also forgotten.]
> P3 "*Ada, agak lupa tapi keingat lagi*"
>   [Yes, I kinda forgot but remembered again]
> P5 "*Oh itu pernah*"
>   [Oh, that's true]

From the results of the first question, the researcher concluded that some participants had experienced forgetting vocab when performing due to nervousness,

lack of preparation or practice time that made them anxious and their performance was disrupted because of forgetting vocab. but some other participants have never experienced forgetting vocab, because of their careful preparation and good stress management.

This is the result of the second question "what situations do you feel like forgetting vocabulary?". The researcher found there were several participants who admitted that usually the reason they could forget vocabulary was because they were too nervous, which made them go blank when performing and resulted in them forgetting the script or what vocabulary to say next. As said by:

> P1 "*Mungkin karna gugup banget ya*"
>   [Maybe it's because I'm really nervous]
> P4 "*Saat sedang terlalu gugup di stage jadi ngeblank*"
>   [When I'm too nervous on stage, I just blank out]
> P5 "*Biasanya karna gugup banget*"
>   [Usually, because I'm really nervous]
> P6 " *Karna gugup banget sih*"
>   [Because I'm really nervous]

Furthermore, researchers found that there were participants who also said that the reason they could forget vocabulary was usually because they were too nervous, messy practice or not enough time but sometimes there were also other things, namely because there were too many props that they had to use when performing so that they were confused about when to use the properties according to the time which could make them forget vocabulary because they were confused..

> P2 "*Biasanya ya karena ngerasa gugup, rutin yang berantakan itu. Pas tampilnya mungkin kalau misalnya lagi perfomence gitu mungkin kayak misalnya kebanyakan properti, jadi kan kita harus tau juga kita mau pake properti ini kapan,kapan gitu, oh kita mau gantu ke ini,ini ni kapan gitu jadi kadang agak sedikit mebingungkan aja gitu*"
> [Usually, it's because I feel nervous, and the routine gets messed up. During the performance, if, for example, there are too many props, we

need to know when to use each prop, like when to switch from one to another. It can be a bit confusing sometimes.]

On the other hand, there are participants who say that they can forget vocabulary because of sudden situations. For example, unexpected events on stage, such as the microphone suddenly falling, can disrupt their focus and make them go blank. These unexpected events can cause a loss of focus, leading to forgetting the script or vocabulary.

P3 "*Situasi yang mendadak, kayang misal tiba-tiba ada yang terjadi bisa lupa atau ngeblank*"
[Sudden situations, for example if something suddenly happens, you can forget or go blank]

From the result of the second question, the researcher concluded that almost all participants could forget vocabulary or their storytelling script during their performance due to feeling overly nervous, which causes anxiety and leads to forgetting vocabulary. However, unexpected events can also be a reason for their disrupted focus, resulting in forgetting the script or vocabulary.

The result of the third question "Is the fear of forgetting vocabulary related to your stress or anxiety level" the researchers found several reasons, the first, participants who said that their forgetting vocabulary was related to their stress or anxiety level, so this could make them go blank when on stage because he was too anxious.

P1 "*Ada sih, karna agak gugup jadi agak ngeblank gitu*"
[There is, because I'm a bit nervous so I'm a bit blank]

Furthermore, there were participants who said that perhaps forgetting their vocabulary was related to their level of stress or anxiety, but the level of vocabulary also influenced it, because there were some vocabulary words that were difficult or

complicated to remember and pronounce. This could also be the reason why he

forgets scripts or vocabulary when performing.

> P2 "*Mungkin iya sih, apalagi kalo vocabnya itu kayak yang susah diingat kayak gitu, atau ke yang lebih advance vocabs gitu itu kadang lebih.. yang misal kita mau spellingnya kek susah gitu, jadinya kan kita takutnya jadi lupa diperfomencenya malah jadi ini gitu dan karna ketakutan ini jadinya kita kayak agak-agak lupa gitu.*"
> [Perhaps, especially if the vocabulary is difficult to remember or more advanced, it can be challenging. For example, if we struggle with the spelling, we might fear forgetting it during the performance. This fear can cause us to forget a bit.]

On the other hand, this participant (P6) said that the reason he could forget

vocabulary was because if there were lots of people watching, maybe he would feel

more nervous and anxious because there were lots of people watching him, he

would become more shy and insecure which could make him forget script or

vocabulary.

> P6 "*Kalo ada banyak ornang yang liat*"
> [If there are lots of people watching]

And other participants who only agreed that their experience of forgetting

vocabulary was related to the level of stress or anxiety they felt.

> P3 "*Ada sih*"
>   [There is]
> P4 "*Kayanya ada, sedikit*"
>   [there seems to be, a little]
> P5 "*Iya ada*"
>   [Yes, there is]

From the results of the third question, the researcher concluded that on average,

participants could forget scripts or vocabulary when performing which was related

to the level of stress or anxiety they experienced when performing on stage.

4.1.2.4   Concern About Personal Appearance or Physical Appearance

Three questions are related to the concern About Personal Appearance or Physical Appearance. The first question is "Have you had any past experiences that have caused you concern regarding your personal or physical appearance?" the second question is "Are there certain negative thought patterns that arise regarding what you wear when performing?" and the third question is "Does your perception of your physical appearance influence the way you speak or interact with your audience?".

The result of the first question is "Have you had any past experiences that have caused you concern regarding your personal or physical appearance?". The researchers found that the average participant admitted to having experiences regarding his personal appearance, but more about his costume not about his physical appearance. Several categories of answers and reasons that researchers found, first, the researchers found that there were several participants who said he felt unsuitable for his costume which made him feel uncomfortable and not confident, and they said that if they wore a costume that did not match their physique they felt something was off and if the costume did not match they also felt that the message they wanted to convey was also not conveyed as they intended in their appearance and it made it awkward.

> P1 "*Karna mungkin merasa gak cocok sama costumnya*"
>   [Because maybe it doesn't match the costume]
> P2 "*Lumayan mempengaruhi sih, karnakan misalnya kita pakek kostum ni kan untuk storytelling tapi misalnya ga cocok sama fisik kita tu rasanya kaya ada yang off gitu, pokonya kaya ga match aja sama yang kayak mau kita sampaikan tpi kita kayak ga cocok aja, misalnya kostumnya beda tapi fisik kita kayang gak terlalu mensupport kostunya gitu, jadi ya kayak merasa awkward aja*"

[It does affect quite a bit because, for example, when we use a costume for storytelling, but it doesn't fit our physique, it feels like something is off. It just doesn't match what we're trying to convey, and it feels awkward. For instance, if the costume is different, but our physique doesn't support the costume well, it makes us feel awkward]

P3 "*Kayanya ngaruh, karna kaya misal bahannya kurang gitu*"
[It seems to affect it, because for example the material is not comfortable]

And some other participants admitted that their experience of feeling unsuitable for their costume affected their performance because they thought that the appearance of their costume whether it suited the story being performed or whether it was comfortable or not was also assessed so that it was related.

