

## ABSTRACT

### INVESTIGATING FACTORS INFLUENCING STUDENTS' SELF- CONFIDENCE IN EFL STORYTELLING ACTIVITY

By

MIFTAHUL ANWAR

This study aims to investigate the factors influencing fluctuations in students' self-confidence during storytelling activities in an English as a Foreign Language (EFL) context. A qualitative research design was employed, utilizing semi-structured interviews with a stimulated recall technique as the primary data collection method. The participants were five students from the English Education Study Program at the University of Lampung who were enrolled in a Public Speaking course. The data were analyzed thematically to explore how students perceived their self-confidence across storytelling stages and to identify the underlying influencing factors. The findings revealed two main results. First, most of the students perceived their self-confidence as moderate during the opening stage, but it declined during the core and closing stages of storytelling. This pattern indicates that students' confidence was dynamic and situational rather than stable. Second, the fluctuations in self-confidence were influenced by the extent to which students' basic psychological needs: autonomy, competence, and relatedness were internalized or experienced tentatively during performance. Among these factors, competence emerged as the most dominant influence, followed by relatedness and autonomy. Overall, these findings suggest that students' confidence in storytelling is influenced by the interaction between internal psychological readiness and external social conditions, particularly in speaking-based activities such as storytelling. These results contribute to a deeper understanding of the psychological mechanisms underlying confidence in EFL public speaking contexts.

***Keywords: Storytelling, Self Confidence, English Department Students***