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

(Undergraduate Thesis)

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ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

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ABSTRACT

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

By

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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

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Dalam proses penyusunannya, saya menggunakan bantuan teknologi kecerdasan buatan (Artificial Intelligence) sebagai alat bantu dalam pemilihan bahasa dan perbaikan struktur kalimat, yang seluruhnya telah saya tinjau kembali secara mandiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Miftahul Anwar is the eldest of three children born to Solihin and Juwairiyah. He was born in Bandar Lampung on May 14, 2004. He grew up in Bandar Lampung in a supportive environment and developed an interest in English during high school.

His educational journey began at Kuntum Kindergarten. He then continued his education at SDN 2 Beringin Raya Elementary School. After graduating in 2016, he continued his education at SMPQ Darul Fattah, a school that places great emphasis on academic and religious values. He then attended SMAQ Darul Fattah, where he developed an interest in English and prepared himself for higher education.

After completing his basic education from kindergarten to high school in 2022, he chose to continue his education in English Education at the University of Lampung in the same year. During his time at the University of Lampung, he gained a lot of experience, namely as a member of the SEEDS religion division, participating in an internship with Internseeds, and becoming a permanent teacher at the English tutoring center in WITH ENGLISH for 2 years. He gained extensive experience in classroom management across all age groups, from children to adults. Additionally, he was involved in faculty research.

In January 2025, he expanded his experience through the KKN program in the village of Toto Katon, West Tulang Bawang, where he served as village coordinator. During this activity, he gained valuable experience interacting with the local residents. Furthermore, he successfully completed a teaching practice program at SDN 4 Batu Putih, which helped him gain valuable experience and improve his social skills.

MOTTO

"Every journey has it final day. Don't rush."
- Zhongli

"That we should go to school because we need to learn more in order to find jobs that fulfill our souls so we don't have to waste our lives running after money in order to buy pointless stuff to fill the gaping holes of our existential dread."
- Gumball Watterson

DEDICATION

In the name of *Allah Subhanahu Wa Ta'ala*, the most helpful and facilitating being, I express my deepest gratitude to *Allah Subhanahu Wa Ta'ala* for the will and permission to complete this thesis on time. I dedicate this works to:

My beloved parents, "Mamak and Bapak," who have worked hard in terms of prayers and efforts so that I could become the first graduate in this family.

And appreciation to myself, who has worked hard to strive to fairly divide my time between education and work so that I could complete this thesis on time. This thesis is a silent witness to prove my own value and hard work.

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With gratitude, the researcher acknowledges all those who have contributed in one way or another to the successful completion of this thesis. May Allah bless you all. The researcher acknowledges that this thesis may still have some weaknesses and opens any constructive feedback for improvement. The researcher hopes that this undergraduate thesis will be beneficial for educators and future research.

Bandar Lampung. 3 February 2026

The Researcher,

Miftahul Anwar
2213042093

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I. INTRODUCTION

This chapter indicates some points as the prior information of the research. It consists of background, research questions, objectives of the research, uses of the research, scope, and definition of terms.

1.1. Background of The Research

In the context of English as a Foreign Language (EFL), students often encounter some problems especially in the psychological barriers that can affect their ability to fully engage in classroom activities. Among the most frequently observed affective challenges is low of self-confidence, this problem can inhibit EFL students participation, reduce motivation, and lead to passive learning behavior (Brown, 2004). EFL learners often doubt their abilities when using English in front of others, particularly in performance-based or expressive tasks, where confidence becomes a crucial component of success. These demands can feel daunting for learners in an EFL context, especially when the classroom environment does not sufficiently support oral expression or when learners fear making mistakes (Brown, 2004).

To support students' affective development, educators have applied some activities in EFL classrooms to help students develop further and also facilitate them in learning English. One of the most popular activities considered to be the most effective in facilitating the affective aspect of EFL students is storytelling. Recently, storytelling has been considered one of the most effective ways to teach new language especially English to EFL students. Stories are believed to provide easily understandable input that facilitates the language learning process (Fitzgibbon & Wilhelm, 1998). Cooper (1993) highlights that storytelling is an ideal method used by educators to attract students' attention in a fun way, as noted by Ellis and Brewster (2014), storytelling provides meaningful and contextual-

-input and encourages learners to participate actively through narrative medium, imagination and interaction. In EFL classrooms, storytelling is not only a linguistic activity but also a social and emotional one, allowing students to express ideas, make decisions about language, and build relationships with peers. Through storytelling, students can experience authentic language use in a supportive and pressure-free environment, which can increase their willingness to speak and participate with greater confidence.

Many studies report that storytelling has a positive impact on students' motivation and language proficiency. For example, Natasia (2022) founds that students had positive perceptions towards the storytelling activity, particularly in terms of its usefulness and help them to improve their motivation to speak. Asmawati and Asmara (2023) also included digital storytelling as a method that can improve students' vocabulary, grammar, and ability to express ideas. Similarly, Khairunnisa et al. (2021) stated that students felt storytelling helped them to reconstruct their thoughts and communicate more clearly, contributing to increased confidence in speaking. Another study by Setyani and Kamil (2024) revealed that storytelling made students more independent and active in class participation, enabling them to understand texts better and practice various language skills.