P3 "*Ada karena itu juga dinilai*"
[There is because it is also assessed]
P4 "*Mempengaruhi sih*"
[Influencing anyway]
P6 "*Ada kaitannya*"
[Related]

Based on the results of the first question, the researchers concluded that on average the participants had experienced discomfort in their costumes when performing and this could affect their performance.

This is the result of the second question "Are there certain negative thought patterns that arise regarding what you wear when performing?". The researchers found that some participants admitted that this negative mindset affected their performance as they felt insecure and uncomfortable with their appearance or even interfered with their thinking and also for example when they performed the costumes they wore restricted their movements and the props were not appropriate which also affected their performance.

P1 "*Mungkin yah, karna ga nyaman jadi bikin ga pd*"

[Maybe, because it's uncomfortable, it makes you less confident]

P2 *"Ada sih, mempengaruhi, jadi mempengaruhinya itu kayak misalnya storitelling kan ada ... kalo difestival-festivas sekolah itu kadang kita kan kita kalo storytelling luaskan yah, tapi misalnya kek mereka pake standing mic gitukan jadi kita ga leluasa untuk gerak. Pokoknya itu lumayan mempengaruhi perfomance kita gitu."*

[There is, it affects, so it affects it like for example there is storytelling ... if in school festivals sometimes we do storytelling widely, but for example they use a standing mic so we are not free to move. Anyway, it affects our performance quite a bit.]

P4 *"Ada, karena kaya merasa kurang aja gitu, jadi ga nyaman jadiga percaya diri"*

[Yes, because I feel like I'm not enough, so I'm not comfortable or confident]

P5 *"Mengganggu, jdi ga fokus dan disturbed"*

[Disturbing, so you don't focus and are disturbed]

However, on the other hand, there were several participants who admitted that this did not really bother them.

P3 *"Enggak terlalu menggugu sih"*
[Not so disturbing]

P6 *"Tidak begitu mengganggu"*
[Not so disturbing]

From the results of the second question, the researcher concluded that some participants experienced negative thought patterns that affected their appearance to be disturbed and uncomfortable, while others were not too concerned.

The result of the third question "Is the fear of forgetting vocabulary related to your stress or anxiety level" the researchers found there were several responses from the participants, first, there were several participants who said that their perception of how they look when performing affects how they interact with the audience because this also depends on their comfort and confidence when speaking and performing in front of many people.

P1 *"Ada pastinya"*
[There is for sure]

P2 *"Iya, pernah ngalaminnya"*
    [Yes, I've experienced that]

But on the other hand, there are participants who are the opposite, they have never experienced it, this indicates good because it means that their perception of their personal appearance does not affect their performance, they can still perform satisfactorily.

P3 *"Sejauh ini tidak ada sih"*
    [So far, nothing]
P6 *"Belum pernah"*
    [Never]

Apart from that, there were also participants who felt inferior after seeing the appearance of the other participants. Her perception of himself, which was initially comfortable, decreased and he became less confident and this also affected his appearance and interactions with the audience.

P4 *"Terkadang ada, pas di lomba flash kemarin awalnya nyaman tapi setelah ngeliat orang lain jadi turun kepercayaan dirinya"*
    [Sometimes there are, when at the flash competition yesterday, at first he was comfortable, but after seeing other people, his confidence dropped]

And finally, researchers found that there were participants who were also affected by the way they spoke and interacted with the audience because of their perception of their uncomfortable personal appearance. This was because the costume felt heavy, making him uncomfortable and a bit disturbed, so that her perception of her appearance became less confident, which affected her performance.

P5 *"Pernah, karna kostunya bahannya kayak berat"*
    [Once, because the material of the costume seemed heavy]

Based on the results of the third question, the researcher concluded that the

perception of the participant's personal appearance greatly influenced the way he spoke and interacted with the audience, this was about the participant's level of comfort and confidence. if participants are uncomfortable or lack confidence this can make them more anxious when on stage.

4.2 Discussion

This research aims to determine the anxiety factors that occur in students in middle school level storytelling competitions. In this section the researcher will discuss the overall results of the research data obtained to answer the questions in this research: What are the factors that cause students' anxiety in facing oral storytelling competitions? and How does students' anxiety impact their participation and performance in oral storytelling competitions?. Data information was selected through interview guidelines. The data will be discussed and analyzed to obtain conclusions about the data information from the sources in this research.

4.2.1 Student Anxiety Factors During Oral Storytelling Competition

In this section the researcher also presents a discussion based on research findings through interviews. The results of the discussion will be discussed according to 4 anxiety factors in participants, each of which has three interrelated questions, namely: Fear of Making Mistakes, Fear of Being Criticized, Fear of Forgetting Vocabulary and Concern About Personal Appearance or Physical Appearance.

Fear of making a mistake is one of the causes of anxiety in storytelling competitions as stated by (Sadighi 2017), Fear of making a mistake is also a feeling of anxiety or worry about the possibility of making a mistake (Goldenberg et al

2009), and according to (Fischer at al 2020) a feeling of Fear of making mistakes is characterized by the belief that mistakes are a threat to self-esteem and should be hidden, not considered and used as learning opportunities. And fear of making mistakes in speaking is a problem caused by a lack of grammar mastery, pronunciation problems and vocabulary mastery (Rahman et a 2016). This fear of making mistakes in speaking is also related to students' low self-confidence and anxiety levels, causing them to feel anxious (Ariyanti et al 2016). The results of this study found that participants felt nervous, afraid, and lacked confidence before performing, mostly due to concerns about making mistakes (Fauzi et al. 2021). To overcome the anxiety of fear of making mistakes when speaking in public, students can use strategies such as adequate preparation, practice, and the use of hand and body movements during performance (Netta et al 2020). This research shows the importance of greater attention to psychological factors in performance preparation. Psychological factors are the most sensitive to stress when speaking in public, and understanding the role of these factors can help individuals better adapt to stressful situations (Hua et al 2016).

