

**PROMOTING STORYTELLING  
IN VIDEOCONFERENCING TO ALLEVIATE  
SECONDARY STUDENTS' SPEAKING ANXIETY**

A Case Study of High School Students Who Study from Home  
during the Covid-19 Pandemic in Riau Province

A Thesis

Submitted in Partial Fulfillment of the Requirement for the Master Degree in  
English Education



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ENGLISH EDUCATION PROGRAM  
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A Case Study of High School Students Who Study from Home  
during the Covid-19 Pandemic in Riau Province

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S.Pd Universitas Riau, 2004

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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**APPROVAL PAGE**

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Secondary Students' Speaking Anxiety**

A Case Study of High School Students  
Who Study from Home during the Covid-19 Pandemic  
in Riau Province

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### **Abstract**

Speaking English is one of the language skills that must be mastered by Indonesian high school students. The success of students in speaking English lies in their ability to communicate in English. However, speaking English is still very difficult, especially for students who are far from big cities. One of the causes of students' failure to speak English is anxiety. To alleviate the speaking anxiety, the researcher used storytelling in videoconferencing. Storytelling is expected to reduce anxiety as the students feel relaxed when speaking, while videoconferencing is a mode to adapt learning from home due to the ongoing pandemic. To encourage students to be able to actively speak English, storytelling is done live in videoconferencing. Each participant tells storytelling in videoconferencing (zoom application). It is expected by doing activities like this, students are able to reduce their anxiety in speaking English. In this qualitative study, the participants consisted of five students who had the highest level of speaking anxiety compared to their classmates. To measure students' anxiety, the researcher used a questionnaire of Horwitz, Horwitz, and Cope (1986). From the results of observations, questionnaires, and interviews, it was found that by using storytelling in videoconferencing, students' anxiety in speaking English could be reduced. Through storytelling, the students are encouraged to speak English more. In this case, the teacher provides various storytelling activities to motivate students to want to speak English. It means that implementing storytelling in videoconferencing can help alleviate one of the factors that cause students to be reluctant to speak English.

Keywords: speaking anxiety, storytelling, videoconferencing.

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