In addition to the previous studies mentioned above, several other studies have proven that storytelling is also beneficial in helping students to develop their self-confidence. First is a study by Sumarsih et al. (2022) developed a storytelling performance model for extracurricular; public speaking, the study reported that this activity significantly increased students' self-confidence during the performances, validated by expert reviews and enthusiastic student participation. Similarly, Tifani (2019) in her study applied a webtoon based storytelling technique in a secondary class and reported that students showed readiness and confidence in speaking English in front of peers. The results of several previous studies are also in line with Cook's (2008) statement that students with higher self-confidence tend to perform better in speaking tasks, not because they know more,

but because they believe in their ability to speak. Utama et al. (2013) also emphasized that self-confidence is one of the non-linguistic factors that are key to students' success in speaking. In storytelling activities, confidence becomes very evident through students' willingness to perform, share ideas, and use language spontaneously.

Although interest in storytelling as a teaching method is increasing, most studies only focus on general perceptions and the effectiveness of the activity. It can be seen that there are still few studies that specifically investigate how students perceive their self-confidence when doing these activities and what factors influence it. Therefore, in this study, the researcher will fill this gap by exploring how students perceive their self-confidence in storytelling activities and find out what factors influence students' self-confidence in storytelling activities in the context of teaching English as a foreign language (EFL). By using a qualitative approach, the researcher hopes to obtain more in-depth information and findings.

1.2. Research Question

According to the problems mentioned above, a research question is formulated as follows:

1. How do the students perceive their self confidence in storytelling activity?
2. What factors influence students self confidence in storytelling activity?

1.3. The Objectives

This study aims to investigate how do students perceive their self confidence and find out what factors influence their confidence in using storytelling in EFL contexts, using a qualitative approach to capture nuanced insights.

1.4. The Uses

This study could be useful for theoretical and practical objectives. The following are some applications in this study: Theoretically, this research can contributes to EFL pedagogy by validating storytelling as a confidence-building tool in EFL contexts and the results of this study can practically informs teachers on designing storytelling-based speaking activities into the language curriculum.

1.5. Scope of The Research

This research focuses on what factors influence students' self confidence in storytelling activity. It will be conduct at Lampung University in storytelling class 2025/2026, using a qualitative method. The researcher distributed the survey sheet and select five participants using purposive sampling who joined the storytelling class. Data will be collected through semi-structured interviews and supported by a video recording so the students' can self-assessed their self confidence and what factors influence their speaking confidence in storytelling activity.

1.6. Definition of Terms

To specify the topic of the research, the researcher provides some terms related to the research. Here are the definitions of the terms mentioned previously:

1. Self Confidence: Learners' self-perceived ability to convey ideas with clarity and minimal hesitation.

2. Storytelling: An oral activity when learners delivering information or messages to people who are willing to listen

This chapter already discussed about introduction, including the background of the research, research question, the objective, uses, scope, and definition of terms. The next chapter will deal with the literature review related to the research topic

II. LITERATURE REVIEW

In relation to this research, the researcher provides some theories in this chapter to be reviewed. This chapter consists of the explanation of Self confidence, storytelling, and previous studies related to the topic.

2.1. Self Confidence

Self confidence is emphasized as a crucial thing that students must possess in involving activity especially in learning environment. Students can effectively convey emotions, articulate ideas, narrate stories, make requests, participate in discussions, and demonstrate various language functions through oral expression. Moreover, the success of learning activity can be measured through the ability of students to convey their ideas orally (Gani et al., 2015). This idea can be identified as self-confidence in speaking English. Self confidence refers to an individual's belief in their ability to effectively express themselves orally in a second or foreign language. Brown (2004) explains that confidence is an affective factor that plays a crucial role in determining the success of speaking performance. In EFL context, self-confidence plays a vital role in mastering English speaking skills (Suratullah et al., 2023).

According to the dictionary of modern Turkish by Turkish Language Association, self confidence is a feeling of self assurance. Bandura (1986) describes self confidence as people's belief in their ability to exercise control over their functions and events in their lives. With confidence, people will be able to recognize and understand themselves. Meanwhile, the lack of self-confidence will hinder the development of self-potential. Although it appears to be important, Vealey (2009) states that self-confidence cannot be considered a stable or permanent character trait; rather, self-confidence is viewed as a dynamic and contextual trait. A person's level of self-confidence can fluctuate significantly,

depending on the challenges or situations that person is facing. These changes indicate that confidence is highly sensitive to direct experiences in the field. This is why there are some categories in self confidence, according to from Akagunduz in Gurler (2015, p.2) the categories divided into two sub categories: Intrinsic Self Confidence and Extrinsic Self Confidence.

1. Intrinsic Self-Confidence

Intrinsic self-confidence is the thoughts and emotion about individual's being reconciled or pleased with themselves. Self-esteem, Self-love, Self-knowledge, stating concrete aims and positive thinking is the elements of intrinsic self-confidence.