Fear of being criticized is one of the anxiety factors for students in storytelling competitions. Fear of being judged is the main fear experienced by students in speaking in public (Grieve et al 2021), fear of being criticized is an intense worry or anxiety about self-evaluation or other people's judgments (Kannan et al. 2019). Uncertainty about future events is associated with biased expectations of negative outcomes and an increased response to a particular reluctance to be judged, assessed, or evaluated in student performance (Nitschke 2011). Symptoms of fear

of being criticized can vary for each individual, common symptoms of fear of being criticized include Tension, Nausea, Difficulty Concentrating, and Excessive Sweating (Gautam et al (2017). In findings during interviews, several students admitted that they considered criticism useful for learning, while others feel anxious or afraid of criticism, especially if they are sensitive to such criticism. Students' perceptions of constructive criticism for improvement, or mention of different emotional strengths/weaknesses associated with each (Fong et al. 2016). Fear of criticism often stems from a fear of disappointing others or being judged negatively. Individuals with anxiety disorders show increased levels of perception of criticism, expression of criticism, and feelings of irritation and stress due to criticism (Porter et al 2019). However, it is recommended to look for ways to influence these factors through cognitive-behavioral interventions. Remaining open to re-imagining criticism can help overcome the fear of criticism by allowing 'slightly subtle' interruptions to become a point of improvement going forward (Zuiderent et al 2015), and overcome the fear of criticism by increasing self-compassion.

Apart from that, fear of forgetting vocabulary is also a factor in anxiety that occurs among students in storytelling competitions. Fear of forgetting vocabulary refers to anxiety or worry about a person's ability to remember and use vocabulary that has been learned (Koriat et al 2006). and Fear of forgetting is an anxiety that involves excessive fear of the possibility of forgetting important or relevant information (Kida et al. 2018). Fear of forgetting vocabulary can result in certain situations such as Frustration, and Self-Dissatisfaction Regarding Memory Ability (Benjamin 2011). External factors such as limited vocabulary and lack of

preparation are the most dominant causes of students' speaking anxiety for forgetting vocabulary (Nur et al 2022). Researchers found that most participants admitted that they were afraid of forgetting vocabulary when performing, especially due to nervousness, lack of preparation, and the situation. Sudden fear of forgetting vocabulary is often related to their level of stress or anxiety, especially when they have to remember difficult vocabulary or appear in front of many people (Ashton et al 2020). To overcome speaking anxiety caused by forgetting vocabulary, students can prepare, avoid eye contact, and seek help from peers (Marlia et al 2023). The findings (Prasetyaningrum et al 2020) state that students use strategies such as role playing, storytelling and games to overcome speaking anxiety caused by forgetting vocabulary.

Apart from that, researchers also found that concern about personal appearance or physical appearance is a factor in anxiety that occurs in students in story telling competitions. Concerns about personal appearance can take the form of dissatisfaction with weight, body shape, skin, or other elements related to personal appearance (Juneja 2017). concern about personal appearance is also associated with higher levels of depressive symptoms and social anxiety (Liao (2010). Factors contributing to anxiety about physical appearance include a greater gap between perceived, actual, and ideal physical attributes, beliefs about appearance, feeling unattractive, and emphasis on appearance (Hart et al 2008), most participants' concerns about their personal appearance or physical appearance influenced their experience of their performance. Some participants feel uncomfortable or unsure about the costumes they wear, which can affect their feelings during the

performance. A negative mindset towards the clothes they wear can reduce their self-confidence and comfort. Shifting attention from focusing on oneself to external social stimuli during public speaking can reduce anxiety and fear of negative evaluation can overcome this anxiety (Wechsler et al 2021) and according to (Moneva et al 2020) Physical appearance anxiety impacts social relationships in students and teachers can guide and assist them in dealing with it, by implementing anti-bullying measures.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter offers the research's conclusion and recommendations. The discussion of the data analysis and the presentation and description of the study findings form the basis of the conclusion. Concurrently, the recommendation was made via the research outcome analysis procedure, which still requires a few improvements from certain stakeholders.

5.1 Conclusion

Based on the data analysis regarding Students' Anxiety Factors Of Oral Storytelling Competition, it can be concluded as follows:

Based on data from interview guidelines and observation checklists, the researcher concluded that participants' responses indicated anxiety factors in their performance. From the observation results of the seventeen symptoms, several symptoms were not found by the researcher in participants, namely playing with hair, speaking too slowly, reading a script while performing, and having a pale face. Other symptoms such as trembling, avoiding eye contact, playing with clothes, sweating, nervousness about touching an object, blushing, rubbing palms, having a shaky voice, speaking too fast, tension, confusion, restlessness, and stuttering in communication were found by the researcher in participants during storytelling performances. From the interview results, four determinants of anxiety were found in storytelling competitions. These factors are fear of making mistakes, fear of criticism, fear of forgetting vocabulary, and concern about appearance or physical appearance.

The participants in the storytelling competition admitted that they were afraid of making mistakes when appearing in front of an audience, in particular they felt more nervous and afraid. They are also afraid of receiving criticism, especially because they are afraid of disappointing their supporters if they receive criticism, but there are also those who use criticism as a self-evaluation for the future. The participants were also afraid that when performing they would forget vocabulary or script, especially if they had little preparation time, which made them more afraid of forgetting vocabulary and nervous. Concern About Personal Appearance or Physical Appearance also greatly influences participants' level of comfort and confidence when performing, often because costumes that are uncomfortable and restrict their movement are the cause of this indicator. These indicators can receive more attention in the preparation of storytelling competition participants from teachers or trainers in the future. Therefore, Student Anxiety in the Oral Storytelling Competition shows four of the four indicators of anxiety factors.

5.2 Suggestions

Researchers provide advice to teachers, students, and institutions. Explained as follows:

5.2.1 Teacher

From the conclusions of the research results, the researchers concluded that the anxiety factors found were Fear of making mistakes, Fear of being criticized, Fear of Forgetting Vocabulary, and Concern about Personal Appearance or Physical Appearance. so that from the results obtained, it is hoped that teachers can understand the elements that need to be considered in preparing prospective

participants to tell stories at school. and teachers are expected to be figures who can determine students' readiness in facing storytelling competitions. Apart from that, teachers also don't put too much pressure during preparation or on the day so as not to increase students' anxiety.

5.2.2 Students

Suggestions for students who will participate in storytelling competitions, namely from the results of the research that has been done, we know the causes of student anxiety such as fear of making mistakes, fear of being criticized, fear of forgetting vocabulary and concern about personal appearance or physical appearance, and these can be areas that require more attention in students preparing for storytelling competitions. as well as, by focusing more on how to overcome the factors can help increase students' confidence and participation in storytelling activities and improve students' overall storytelling skills.

