

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the entire study conducted in one high school, Rokan Hilir regency, Riau province. This study was conducted to determine whether the students' speaking anxiety decreased after the implementation of storytelling in videoconferencing. Therefore, this section also describes the benefits and challenges found during program implementation. Besides that, this chapter also provides some suggestions for future researchers.

#### 5.1. Conclusions

From the results and discussion in the previous chapter, several conclusions can be made.

Based on classroom observation data, the data obtained showed that the implementation of storytelling in videoconferencing has helped students reduce their level of speaking anxiety. Based on the data obtained, the stages that were passed in storytelling learning showed advantages associated with a decrease in students' speaking anxiety levels. First, the teaching program encouraged students to have the courage to express their opinions. At every stage that students followed, they were always encouraged to speak English during the activity.

Next, students were encouraged to be able to understand the story and retell the story. Here, the teacher gave the students some activities starting from easy to difficult stages. It was done so that students felt comfortable following it and did not feel embarrassed. Therefore, the students who initially have very high anxiety in speaking English were able to reduce their anxiety levels.

The decrease in students' speaking anxiety level was obtained from the results of the foreign language anxiety classroom scale. Although not all aspects

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have decreased, the students overcome this anxiety. Thus, it was believed that storytelling by videoconferencing reduced students' speaking anxiety.

Based on the students' perceptions, there are benefits and challenges from the implementation. Besides storytelling reduced their speaking anxiety, it also increased their self-confidence and improved their speaking. However, there were challenges that students faced when participating in this storytelling by videoconferencing program. It was the lack of a good internet connection. However, the teaching program was still be carried out well.

Based on the description above, it can be concluded that the research results confirm that storytelling by videoconferencing (Zoom application) is able to reduce students' speaking anxiety. It indicates that this activity can be applied in high schools, especially when facing Covid-19, where students have to study from home.

## 5.2. Suggestions

Based on the experiences gained during the process of implementing storytelling in videoconferencing, the researcher suggests some ideas that are relevant for teacher students and future investigative projects.

Schools should increase activities that enable students to speak English, especially for students who have high anxiety in speaking English. Storytelling activities in videoconferencing can not only be applied in the classroom but also as extracurricular activities. This curricular project in English subject is oriented in which students learn more speaking English with their group of friends or their classmates. Students do not have to come to school to do their activities, but they can do it through videoconferencing. By implementing activities in which students have the opportunity to develop their speaking skills, they will have confidence in using English.

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Advances in technology should be a tool that easier for students to learn. Especially in the current pandemic, students depend on the use of technology to keep learning from home. It shows that it is important to take advantage of technological tools where students can stay active in learning. By using storytelling in videoconferencing, it grabs their attention and motivates them to learn. In addition, activities in storytelling help students find and use vocabulary that allows them to produce a series of strategies to reduce students' anxiety levels. Reducing students' speaking anxiety is very important to improve their speaking ability.

Teachers need to remember that storytelling is itself a teaching model in which students not only acquire foreign language skills but also learn life lessons. The stories in most of the stories are designed for students to understand the use of language that is often used by the general public. Through story-based activities, students can understand English more easily and practice it because the language used is everyday English.

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