2. Extrinsic Self-Confidence

Extrinsic self-confidence is also behavior and attitude towards others. The constructing elements of self-confidence are communication and controlling emotions. In another study by Sar, Avcu and Isiklar in Gurler (2015, p.2) these two factors are found from their study and they describe these factors such as; Inner confidence are comprised of the love of own self, self-knowledge, setting explicit goals and thinking positively and Inner- confidence is the ideas and feelings of an individual that shows how much a person is pleased and at peace with himself.

It can be concluded that self-confidence is one of the most influential variables that affect the learning process. Learning objectives are important to emphasize because they are the first step in guiding students to complete various learning activities more easily. Therefore, self-confidence needs to be developed so that students are able to undergo the learning process more effectively and interact with confidence.

2.1.1. Aspects of Self Confidence

Self-confidence is a non-linguistic factor that plays an important role in developing speaking skills. According to Cook (2008), some high-achieving

students have higher and better self-confidence, which is one of the factors that can reduce their anxiety and encourage them to speak more actively. According to Lauster (2003) self-confidence consists of six main aspects, those are:

1. Belief in One's Abilities: This refers to a person's belief in their ability to perform tasks and solve problems independently. Learners who possess this aspect tend to show a willingness to try, and self-confidence when speaking in a foreign language.

2. Optimism: Individuals with high levels of self-confidence tend to view challenges as opportunities and approach communication with a positive attitude. This can be observed when learners respond to difficult situations.

3. Objectivity: Learners with confidence are able to assess situations based on the facts, able to accept feedback, view mistakes as learning opportunities, and adjust their strategies.

4. Sense of Responsibility: This aspect is evident when students take initiative, complete tasks independently, and take responsibility for their participation in group or class speaking activities.

5. Rational Thinking: Confident students make decisions based on logical reasoning. In speaking activities, they organize their ideas clearly and respond to questions or prompts appropriately.

6. Independence: Confident students are able to express their opinions and make decisions without excessive dependence on others. In the context of storytelling, this includes taking the initiative to perform, choosing content, and managing the flow of the story. These aspect serve as practical tools for observing students' confidence during storytelling activities, particularly in qualitative research focused on the context of learning English as a foreign language (EFL).

2.1.2. Indicators of Self Confidence

Based on the six aspects conceptualized by Lauster (2003), Lauster (2015) elaborates on these concepts by providing observable indicators to explain how self-confidence emerges in students. These indicators include::

1. Belief in One's Own Abilities

This reflected in students who demonstrate a belief in their ability to perform spe-
-aking tasks. In the classroom, it may be seen when students willingly participate in storytelling activities without being forced.

2. Independence in Making Decisions

Students who are confident tend to make their own decisions in learning. In storytelling, this can be shown when they choose their own topics for story, organize the ideas, and express those ideas independently.

3. Positive Attitude Toward Oneself

Student with self-confidence will show a positive attitude to their abilities and progress. This can be seen whenever students making mistakes during storytelling they will reflect positively on their own performance.

4. Willingness to Express Opinions

This last indicator refers to students' ability to speak up and communicate their ideas with others. In speaking activities, it can be seen when students are brave to share or respond their story actively during discussions in classroom. These indicators provide a foundation for understanding students' self-confidence development, particularly through the use of storytelling as a learning strategy.

2.1.3. Factors Influence Self Confidence

To analyze the factors that influence this, researcher used Ryan and Deci's (2017) Self Determination Theory (SDT) as a framework. In their book entitled Self Determination Theory; Basic Psychological Needs in Motivation, Development, and Wellness, they explain the importance of fulfilling three basic needs in

psychology, namely autonomy, competence, and relatedness. The following is a detailed explanation of these three basic needs:

1. Autonomy

According to Ryan and Deci (2017), autonomy is a form of functioning associated with feelings of voluntariness, consistency, and integration (de Charms, 1968; Friedman, 2003; Ryan, 1993; Shapiro, 1981). Autonomy, understood as a sense of will, is therefore not the same as independence (or self-reliance), because a person can be autonomously or heteronomously dependent, independent, or interdependent depending on the context and behavior involved (Ryan & Lynch, 1989). When acting autonomously, behavior is performed wholeheartedly, whereas a person experiences incongruity and conflict when doing something that is contrary to their will. It can be concluded that autonomy is a feeling of ownership of a behavior. In the context of education, this relates to how students feel they have control over the activities they do in the classroom.

2. Competence

In SDT, Ryan and Deci (2017) state that competence refers to our basic need to feel effectance and mastery. People need to feel able to operate effectively within their important life contexts. Competence is, however, It wanes in contexts in which challenges are too difficult, negative feedback is pervasive, or feelings of mastery and effectiveness are diminished or undermined by interpersonal factors such as person focused criticism and social comparisons.

3. Relatedness

According to Ryan and Deci (2017) relatedness is concerns feeling socially connected. People feel relatedness most typically when they feel cared for by others. Yet relatedness is also about belonging and feeling significant among others. Thus equally important to relatedness is experiencing oneself as giving or contributing to others (Deci & Ryan, 2014a). Relatedness pertains, moreover, to a sense of being integral to social organizations beyond oneself.