5.2.3 Institutions

Based on the concluding findings presented, the institute can pay more attention to handling the anxiety that prospective storytelling participants can experience from their schools by representing the results of this research findings, and knowing more about these anxiety factors can help the institute know what needs to be changed to be of better quality.

5.2.4 Recommendation

Based on existing findings and limitations, several recommendations for further research are as follows:

1. Conduct similar research with a larger and more diverse sample to increase the generalizability of the results.

2. Conduct research at a more effective time, such as not during the month of Ramadan because some schools are closed, such as integrated Islamic schools.

3. Examining other factors that might influence anxiety, such as students' physical and mental conditions, as well as different competition environments.

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Paper Observation Sheet

APPENDIX 1.

Paper Observation Checklist P1

No	Symptoms of anxiety	yes	No
1.	Trembling		
2.	Avoid Eye Contact		
3.	Playing with Hair		
4.	Playing with Clothes		
5.	Getting Sweating		
6.	Nervousness About Touching an Object		
7.	Blushing		
8.	Rubbing Your Palms		
9.	Vibrating Sound.		
10.	Talking Too Fast		
11.	Talking Too Slow		
12.	Tense		
13.	Confused		
14.	Restlessness		
15.	Stuttering in communication		
16.	Read the script while performing		
17.	Pale Face		

APPENDIX 2

Paper Observation Checklist P2

No	Symptoms of anxiety	yes	No
1.	Trembling		
2.	Avoid Eye Contact		
3.	Playing with Hair		
4.	Playing with Clothes		
5.	Getting Sweating		
6.	Nervousness About Touching an Object		
7.	Blushing		
8.	Rubbing Your Palms		
9.	Vibrating Sound.		
10.	Talking Too Fast		
11.	Talking Too Slow		
12.	Tense		
13.	Confused		
14.	Restlessness		
15.	Stuttering in communication		
16.	Read the script while performing		
17.	Pale Face		

APPENDIX 3

Paper Observation Checklist P3

No	Symptoms of anxiety	yes	No
1.	Trembling		
2.	Avoid Eye Contact		
3.	Playing with Hair		
4.	Playing with Clothes		
5.	Getting Sweating		
6.	Nervousness About Touching an Object		
7.	Blushing		
8.	Rubbing Your Palms		
9.	Vibrating Sound.		
10.	Talking Too Fast		
11.	Talking Too Slow		
12.	Tense		
13.	Confused		
14.	Restlessness		
15.	Stuttering in communication		
16.	Read the script while performing		
17.	Pale Face		

APPENDIX 4

Paper Observation Checklist P4

No	Symptoms of anxiety	yes	No
1.	Trembling		
2.	Avoid Eye Contact		
3.	Playing with Hair		
4.	Playing with Clothes		
5.	Getting Sweating		
6.	Nervousness About Touching an Object		
7.	Blushing		
8.	Rubbing Your Palms		
9.	Vibrating Sound.		
10.	Talking Too Fast		
11.	Talking Too Slow		
12.	Tense		
13.	Confused		
14.	Restlessness		
15.	Stuttering in communication		
16.	Read the script while performing		
17.	Pale Face		

APPENDIX 5

Paper Observation Checklist P5

No	Symptoms of anxiety	yes	No
1.	Trembling		
2.	Avoid Eye Contact		
3.	Playing with Hair		
4.	Playing with Clothes		
5.	Getting Sweating		
6.	Nervousness About Touching an Object		
7.	Blushing		
8.	Rubbing Your Palms		
9.	Vibrating Sound.		
10.	Talking Too Fast		
11.	Talking Too Slow		
12.	Tense		
13.	Confused		
14.	Restlessness		
15.	Stuttering in communication		
16.	Read the script while performing		
17.	Pale Face		

APPENDIX 6

Paper Observation Checklist P6

No	Symptoms of anxiety	yes	No
1.	Trembling		
2.	Avoid Eye Contact		
3.	Playing with Hair		
4.	Playing with Clothes		
5.	Getting Sweating		
6.	Nervousness About Touching an Object		
7.	Blushing		
8.	Rubbing Your Palms		
9.	Vibrating Sound.		
10.	Talking Too Fast		
11.	Talking Too Slow		
12.	Tense		
13.	Confused		
14.	Restlessness		
15.	Stuttering in communication		
16.	Read the script while performing		
17.	Pale Face		

APPENDIX 7

Audio Link :
https://drive.google.com/file/d/17tcmKiKvIRQiT9_ZciaR7IidGNK29FIj/view?usp=drivesdk
https://drive.google.com/file/d/18-TjJQ8MKrOpJELi8umWm_twj6jIuo-V/view?usp=drivesdk
https://drive.google.com/file/d/181PbsBmtIfaWS76SouWHSPQSZuArvcxC/view?usp=drivesdk

Transcript Recording of P1

1. *Nerveuos banget*

   (Very nervous)

2. *karena persiapannya belum cukup dan merasa gak yakin pas mau tampil tu*

   yang bikin semakin nerveuos.

   (Because the preparation is not enough and feeling unsure when you want to

   perform makes it even more nerve-wracking.)

3. *Engga ada*

    (Nothing)

4. *Iya*

   (Yes)

5. *Engga*

   (No)

6. *Belom pernah dikritik*

   (she has never been criticized)

7. *So far belum*

   (So far not yet)

8. *Mungkin karna gugup kali ya*

   (Maybe it's because of nervousness)

9. *Ada sih, karna agak gugup jadi agak ngeblank gitu*

   (There is, because I'm a bit nervous, so I'm a bit blank.)

10. *Karna mungkin merasa gak cocok sama costumnya.*

    (Because maybe it doesn't match the costume.)

11. *50-50 mungkin yah, karna ga nyaman jadi bikin ga pd*

(50-50 maybe, because it's uncomfortable so it makes me not confident.)

12. *Ada pastinya*

(There is definitely)

APPENDIX 8

Audio Link P2:
https://drive.google.com/file/d/182keRQZjbqKMfBxm50GOsUw8CEWHtu/view
?usp=drivesdk

Transcript Recording of P2

1. *Biasanya, sebelumnya kita harus percaya dulu sama cript kita, misalnya kita uda kuasai semua script kita, berartikan ada rasa kek lebih percaya diri gituloh jadi lumayan lebih tenang, tapi kalo misal storytelling script nya kita belom terlalu menguasai kayak preparation daynya itu kayak mendekat banget sama hari lombanya tu biasa berasa lebih gugup. Dan biasanya pasti ada mix feeling takut gitu.*

   (Usually, before that we have to believe in our script first, for example we have mastered all our scripts, which means there is a sense of more confidence so it's quite calmer, but if for example the storytelling script we haven't mastered too much like the preparation day is like really close to the day of the competition, it usually feels more nervous. And usually there is definitely a mix feeling of fear.)

