

# The Effectiveness of Group Mentoring Services in Reducing the Communication Anxiety of Students

**Lukman Harahap, Layyin Mahfiana**

IAIN Surakarta Middle Java, Indonesia

[gus.lukman@gmail.com](mailto:gus.lukman@gmail.com), [Layin.oke@gmail.com](mailto:Layin.oke@gmail.com)

**Devit Etika Sari**

STAI Miftahul Ula Nganjuk, East Java Indonesia

[devitetikasari@gmail.com](mailto:devitetikasari@gmail.com)

**Muzayyanah Yuliasih**

STP Aviasi, Jakarta Indonesia

[muzayyanah@stp-aviasi.ac.id](mailto:muzayyanah@stp-aviasi.ac.id)

**Rika Istianingrum**

Universitas Balikpapan Indonesia

[rika@uniba-bpn.ac.id](mailto:rika@uniba-bpn.ac.id)

## Abstract

One purpose of Students to learn was to have good communication skills. In fact, some students have been anxiety in communicating. The research objective is to identify differences of student communications anxiety before and after group guidance service treatment. The research was using quantitative method that pre-experiment design. The discovering of student communications anxiety this research are: 1) before group guidance treatment was 76.76%. 2) after group guidance treatment was 49.78%. 3) there was a tendency that anxiety levels in communication after use group guidance was reduced..

**Keywords** : Group Guidance, Communication Anxiety, Mentoring Services

## 1. Introduction

Students not only learn to achieve the learning achievement, but also learn to interact and communicate well with the peers, teachers and all personnel at school and outside school(Webb, 1989). This is because the nature of human beings as social beings(Fiske, 2009; Muhid et al., 2020), which human always interact and communicate with other human in fulfilling the requirement.

In fact, not all individuals can communicate fluently. There are some obstacles which face by the individuals in communicating, such as the anxiety in communicating. According to Mc Croskey "Communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons"(McCroskey et al., 1984). Mc Croskey's opinion can be concluded that communication anxiety is a level of fear or a person's anxiety, whether it's real or just prejudice, related to the communication with others or with many people. This is in line with the previous opinions Litle John and Foss which said: "fear of communicating is part of a group of concepts consisting of social evasion, social anxiety, interaction anxiety and social delicacy"(John, 2009).

According to Mc Croskey (in Litle John and Foss, the efforts that can be made to reduce the anxiety in communicating is by doing the individual training(John et al., 2009). Group guidance is one of the guidance and counselling services that trains the students' communication skills and help students overcome the problem in communicating.

The purpose of group guidance according to Prayitno are (Amti, 1997):

- Be able to speak in front of many people
- Be able to express the opinions, ideas, suggestions, responses, feelings and so on in front of the crowd
- Learn to value the opinions of others
- Responsible for the opinions expressed
- Able to control oneself and restrain the emotions (psychological fluctuations that are negative)
- Can be tolerant
- Become familiar with each other
- Discuss the common issues or topics that are perceived

Based on the above opinion, it can be concluded that the group guidance activities can help the students to overcome the communication problem, such as communication anxiety.

Based on the result of Niatul Hayat (2015) in SMAN Kertosono Nganjuk , 78.4% of high school students of SMAN Kertosono Nganjuk did not want to express the opinions, anxious, timid, quiet and less able to speak. Based on the result of the interviews with four teachers at SMAN Kertosono Nganjuk on May 9, 2015, it can be concluded that some of 36 students in one class, do not want to participate, afraid and anxious to express their opinions in learning the activities and in group guidance conducted by BK teachers. In line with that, the result of the interviews with 10 students of grade X. 6 in SMAN Kertosono Nganjuk on October 11, 2015, where 6 out of 10 students, admitted to feel anxious and afraid when communicate and talk with the foreigners or certain people, both in discussion group, in the classroom and in front of many people.

Based on the above phenomenon, the researcher studied deeper “The Effectiveness of Group Guidance Services in Reducing the Communication anxiety to Student”.

## 2. Method

This type of research is quantitative with Pre-Experiment method (Creswell et al., 2017) and One Group Pre-test-Post design(Solomon, 1949), this type is implemented in three stages:

- Carry out the pre-test to measure the initial condition of the respondent before the treatment is given.
- Giving treatment
- Conducting a post-test to determine the state of the dependent variable after the treatment is given

The subject in this study is the students of class X.6 SMAN Kertosono Nganjuk in the academic year 2015/2016. The group of group counselling experiments consisted of thirteen students of grade X.6 who experienced the anxiety in communicating. The student who become the subjects in this study were determined based on the result of pre-test questionnaire test communicating the anxiety level, ie the students who presented high levels of communication anxiety. Then the group guidance was held six times with 5 tasks and 1 free topic.

The data collection tool used in this study is questionnaire. The questionnaire used in this study was a modification of the communication anxiety questionnaire put forward by James Mc Croskey(McCroskey, 1982). This questionnaire has four alternative answers, very appropriate, appropriate, less appropriate, and not appropriate. This instrument is given directly to the subjects who follow the group guidance on before (pre-test) and after (post-test) is given to the group guidance.