In addition to the previous three points, Ryan and Deci (2017) also explain that when individuals experience an environment that inhibits their needs, such as a context that is overly controlling, rejecting, critical, and negative, or that otherwise inhibits their needs for autonomy, relatedness, and competence, individuals tend to become more self-focused, defensive, unmotivated, aggressive, and antisocial. Indeed, the presence of these more negative human capacities usually indicates a social context that hinders basic or fundamental psychological needs. It can be concluded that based on Ryan and Deci's (2017) Self-Determination Theory, basic psychological needs must be met in three aspects, namely autonomy, competence, and relatedness. In the context of education, when these three basic needs are not met, it will have an impact on student performance especially confidence.

2.2. Storytelling

Storytelling is the art of delivering information or messages to people who are willing to listen. This can be telling from a book by reading it aloud, without a book by word of mouth in the age-old oral tradition or telling an anecdote or even a joke. In the context of education, storytelling has emerged as a powerful pedagogical tool. Storytelling is an oral activity to grab audiences' attention by using multi sensory stirring emotion of an event in a story, it involves improvisation in telling story, facial gestures, and body movement (Stanley and Dillingham, 2009: 2). According to Serrat (2008), engaging students in the narrative, can increase students speaking ability. Dujmovic (2006), states stories exercise the imagination and students can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.

Using storytelling in teaching speaking activity will give an advantage; the teacher is not only teaching and help the students in speaking, but also give many speaking components which is important to the students. A story will be altered by the storyteller's background: his/her choice of setting and detail, and the rapport established with the audience. Kayi (2006) explains that storytelling

techniques can encourage creative thinking and help express ideas including characters and settings. Furthermore, Zaro and Salaberri (1995) state that storytelling should not be a chore, but an activity that engages the imagination, allowing learners' language experimentation, and encouraging cooperation. The proper use of storytelling is highly dependent on the choice of stories used. Teachers need to adapt the story to the needs and abilities of the students. Nozima (2021) revealed that concise stories are very important for young people, this will foster a sense of success and self-confidence in the students. Besides, Razmi et al. (2014), states there is a big variety of stories to apply in class, such as short stories, adventure, comic, science fiction, romance, urban legends, fairy tales, thriller, and even teachers and students can use their own life experiences and dreams as it is mentioned earlier.

The use of storytelling in context of education can emerged as a powerful pedagogical tool. By engaging students in narrative experiences, storytelling can provides a meaningful and enjoyable learning context. In the context of EFL classroom storytelling can make the students feel enjoy and comfort in following the teaching learning process because it is involving imaginative experience and helps develop their own creative powers. In conclusion, storytelling is the art of conveying information or messages through narrative that can bring ideas, beliefs, personal experiences, and life lessons to life through stories that involving students confidence.

2.2.1. Stages of Storytelling Activities

Storytelling, as a structured activity in language education, follows specific stages that facilitate gradual engagement with the language. Ellis and Brewster (2014) divide the process of storytelling into three major stages: pre-storytelling, while-storytelling, and post-storytelling.

1. Pre-Storytelling: This stage involves some preparation such as introducing key vocabulary, background context, and any necessary visual aids. According to Wright (1995), this stage is essential for scaffolding comprehension, as it activates students' prior knowledge and prepares them to receive the story more effectively.

2. While-storytelling: In this stage the students will deliver their story, During this phase, the teacher or sometimes the student tells the story using expressive intonation, facial expressions, gestures, and sometimes props or digital media. This phase emphasizes language input and interactive engagement.

3. Post-storytelling: This is a follow-up phase to make sure the students can understand and encourage language production. This phase may include retelling the story, role-playing, sequencing events, or even rewriting endings. Ellis and Brewster (2014) suggest that post-storytelling activities allow learners to personalize the story, recycle vocabulary, and enhance oral fluency through meaningful output. These stages create a cohesive framework that supports comprehension, participation, and language confidence making storytelling an effective instructional tool in EFL classrooms.

2.2.2. Storytelling as a Pedagogical Strategy

Stories, especially in educational context, have been a part of society since the beginning of human communication. The Society for the Teaching of Psychology Story Task Force (2014) concluded that storytelling is a unique instructional strategy because it connects cognitive and emotional engagement, simplifies complex concepts, and promotes long-term memory. In an educational context, stories help students connect personally with the material, which helps them understand it better and participate more actively. According to Bruner (1990, 2002), stories can help us to structure our experiences, making them an important tool in cultural learning and reflection. Interconnected stories and narratives can serve as a means for children to understand their world and build their sense of self. "Through narrative," writes Bruner (2002), "we construct, reconstruct, and in some ways, we come to understand our world."

In the context of learning, the purpose of storytelling is to (a) generate interest, (b) provide a structure for remembering lesson material, (c) share information in a familiar and accessible form, and (d) create a more personal relationship between

students and teachers (Green, 2004). Since storytelling has been a teaching strategy available for a long time, empirical data on its effectiveness is available from both laboratory researchers and classroom researchers. For example, Bower and Clark (1969) reported better memory for words when story organization was used compared to serial organization based on repetition.