2. *Jujur aja sih biasanya engga ngerasa cuman kalaupun ada mungkin nanti kaya akhir-akhir kayak nyesel gitu, kek "oh kenapa aku tu engga lebih extra sedikit disini, oh kenapa engga aku lebih lower sedit disini" gitu, jadi tergantung sama effortnya nanti misalnya kita uda kebawak gugup dari pertama kan pasti nanti jadinya distage nya itu jadinya agak berantakan gitu.*

   (Honestly, I usually don't feel it, but even if there is, maybe at the end it will be like regretting it, like "oh why didn't I go a little extra here, oh why didn't I go a little lower here", so it depends on the effort later, for example, if we are too nervous from the first time, it will definitely make the stage a little messy.)

3. *Pressure lumayan sih, apa lagi kalau misalnya kayak bawak nama sekolah gitu biasa lebih kerasa pressurenya dibandingkan kalo misalnya cuma bawa nama sendiri gitu, jadi kalo yang lagi bawa nama sekila jadi ngerasa lebih terpressure aja karna pengen ngebanggain sekolah jadi pasti ada presssurenya.*

(Pressure is not bad, what's more if for example it's like carrying the name of the school so it usually feels more pressure than if for example you only carry your own name, so if you carry the name of the school, you feel more pressured because you want to make the school proud so there must be pressure.)

4. *Engga pernah sih, karena ya saya rasa kritik itu ya penting banget gitu, tapi memang kalu awal-awal kita ada ngerasa kaya gitu " oh saya ngerasa gamau dapat kritikan nanti, apalagi kalau memang orangnya sentitif kan, tapi kan dari kritikan itu kita bisa belajar lebih banyak lagi jadi ya terserah kalo dikasih kritikan engga ya itu terserah dari judges nya itu sendiri.*

(Never really, because yes I think criticism is really important, but indeed if at the beginning we feel like "oh I feel like I don't want to get criticized later, especially if I'm a sensitive person right, but from criticism we can learn even more so it's up to the judges themselves.)

5. *Engga sih kalo dari judgesnya langsung ga pernah, tapi kalo dari orang yang train kita itu nantikan pasti setelah selesai dari perfomence kita pasti ada dikasih kritikan gitu " kek seharusnya kamu lebih effort nya disini tu ditambahin kek gitu, kamu kamu seharusnya ga usah terlalu extra dipart ini gitu.*

(No, never from the judges directly, but if from the people who train us, we look forward to it, after we finish our performance, we will definitely be given criticism like "you should have put more effort here, you shouldn't be too extra in this part.)

6. *Sebenarnya bukan ke takut dapert kritikannya ya tapi lebih ke takut ngecewain aja.*

(Actually, I'm not afraid of getting criticism, but I'm more afraid of disappointing.)

7. *Pernah itu, itu memang karna awalnya itu dari karna emang awalnya udah gugup, karena preperation day nya itu mepet banget gitu, maybe like 3 hari sebelum lomba tu baru dikasih tau, jadi kan otomatis lumayan berantakan itu waktu latihannya jadi ya udah kebawak gugup, udah rutinnya juga berantan jadi ya diperfomencenya juga lupa-lupa gitu.*

(Once, it was because I was already nervous at first, because the preparation day was really tight, maybe like 3 days before the competition was just told, so automatically it was quite messy when I practiced so I was already nervous, the routine was also too boring so I forgot the performance.)

8. *Biasanya ya itulah, ngerasa gugup, rutin yang berantakan itu. Pas tampilnya mungkin kalau misalnya lagi perfomence gitu mungkin kayak misalnya kebanyakan properti, jadi kan kita harus tau juga kita mau pake properti ini kapan,kapan gitu, oh kita mau gantu ke ini,ini ni kapan gitu jadi kadang agak sedikit mebingungkan aja gitu.*

   (Usually that's what it is, feeling nervous, the messy routine. When performing, maybe if it's a performance, maybe it's like for example a lot of props, so we have to know when we want to use this property, when, oh we want to change to this, this when, so sometimes it's a little confusing.)

9. *Mungkin iya sih, apalagi kalo vocabnya itu kayak yang susah diingat kayak gitu, atau ke yang lebih advance vocabs gitu itu kadang lebih.. yang misal kita mau spellingnya kek susah gitu, jadinya kan kita takutnya jadi lupa diperfomencenya malah jadi ini gitu dan karna ketakutan ini jadinya kita kayang agak-agak lupa gitu.*

   (Maybe yes, especially if the vocabs are like those that are hard to remember like that, or the more advanced vocabs are sometimes more ... for example, we want to make the spelling difficult, so we are afraid that we will forget it in the performance and because of this fear, we kind of forget it.)

10. *Lumayan mempengaruhi sih, karnakan misalnya kita pakek kostum ni kan utuk storytelling tapi misalnya ga cocok sama fisik kita tu rasanya kaya ada yang off gitu, pokonya kaya ga match aja sama yang kayak mau kita sampaikan tpi kita kayak ga cocok aja, misalnya kostumnya beda tapi fisik kita kayang gak terlalu mensupport kostunya gitu, jadi ya kayak merasa awkward aja.*

    (It's quite influential, because for example we wear this costume for storytelling but for example it doesn't match our physique, it feels like something is off, the point is like it doesn't match what we want to convey but we just don't fit, for

example the costume is different but our physique doesn't really support the costume, so it's like feeling awkward.)

11. *Ada sih, mempengaruhi, jadi mempengaruhinya itu kayak misalnya storitelling kan ada ... kalo difestial-festias sekolah iyu kadang kita kan kita kalo storytelling luaskan yah, jadi kan kek kita mau gerak-gerak gitu, tapi mereka sediainnya properti nya itu yang tidak sesuai dengan yang mau kita tampilkangitu, misalnya kek mereka pake standing mic gitukan jadi kita ga leluasa untuk gerak. Pokoknya itu lumayan mempengaruhi perfomance kita gitu.*

    (There is, it affects, so it affects it like for example storytelling, there is ... if it's school festivals, sometimes we want to move around when storytelling, but they provide properties that are not in accordance with what we want to perform, for example they use standing mics so we are not free to move. Anyway, it affects our performance quite a bit.)

12. *Iya, ada pengalamannya.*

    (Yes, there is experience.)

APPENDIX 9

Audio Link P3:
https://drive.google.com/file/d/17njSzMJZcfpfjoPdrwuu1kduPw7jLUOG/view?usp=drivesdk

Transcript Recording of P3

1. *Eeum gugup sih*

   (Eeum is nervous anyway)

2. *Karena yang buat properti itu keluarga aku yang bantu, jadi kalo gak menang kayak sia-sia aja gitu dan takut ngecewain.*

   (Because the one who made the property was my family who helped, so if I don't win it seems like a waste and I'm afraid of disappointing them.)

3. *Lebih ke pressure kediri sendiri sih, expetasi diri sendiri.*

   (More to pressure myself, my own expectations)

4. *Iya sih, tapi bukan karna lebih ke gadapat kritikan gitu, biar lega aja gitu.*

   (Yes, but not because it's more like getting criticism, just to be relieved)

5. *Ada, dari judges dan pas latihan.*

   (There is, from judges and during practice)

6. *Ada sih*

   (There is)

7. *Ada, agak lupa tapi keingat lagi.*

   (There is, I kind of forgot but I remembered it again)

8. *Situasi yang mendadak, kayang misal tiba-tiba ada yang terjadi bisa lupa atau ngeblank.*

   (Sudden situations, for example, if something suddenly happens, you may forget or go blank.)

9. *Ada sih.*

   (There is)

10. *Ada karena itu juga dinilai*

    (There is because it is also assessed)

11. *Enggak terlalu menggugu sih*

    (Not too much of a nudge anyway)

12. Gaada.

(Nothing)

Audio Link P4:
https://drive.google.com/file/d/17rci_sLtZ0aFnCTW80mMxtRvryCVZLC/view?usp=drivesdk

Transcript Recording of P4

1. *Ini sih, agak gugup karna pertama kali ikut storytelling juga, terus uda ngeliat perfomance-perfomace dari temen-temen yang lain juga kan, jadi agak minder.*
   (It's a bit nervous because it's my first time doing storytelling, and I've seen other friends' performances too, so I'm a bit insecure.)

2. *Belom, karna yang kemaren itu lomba pertama saya.*
   (Not yet, because yesterday was my first competition)

3. *Ada, soalnya saat vio liat-liat itu rata-rata pada bagus-bagus semua kan, jadi kalo misalnya vio bikin kesalahan itu kayanya langsung kurang deh, dan ada rasa presurenya.*
   (Yes, because when I saw the performances, they were all really good, so if I made a mistake, I felt like I was missing out, and there was a sense of pressure.)

4. *Oh itu ada, pasti ada.*
   (Oh there is, there must be)

5. *Karna ini lomba pertama vio jadi belom pernah dapet kritikan sebelumnya.*
   (Because this is my first competition so I've never gotten criticism before.)

6. *Sebenernya takut, cuman difikiran vio itu kritikan itu bisa bikin jadi lebih baik.*
   (Actually, I'm afraid, but in my mind, criticism can make me better.)

7. *Sepertinya belum pernah.*
   (I don't think I've ever been criticized before)

8. *Saat sedang terlalu gugup di stage jadi ngeblank.*
   (When I'm too nervous on stage, I go blank.)

9. *Kayanya ada, sedikit.*
   (I think there is, a little bit.)

10. *Mempengaruhi sih.*
    (It affects me)

11. *Ada, karena kaya merasa kurang aja gitu, jadi ga nyaman jadiga percaya diri.*

(Yes, because I feel like I'm lacking something, so I'm not comfortable and I'm not confident.)

12. *Terkadang ada, pas di lomba flash kemarin awalnya nyaman tapi setelah ngeliat orang lain jadi turun kepercayaan dirinya.*

(Sometimes, when I was in the flash competition yesterday, I was initially comfortable but after seeing other people, my confidence dropped.)

APPENDIX 11

Transcript Recording of P5

1. *Takut,gugup. Ada takutnya ada engganya. Takutnya karna baru pertama tampil internasional gitu.*
    (Scared, nervous. There is fear and there is reluctance. Afraid because it's my first time performing internationally.)

2. *Ada, karna kalo misal salah tu malu.*
    (There is, because if I make a mistake, I'm embarrassed.)

3. *Ada, karna takut belum bisa sesuai sama script, suaranya.*
    (There is, because I'm afraid I can't match the script, the voice.)

4. *Ada, karna takut maluin sekolah.*
    (Yes, because I'm afraid of embarrassing the school)

5. *Ada*
    (There is)

6. *Ada, karna taku di judge kali.*
    (There is, because I'm afraid of being judged really)

7. *Pernah*
    (Ever)

8. Nervous
    (Nervous)

9. *Engga ada.*
    (None)

10. *Kayanya ngaruh, karna kaya misal bahannya kurang gitu*
    (I think it has an effect, because for example the material is lacking.)

11. *Mengganggu, jdi ga fokus dan kedistrek.*
    (It does, so I don't focus and I don't get distracted.)

12. *Pernah, karna kostunya bahannya kayak berat.*
    (Once, because the boarding house material was like heavy)

APPENDIX 12

Transcript Recording of P6

1. *Grori,kadang-kadang kaya takut lupa.*

   (Grori, sometimes kaya is afraid of forgetting)

2. *Ada, takut salang gerakan,salah ngomong, ga ingat gitu.*

   (There is, afraid of crossing movements, saying the wrong thing, not

   remembering.)

3. *Ada, karna ada banyak peserta lain banyak properti (minder)*

   (There is, because there are many other participants with many properties

   (inferior)).

4. *Ada, soalnya latihannya lama, biar menang.*

   (There is, because the practice is long, so I can win.)

5. *Ga gitu takut.*

   (Not so afraid)

6. *Ga pernah (dapet kritik)*

   (Never (got criticized))

7. *Pernah lupa vocab.*

   (Never forgot vocab)

8. *Kalo ada banyak ornang yang liat.*

   (If there are many people watching)

9. *Ada kaitannya.*

   (There is a connection)

10. *Ga begitu.*

    (Not so)

11. *Engga pernah si*

    (Never)

12. *Engga*

    (No)

APPENDIX 13

Documentation

"Observation in the Flash competition at SMA Modal Bangsa"

"Interview with Lareina, a Methodist Junior High School student at a Methodist school**"**

"Interview with Sirin, a student of Al-Fityan Junior High School at Al-Fityan school"

"Interview with Cleo, a Methodist junior high school student"

"Interview with Clarista, a Methodist junior high school student"

ATTACHMENT

Paper Observation Sheet

APPENDIX 1.