Similarly, Graesser, Hauft-Smith, Cohen, and Pyles (1980) found that narrative presentation improved recall of expository text. In the Sensation and Perception course, Gunther, Similarly, Graesser, Hauft-Smith, Cohen, and Pyles (1980) found that narrative presentation improved recall of expository text. In a course on sensation and perception, Gunther (2011) reported that when students read popular nonfiction books, their exam performance was significantly higher compared to the class group that used traditional textbooks. This effectiveness can be attributed to how stories naturally align with the way the human brain processes, stores, and recalls information. According to Finkel (2000), storytelling works so well as a pedagogical approach due to concreteness, specificity, and narrative organization, through this activity students will be naturally inclined to "figure out" the story. The main benefits of storytelling, as described in this section, can be used as a reference for how effective this activity is when applied in learning activities. As teachers, we can deliberately utilize this pedagogical power to jointly support student learning.

2.2.3 Advantages and Disadvantages of Storytelling

Storytelling is an activity that involves various cognitive processes such as imagination, comprehension and expression. In the context of language learning, storytelling not only trains speaking skills, but also stimulates students' cognitive development. However, as with other learning methods, the use of stories in learning has positive and negative sides that need to be considered.

1. Advantages of Storytelling

Storytelling immerses students in an imaginative world, storytelling helps them to improve their vocabulary and opens up opportunities for them to practice

speaking in a good and correct way. In addition, storytelling is also a very beneficial activity by some students, because they have a good perception of the use of this strategy. The incorporation of storytelling into language learning can result in a great improvement in speaking skills including building learners' confidence to speak, which can be one of the most valuable assets for educators as well as students.

2. Disadvantages of Storytelling

Creating and conducting a successful storytelling activity is time-consuming and teachers lose quality teaching and students can also find it difficult due to limited vocabulary. In addition, many students still lack confidence and it is also difficult to get students to interact with storytelling especially in the EFL classroom, this often happens because of students' perception of storytelling as a very heavy activity to do.

Overall, storytelling presents both pedagogical opportunities and practical challenges in EFL classrooms. While it offers meaningful benefits such as vocabulary development, speaking practice, and increased learner confidence, its effectiveness depends largely on careful implementation and adequate student preparation. The time demands, varying levels of language proficiency, and students' psychological readiness may influence how storytelling is experienced in the classroom. Therefore, understanding both its advantages and limitations is essential in order to maximize it is potential..

2.3. Previous Studies

Storytelling provides a supportive and interactive environment where students can express themselves without the fear of being judged, this activity can help students get opportunities for their self-assurance and active participation. Several previous studies have explored the implementation of storytelling as a learning strategy in EFL classrooms, particularly in relation to its impact on students' affective domains. In these section the researcher will provide some previous studies about the role of storytelling in affecting students' self-confidence. The

narrative structure of storytelling helps students organize thoughts, take ownership of their language use, and present ideas with clarity all of which contribute to enhancing their confidence. This section reviews existing research that highlights the influence of storytelling on students' self-confidence, and identifies gaps that this current study seeks to address.

The first study comes from Hardiyanti, et al. (2022). Improving children's confidence through storytelling explored the use of storytelling to improve children's confidence in classroom settings and found significant growth in students' willingness to express their thoughts and participate actively. It shows that in initial observations, children get 25%, 64% and 91% respectively in the first and second cycle. Similiarly, Rahmawati et al. (2025) investigates the perspectives of students at SMKN 1 Samarinda on the use of storytelling as a in English language learning through interviews with three active participants, the findings show that storytelling has a considerable impact on students' speaking confidence, language abilities, engagement, and overall enjoyment of learning. Another study by Tifani et al. (2020) explain there was a significant difference in students' speaking confidence after the treatment. finding from the questionnaires showed that the percentage of students confidence in speaking English improvement in the first cycle was 18,57 %, and improved to 30,43 % in the second cycle, It could be concluded that storytelling technique through webtoon in teaching learning process improved students' confidence in speaking English. The students were really interested and enjoyed the teaching learning process. On the other hand, the study by Mawaddah (2025) discusses how storytelling contributes to building students' self-confidence. In her study, she explains that storytelling contributes to building self-confidence through four main sources of self-efficacy proposed by Bandura (1977). First, mastery experience, vicarious experience, verbal persuasion, and storytelling competitions not only reduce students' speaking anxiety but also enhance their confidence, fluency, and readiness to use English in real communication contexts.

Silviyanti (2022), in her study entitled "The Magic of Storytelling: Does Storytelling through Videos Improve EFL Students' Oral Performance?", explains in her findings that of the eight aspects of oral performance, four categories were either bad or fairly bad (i.e., dress code, voice modulation, eye contact, movement, gesture, and communicative performance). For non-language assessment, the dress code had the lowest point (M = 2.1), which means that almost all students did not use appropriate dress related to the story they performed. She explained that the students of the English Education Department did not obtain good scores for their performances. The students who took part in the storytelling activity did not do very well in their non-language aspects but relatively well in their language aspects. In addition, another study conducted by Ida (2023) also explained the effect of storytelling on students' self-confidence. The results of this study showed that the Schoology-based project-based learning model had no effect on students' self-confidence (p=0.565) and the Schoology-based project-based learning model had an effect on the results of digital video storytelling (p=0.000). The conclusion in this study is that the application of the Schoology-based PJBL model with digital video storytelling media has no effect on student self-confidence.

Based on a review of several previous studies above, it can be concluded that storytelling is consistently recognized as an effective method for improving students' affective aspects, especially self-confidence (Hardiyanti et al., 2022; Rahmawati et al., 2025; Tifani et al., 2020). Through its narrative structure, storytelling helps students build self-efficacy and reduce anxiety in speaking English (Mawaddah, 2025). However, other studies also show that the effectiveness of storytelling is not always consistent. Constraints in non-language aspects (Silviyanti, 2022) and the use of certain media or learning models that do not have a significant effect (Ida, 2023) indicate that there are other variables that influence the success of students' self-confidence during the activity process.

The main difference (research gap) between this study and previous studies lies in the focus of the analysis. While most previous studies focused more on the final results of increased self-confidence (usually through quantitative methods or

action research), this study attempts to analyze how students perceive self-confidence and identify the factors that can influence it at each stage (pre, during, and post-activity). In addition, while other studies have mostly used self-efficacy theory proposed by Albert Bandura, this study adopts the Self-Determination Theory (SDT) framework from Richard M. Ryan and Edward L. Deci (2017) to explain how students' self-confidence may emerge as a tentative state that becomes gradually internalized, depending on the extent to which their basic psychological needs autonomy, competence, and relatedness are supported, which in turn influence changes in students' situational self-confidence.

This chapter already discussed about literature review of the research, including the research explanation about the self confidence, storytelling, advantages and disadvantages and the previous study. The next chapter will deal with methods that will use in this research.

III. METHODS

In this chapter, the researcher has explained the method of this research which has parts types of research design, data sources, data collection technique, procedure of data collection, instruments of the research, validity of the research instruments, and data analysis.

3.1. Research Design

Research design is a plan to determine the appropriate methods for conducting research. According to Creswell (2004), research design is the specific procedure involved in the research process: data collection, data analysis and report writing. This research aims to find out about how do students perceive their self confidence and what factors influence it. This study used qualitative research methods. Qualitative research methods are used to understand the objectives and outcomes more deeply and to explore other unanticipated outcomes (Johnson & Christensen, 2000). In this study, the researcher used interview as the main instrument to obtain valid information directly from the participant with specific criteria using semi structured interview through stimulated recall which allow participants to express their experiences more freely while still guided by key questions (Patton, 2002).

3.2. Research Participants

In this study, the participants were fifth-semester students at a university located in Bandar Lampung. Participants were selected purposively based on several criteria relevant to the research topic. The researcher recorded the storytelling activity and then five (5) students from the same class have been selected as the main participants for qualitative data collection through interviews and stimulated

recall techniques. The selection of these 5 participants is done through purposive sampling, where the researcher selects individuals who are considered to have knowledge, experience, and perspectives relevant to the research topic (Creswell, 2014). Specific criteria for selecting these 5 participants include:

1. Students who represent every levels of self-confidence based on the results of the self-confidence scale (participants will be selected from the high, medium, and low score categories).

2. Students who have relevant experience in various storytelling activities in the classroom, so that they have sufficient experience to be reflected upon and analyzed in interviews.

3. Students who are willing to give consent to participate in in-depth interviews and stimulated recall sessions voluntarily, and have the availability to participate in the data collection process. The following are the results of the survey used by researchers to find candidate participants:

Table 3. 1. *Survey results before activity*

Category		Total
Confident	P1	5
	P6	
	P7	
	P11	
	P21	
Not Confident	P2	17
	P3	
	P4	
	P5	
	P8	
	P9	
	P10	
	P12	
	P13	
	P14	

	P15	
	P16	
	P17	
	P18	
	P19	
	P20	
	P22	
Total		22

In the table above, 22 participants filled out a survey before the activity to be used as consideration by the researcher in determining which participants to interview. From the survey results, researcher has found five candidate participants who were used as data sources for interviews, namely: P1, P2, P6, P12, and P16. The researchers chose these five participants because they represented both sides of the students who felt confident and those who did not. It should be noted that both survey results were used solely to obtain candidate participants for interviews; the survey results had no connection with the existing research findings. Through this selection, it is hoped that the information obtained from participants will provide complete and in-depth data to answer the research questions.

3.3. Data Collection Technique

To obtain rich and valid data, the researcher has used these techniques:

1. Video Recording

The researcher have been recorded on video to help identify specific moments when students appear to demonstrate high levels of self-confidence or uncertainty. These video recordings used as the primary visual stimuli used in the interviews, particularly for memory stimulation techniques, and also for data triangulation.

2. Stimulated Recall

After recording the video and conducting surveys before and after the activity to obtain data during the activity, the researcher purposively selected five (5) students for interviews. These interviews will use the stimulated recall method, in

which the researcher and participants will watch the video recording during the storytelling activity session. Each time a relevant moment appeared, the researcher asked questions to obtain accurate data during the activity and explore the factors that affected their confidence at that time. This helped the researcher determine their confidence levels at each stage of the storytelling activity and the factors they felt affected their confidence during the session.