Paper Observation Checklist P1

No	Symptoms of anxiety	yes	No
1.	Trembling	✓	
2.	Avoid Eye Contact	✓	
3.	Playing with Hair		✓
4.	Playing with Clothes	✓	
5.	Getting Sweating	✓	
6.	Nervousness About Touching an Object	✓	
7.	Blushing	✓	
8.	Rubbing Your Palms		✓
9.	Vibrating Sound.	✓	
10.	Talking Too Fast		✓
11.	Talking Too Slow		✓
12.	Tense	✓	
13.	Confused	✓	
14.	Restlessness	✓	
15.	Stuttering in communication		✓
16.	Read the script while performing		✓
17.	Pale Face		✓

APPENDIX 2

Paper Observation Checklist P2

No	Symptoms of anxiety	yes	No
1.	Trembling		✓
2.	Avoid Eye Contact		✓
3.	Playing with Hair		✓
4.	Playing with Clothes		✓
5.	Getting Sweating		✓
6.	Nervousness About Touching an Object		✓
7.	Blushing	✓	
8.	Rubbing Your Palms		✓
9.	Vibrating Sound.		✓
10.	Talking Too Fast	✓	
11.	Talking Too Slow		✓
12.	Tense	✓	
13.	Confused		✓
14.	Restlessness		✓
15.	Stuttering in communication		✓
16.	Read the script while performing		✓
17.	Pale Face		✓

APPENDIX 3

Paper Observation Checklist P3

No	Symptoms of anxiety	yes	No
1.	Trembling		✓
2.	Avoid Eye Contact		✓
3.	Playing with Hair		✓
4.	Playing with Clothes		✓
5.	Getting Sweating	✓	
6.	Nervousness About Touching an Object	✓	
7.	Blushing	✓	
8.	Rubbing Your Palms		✓
9.	Vibrating Sound.		✓
10.	Talking Too Fast	✓	
11.	Talking Too Slow		✓
12.	Tense	✓	
13.	Confused	✓	
14.	Restlessness		✓
15.	Stuttering in communication		✓
16.	Read the script while performing		✓
17.	Pale Face		✓

APPENDIX 4

Paper Observation Checklist P4

No	Symptoms of anxiety	yes	No
1.	Trembling		✓
2.	Avoid Eye Contact		✓
3.	Playing with Hair		✓
4.	Playing with Clothes		✓
5.	Getting Sweating		✓
6.	Nervousness About Touching an Object		✓
7.	Blushing	✓	
8.	Rubbing Your Palms		✓
9.	Vibrating Sound.		✓
10.	Talking Too Fast	✓	
11.	Talking Too Slow		✓
12.	Tense	✓	
13.	Confused	✓	
14.	Restlessness		✓
15.	Stuttering in communication		✓
16.	Read the script while performing		✓
17.	Pale Face		✓

APPENDIX 5

Paper Observation Checklist P5

No	Symptoms of anxiety	yes	No
1.	Trembling		✓
2.	Avoid Eye Contact		✓
3.	Playing with Hair		✓
4.	Playing with Clothes		✓
5.	Getting Sweating		✓
6.	Nervousness About Touching an Object		✓
7.	Blushing		✓
8.	Rubbing Your Palms		✓
9.	Vibrating Sound.		✓
10.	Talking Too Fast	✓	
11.	Talking Too Slow		✓
12.	Tense	✓	
13.	Confused	✓	
14.	Restlessness		✓
15.	Stuttering in communication		✓
16.	Read the script while performing		✓
17.	Pale Face		✓

APPENDIX 6

Paper Observation Checklist P6

No	Symptoms of anxiety	yes	No
1.	Trembling		✓
2.	Avoid Eye Contact		✓
3.	Playing with Hair		✓
4.	Playing with Clothes		✓
5.	Getting Sweating		✓
6.	Nervousness About Touching an Object		✓
7.	Blushing		✓
8.	Rubbing Your Palms		✓
9.	Vibrating Sound.		✓
10.	Talking Too Fast	✓	
11.	Talking Too Slow		✓
12.	Tense	✓	
13.	Confused	✓	
14.	Restlessness		✓
15.	Stuttering in communication		✓
16.	Read the script while performing		✓
17.	Pale Face		✓

DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. P. Nyak Makam No. 23 Gampong Kota Baru, Banda Aceh, 23125
Pos-el:dikbud@bandaacehkota.go.id Laman:www.dikbud.bandaacehkota.go.id

SURAT IZIN
NOMOR: 074/A4/0981/2024
TENTANG
IZIN PENGUMPULAN DATA

Berdasarkan surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena Banda Aceh Nomor: 0238/131013/F1/PN/III/2024 tanggal 4 Maret 2024, perihal Izin Melaksanakan Penelitian Skripsi, Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh memberi izin kepada.

nama	:	Dian Sara Hayu
NIM	:	20060023
prodi/jurusan	:	Bahasa Inggris
untuk	:	Melakukan pengumpulan data penelitian pada SMP Negeri Kemala Bhayangkari dan SMP Methodist Kota Banda Aceh dalam rangka penyelesaian skripsi yang berjudul :

Students' Anxiety Factors of Oral StoryTelling Competition in Junior High School in Banda Aceh.

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 8 Maret s.d. 8 April 2024.
4. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan pengumpulan data.

Surat izin pengumpulan data ini dibuat untuk digunakan sebagaimana mestinya.

8 Maret 2024 M/28 Sya'ban 1445 H

a.n. Kepala Dinas Pendidikan dan
Kebudayaan Kota Banda Aceh
Kabid Pembinaan SMP,

Evi Susanti, S.Pd., M.Si.
NIP. 19760113 200604 2 003.

Tembusan :
1. Dekan FKIP Universitas Bina Bangsa Getsempena Banda Aceh.
2. Koordinator Pengawas Sekolah Banda Aceh.
3. Kepala SMP yang Bersangkutan.

Kota Jantho, 6 Mei 2024

Nomor   : 070/480/2024
Lampiran: -
Hal   : Izin Penelitian

Kepada Yth.
Kepala SMPIT Al-Fityan School Aceh
di-
　　　Tempat

Sehubungan dengan Plt. Dekan FKIP Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena Nomor : 0238/131013/FI/PN/V/2024. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar memberi izin kepada:

NAMA   : DIAN SARA HAYU
NIM   : 20060023
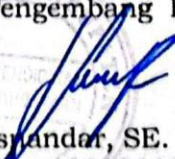PROGRAM STUDI   : S-1 BAHASA INGGRIS

Untuk melakukan penelitian dan mengumpulkan data di SMPIT Al-Fityan School Aceh Kabupaten Aceh Besar untuk keperluan penyusunan Tesis yang berjudul :

"STUDENTS' ANXIETY FACTORS OF ORAL STORY TELLING COMPETITION IN JUNIOR HIGH SCHOOL IN ACEH BESAR ".