3.4. Data Collection Procedure

Data collection in this study was conducted in three complementary stages. These stages are as follows:

1. Video Recording

The researcher has recorded all storytelling performances from 5 students in the classroom using a single camera. This recording covered the while storytelling stages to document the students performance. This method provided visual stimulation for the stimulated recall interviews.

2. Semi-Structured Interviews: The researcher interviewed the key participants individually. These interviews aimed to explore the reasons and factors behind their self-confidence. The questions focused on "what" and "why" to identify the factors that influenced their self-confidence at each stage.

3. Data Transcription: All interviews were recorded and then transcribed verbatim (word for word) for data analysis purposes.

3.5. Instrument of The Research

In this study, although the main approach is qualitative with semi-structured interviews, the researcher will use several instruments to collect comprehensive data. These instruments include:

1. Stimulated Recall

This is a technique designed to help participants recall their thoughts, feelings, and actions during storytelling activities. The researcher will use the video recording to systematically guide participants in reliving specific moments,

linking their observed behavior to the internal factors that influenced their self-confidence. The data collected through this technique will be used to guide the selection of key participants for interviews.

2. Interview Protocol

This interview protocol is a guide designed for semi-structured interviews with five (5) selected participants. This protocol will guide the researcher in applying the Stimulated Recall technique, where questions will be asked based on specific moments observed together with the participants in the video recording. The questions in this protocol are designed to explore in depth the feelings, reflections, and internal and external factors that are considered to influence students' self-confidence during storytelling activities. This ensures that all key aspects of the research questions are covered in the discussion.

3.6. Trustworthiness of the Research

In qualitative research, data validity is not measured by statistical validity and reliability as in quantitative research, but rather through the principle of trustworthiness, which includes credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Researchers will implement the following strategies to achieve trustworthiness:

1. Credibility: Credibility refers to the accuracy of the researcher's interpretation of the participants' perspectives and the extent to which the findings correspond to reality. The strategies that will be used to improve credibility are:

a.   Data triangulation: The researchers used three different data sources, those are in-depth interview transcripts, data from video recordings, and quick verbal survey results to verify the findings.

b.   Member checking: After some initial data analysis, the summary of findings and interpretations returned to the participants (five selected students) for verification. Participants have been asked to confirm whether the findings are accurately represent their experiences and perceptions, or whether there is anything that needs to be corrected/added.

2. Transferability: In qualitative research, transferability refers to providing rich data and in-depth descriptions so that readers can assess the relevance of the findings to their own context. Researchers will do the following:

a. In-depth Description: The researcher presented a rich and detailed description of the research context (storytelling class, University of Lampung enviroment), participant characteristics, and data collection process (including details on the use of video recording and stimulated recall). This will enable readers to assess whether the findings are applicable and relevant to their own situations.

3. Dependability: Reliability refers to the consistency and stability of data and interpretation during the research process. The following will be applied by researchers in this step:

a. Researcher maintained systematic and detailed records of the entire research process, including methodological decisions, data collection stages, interview transcripts, video observation notes, coding matrices, categories, and theme formation.

b. Peer Discussion: Researcher has discussed the data collection and analysis process with supervisors or peers who understand qualitative research. The purpose of these discussions is to obtain feedback, test researcher bias, and clarify data interpretation.

4. Confirmability:

Confirmation focuses on the objectivity of findings, ensuring that interpretations and conclusions are based on the data itself, not on the researcher's preferences or biases. Researchers will do the following:

a. Reflexivity: Researcher actively reflect on his positions, assumptions, and potential biases throughout the research process. Reflective notes (memos) will be made to document the researcher's thoughts, feelings, and decisions so that they can be considered in the interpretation of the data.

b. Confirmation Audit: Through a comprehensive audit trail, readers can trace how the researcher's conclusions and interpretations originated from the collected data, ensuring that the findings can be confirmed.

3.7. Data Analysis

Data in this study were analyzed using Braun and Clarke (2006) coding method. This study uses qualitative data analysis methods with a thematic analysis to identify and analyze patterns (themes) within the qualitative data. To facilitate a systematic coding process, the analysis was conducted through the following stages:

a. First Cycle: Initial Coding (Charmaz, 2006:)

In this stage, data obtained from interview transcripts and video observation notes of storytelling activities will be read thoroughly. The researcher will identify and provide initial codes to parts of the data that indicate:

- Students' expressions of self-confidence or lack of self-confidence

- Students' subjective reasons for feeling confident/not confident

These initial codes are descriptive and open-ended, such as: "feeling nervous," "encouraged by friends," "confident because of practice," and so on. Coding will be done manually and summarized in a table for each participant.

b. Second Cycle: Pattern Coding (Miles & Huberman, 1994)

Pattern Codes are explanatory or inferential codes, ones that identify an emergent theme, configuration, or explanation. Pattern Coding is a way of grouping those summaries into a smaller number of sets, themes, or constructs. (Miles & Huberman, 1994, p. 69). After the initial codes are collected, the researcher will perform pattern coding by grouping the similar codes into categories that represent factors that influence students' self-confidence. Examples of categories include:

- Linguistic/Technical Barriers: preparation, speaking skills, memory.