Setelah selesai mengadakan penelitian, 1 (satu) eks laporan dikirim ke SMPIT Al-Fityan School Aceh Kabupaten Aceh Besar.

Demikian atas bantuan dan kerjasama yang baik, kami ucapkan terima kasih.

　　　　　　　　　　a.n Kepala Dinas Pendidikan dan Kebudayaan
　　　　　　　　　　Kabupaten Aceh Besar
　　　　　　　　　　Pengembang Penilaian Pendidikan

　　　　　　　　　　Iskandar, SE. Ak
　　　　　　　　　　Nip. 19810415 200904 1 003

Tembusan :
　　1. Dekan FKIP;
　　2. Arsip.

r

AL-FITYAN AL-FITYAN SCHOOL ACEH

SURAT KETERANGAN
NO : 09.204/SKet/SMPIT/AFACE/VIII/2024

Sehubungan dengan surat dari Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar dengan Nomor : 070/480/2024, Kepala SMPIT Al-Fityan School Aceh Kecamatan Ingin Jaya Kabupaten Aceh Besar, menerangkan bahwa:

Nama	: Dian Sara Hayu
No. Induk Mahasiswa	: 20060023
Program Studi	: S-1 Bahasa Inggris

Benar yang namanya tersebut di atas telah melakukan penelitian dan mengumpulkan data di SMPIT Al-Fityan School Aceh dalam rangka memenuhi persyaratan bahan penyusunan Tesis, dengan judul **"Students' Anxiety Factors of Oral Story Telling Competition in Junior High School in Aceh Besar"** pada tanggal 28 s/d 29 Mei 2024.

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk dapat dipergunakan seperlunya.

Aceh Besar, 06 Agustus 2024
Kepala SMPIT Al-Fityan School Aceh

Cut Purnamasari, S.E.

SURAT KETERANGAN
Nomor : 143/09/VIII/2024

1. Menindaklanjuti Surat dari Dinas Pendidikan dan Kebudayaan Kota Banda Aceh, Nomor 074/A4/0981/2024, tertanggal 8 Maret 2024, Perihal Izian Pengumpulan Data.

2. Kepala Sekolah SMP Methodist Banda Aceh dengan ini menerangkan bahwa :

   Nama   : Dian Sara Hayu

   NIM   : 20060023

   Jurusan/Prodi : Bahasa Inggris

   Jenjang   : S1

   Fakultas   : Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena, Banda Aceh

   Judul Skripsi : *"Students' Anxiety Factors fo Oral Storytelling Competition in Junior High School in Banda Aceh"*

3. Telah melakukan pengumpulan data di SMP Methodist Banda Aceh pada tanggal 3-4 Juni 2024.

4. Demikianlah surat keterangan ini dibuat untuk dapat digunakan sesuai kebutuhan.

Banda Aceh, 6 Agustus 2024
Kepala Sekolah,

Sheilisa, S.Pd.

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 422/SMP-YKB/043/VIII/ 2024

Yang bertanda tangan dibawah ini :

Nama	: Chairawati, S. Pd
NIP	: 19760602 200504 2 001
Gol/Pangkat	: Pembina/IVa
Jabatan	: Kepala Sekolah

Menerangkan bahwa :

Nama	: Dian Sara Hayu
NIM	: 20060023
Asal Universitas	: Universitas Bina Bangsa Getsampena
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Students' Anxiety Factors Of Oral Storytelling

Competition In Junior High School In Banda Aceh-Aceh Besar.

Bahwasanya benar mahasiswa yang namanya tertera di atas telah menyelesaikan penelitian dengan judul **"Students' Anxiety Factors Of Oral Storytelling Competition In Junior High School In Banda Aceh-Aceh Besar"**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.

Banda Aceh, 07 Agustus 2024
Kepala Sekolah

Chairawati, S. Ag
NIP. 19760602 200504 2 001

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
NOMOR: 0185/131013/F1/SK/I/2024

Tentang

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.
b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pembimbing Skripsi dan ditetapkan dengan surat keputusan.

Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulisan Akhir Mahasiswa.
b. Rapat standar bimbingan Skripsi Universitas Bina Bangsa Getsempena Tanggal 19 April 2021.
c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada Universitas Bina Bangsa Getsempena tahun 2010.
d. Hasil Seminar Proposal Skripsi tanggal 10 January 2023 pada Program Studi S1 Bahasa Inggris

MEMUTUSKAN

Menetapkan :
Pertama : Menunjuk Saudara/i :
    Mulyadi Syahputra, M.Pd   Sebagai Pembimbing I
    Rizka Marlisa Aini, M.Pd   Sebagai Pembimbing II

Untuk membimbing skripsi mahasiswa

Nama/NIM   : **Dian Sara Hayu / 20060023**
Program Studi   : S1 Bahasa Inggris
Judul Skripsi   : Students' Anxiety Factors In Oral StoryTelling Competition In Junior High School In Banda Aceh

Kedua : Dengan Ketentuan:
1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 Bulan terhitung sejak Surat Keputusan ini dikeluarkan.
2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.
3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di   : Banda Aceh
PadaTanggal   : Senin, 15 Januari 2024
Plt. Dekan FKIP,

Dr. Rita Novita, M.Pd
NIDN: 0101118701

TEMBUSAN:
1. Ketua Program Studi
2. Yang bersangkutan
3. Arsip

DAFTAR RIWAYAT HIDUP

Nama	: Dian Sara Hayu
Tempat Tanggal Lahir	: Aceh Jaya, 22 Agustus 2002
Agama	: Islam
Status	: Belum Kawin
Alamat	: Jln. Lageun Pante Kuyun, Desa Gunong Meunasah, Kecamatan Setia Bakti, Kabupaten Aceh Jaya
Email	: diansarayu@gmail.com

PENDIDIKAN FORMAL

Tahun 2020 - Sekarang	: Mahasiswi S1 Pendidikan Bahasa Inggris
Tahun 2008 - 2014	: SD Negeri 9 Setia Bakti
Tahun 2014 - 2014	: SMP Negeri 1 Lembah Seulawah
Tahun 2017- 2020	: SMA Negeri 1 Setia Bakti