- Psychological/Affective Factors: anxiety, fear of mistakes.

- Environmental Factors: audience support, teacher feedback.

These patterns were then reviewed in relation to Self-Determination Theory (Ryan & Deci, 2017) to see how they connect to the satisfaction or thwarting of Autonomy, Competence, and Relatedness.

c. Deductive Analysis

The final stage is to compile the main themes based on the results of the previous categorization. These themes not only summarize the data but also explain the patterns and trends that emerge from the students' experiences in storytelling activities. Examples of themes that may emerge include:

- "Preparation Issue"

- "Lecturer's Reprimand"

- " Audience Response"

These themes will be supported by direct quotes from students and narrative descriptions from interview transcripts as a form of contextual triangulation. Thus, the analysis results not only answer the research questions but also provide a deep understanding of factors that affect students' self confidence in the learning process through storytelling.

This chapter has discussed about methods of the research, including the explanation about the design, data sources, data collection techniques, data collection procedure, instrument of the research, trustworthiness of the research, and data analysis in order to provide an insight to this research. The next chapter will deal with findings and discussion in this research.

V. CONCLUSION AND SUGGESTION

In this chapter, the researchers have drawn conclusions from the research results and recommendations. These conclusions are based on the research results and analysis discussed in the previous chapters. The researchers have also written recommendations based on the analysis of the data in this study in order to improve and enhance future research.

5.1. Conclusion

Based on the results of this study, it can be concluded that students perceived their self-confidence differently at each stage of storytelling activities. In the opening stage, most students reported moderate confidence, as they were still able to manage their nervousness while relying on prepared introductions. However, confidence tended to decline during the core stage, where students faced greater cognitive and linguistic demands, such as maintaining fluency and recalling content. In the closing stage, students' perceptions varied; while some continued to experience low confidence due to self-evaluation and perceived mistakes, others regained confidence after successfully completing the task. These findings indicate that students' self-confidence was dynamic and highly situational rather than stable. The fluctuations observed across stages suggest that confidence was shaped by how students interpreted performance demands and evaluated their abilities during the activity. This pattern can be further understood through the Self-Determination Theory (SDT) framework proposed by Richard M. Ryan and Edward L. Deci, which emphasizes the role of autonomy, competence, and relatedness in shaping individuals' motivational and psychological experiences.

Among these factors, competence emerged as the most dominant influence, followed by relatedness and autonomy. Students' perceptions of preparation, material mastery, and performance effectiveness strongly shaped their confidence

levels. When students felt competent through thorough preparation, successful delivery, and positive self-evaluation, their confidence increased. Conversely, lack of preparation, linguistic difficulties, or perceived performance failure contributed to decreased confidence. Relatedness influenced confidence through social interaction and environmental response. Positive audience attention and supportive feedback reinforced students' situational confidence, while fear of negative evaluation or reprimand weakened it. Autonomy contributed to confidence through students' sense of control, willingness, and readiness. When students felt that they participated voluntarily and were able to regulate themselves under pressure, their confidence remained more stable.

Overall, this study demonstrates that students' self-confidence in storytelling activities is not static, but dynamic and context-dependent. Stable and optimal self-confidence can be fostered when students are placed in environments that support their need to feel effective (competence), experience choice and control (autonomy), and feel accepted and valued (relatedness). Therefore, students' confidence should be understood not merely as an individual trait, but as a psychological process shaped by the interaction between personal perceptions and situational factors.

5.2. Suggestion

Based on the results of the study, the researchers also wrote several advice suggestions for students, teachers, and future researchers.

5.2.1. For Students

As students, we need to know how far our abilities can take us in achieving success, both in our studies and outside of them. Thorough preparation is very important in this regard, because preparing the material will have an impact on ourselves. In addition, it is important for every student to manage their expectations in accordance with their respective abilities in order to avoid internal conflicts between those expectations and bad habits such as laziness in preparing ourselves. Therefore, developing consistent preparation habits is a fundamental

first step to maximizing our potential. Furthermore, as students, we must also be able to manage ourselves and our preparations in carrying out activities in class. This makes us appear more responsible and provides an example of how students should behave towards their responsibilities.

5.2.2. For Teachers

Teachers can use storytelling activities as a medium for speaking practice and to help students build their confidence. This study and previous studies have proven that storytelling is one of the most effective activities to be applied in English language learning, especially in the context of EFL. This can be a strong reason to continue using storytelling in learning activities. Besides that, teachers can facilitate post-activity reflection sessions so that students can see their progress as a form of confidence building for future tasks.

5.2.3. For future researchers

In this study, researchers still have many limitations, future researcher may consider using additional data collection instruments, such as classroom observation sheets or students' reflective journals, to capture behavioral indicators of self-confidence and also increase the number of participants in order to obtain better and more accurate results for similar studies.

This chapter has discussed the conclusion of the research, including suggestions for the students, teachers, and future researchers.

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