The data were analysed using technique of percentage of quality score by using the formula processed by (Anas, 2008):

$$\%quality = \frac{\text{Acquired Score}}{\text{Ideal Score}} \times 100\% \quad (1)$$

The result of the data are interpreted into several categories based on the ideal score modification and divisions proposed by Syaifuddin Azwar (Azwar, 2004). For more details, can be seen in the table 1.

Table 1: The Classification of the Answer levels

Level	Classification
81,26 %– 100%	very high
62,51% – 81,25%	high
43,76 %– 62,50%	low
<43,76%	Very low

To examine the difference of students' preoccupation level before (pre-test) and after (post-test) was treated with the group guidance service, the data analysis was performed by using Wilcoxon signed ranks test method.

### 3. Result And Discussion

The difference in the level of students' communicational anxiety on pre-test and post-test results are analysed through the data processing with the help of Microsoft Office Excel 2007 program, which results can be seen in table 2.

Based on table 2, it can be seen that the average score of pre-test result of students is 107,46 with percentage 76,76% and the average score of post-test is 69,69 with percentage 49,78%. Table 1 also illustrates that the decrease in anxiety levels communicates students after being given an average group counselling service ranging 26.98%. Based on the comparison of percentage score of pre-test and post-test seen the difference of anxiety level communicate students between before and after given the group guidance service.

To test whether there was a significant difference in the anxiety level of communicating students before and after being given the group guidance services, then used statistical analysis with Wilcoxon signed ranks test technique with the help of SPSS program version 15.0, as seen in Table 2

Table 2: The pre-test and post-test result

NO	Respondent	<i>Pre-test</i>			<i>Post-test</i>			Decline
		Score	%	Category	Score	%	Category	
1	R 01	102	72,86	T	59	42,14	SR	30,72%
2	R 02	108	77,14	T	69	49,29	R	27,85%
3	R 03	118	84,29	ST	76	54,29	R	30%
4	R 04	105	75	T	57	40,71	SR	34,29%
5	R 05	110	78,57	T	73	52,14	R	26,43%
6	R 06	108	77,14	T	69	49,29	R	27,85%
7	R 07	116	82,86	ST	74	52,86	R	30%
8	R 08	101	72,14	T	67	47,86	R	24,28
9	R 09	107	76,43	T	77	55	R	21,43%
10	R 10	106	75,71	T	73	52,14	R	23,57
11	R11	105	75	T	72	51,43	R	23,57
12	R12	104	74,29	T	71	50,71	R	23,58%
13	R13	107	76,43	T	69	49,29	R	27,14%
Average		107,46	76,76	T	69,69	49,78	R	26,98%

Noted: T : High R : Low  
ST: Very High SR : Very Low

Based on the data of pre-test and post-test result of students' communication anxiety level, Z value is equal to -3,185. While the value of Z table with  $\alpha = 5\%$  is -1.65. Based on the data, it can be concluded that Z arithmetic  $> Z$  table (-3,185  $>$  - 1,65), then  $H_0$  rejected or there is a significant difference in the anxiety level of communicating students before and after given the group guidance services, where the anxiety ;evels of communicating studenrs decline after being given the group guidance services

The findings of the study showed that there was a significant difference between the anxiety level of communicating students before and after given the group guidance services, where the students' communication anxiety decreased after being given the group guidance services. This finding is supported by the theory of Mc Croskey (John et al., 2009) which suggests several ways that can be done to reduce the communication anxiety by training for communication skills. The group guidance is one of counselling guidance services that trains the students' communication skills. In the guidance activities group, the members can discuss about how to communicate skilfully that will increase students' knowledge. In addition, the students are also mentored and trained to communicate skillfully. So with the information and exercises given, the anxiety of communication to the students decreases.

Based on the result of the study, the students' anxiety speaking in small group decreased by 31.2%. Based on the observation of the researchers during the implementation of group guidance activities, the group members showed a good change at each meeting. At the last meeting, the group members were not shy anymore in talking, on the execution of activities, all group members actively involved.

This finding is acceptable, because the specific goals of group guidance by Prayitno are as follows(Amti, 1997):

- Trains student to dare to express the opinions in front of his friends. The lower the level of anxiety communicating students, the more he or she dares to communicate or argue.
- Trains the students to be open in groups
- Trains the students to be able to foster intimacy with friends in particular groups and friend outside the group in general.
- Trains the students to be self-controlled in group activities
- Trains the students to acquire the social skill
- Trains the students to be tolerant with others
- Help the students to recognize and understand themselves in relation with others.

One of the aims of the group guidance that is to provide the healing services through group activities by studying human problems in general, eliminating the tension of emotional tension, adding to the sense of the dynamic of personality (Romlah, 2001). So it can be concluded that the guidance of the group stops eliminating the emotional tensions experienced by the student, one of them is his anxiety while communicating. It can be said that the group counselling services can help reduce the anxiety levels of students communicating. One of them is the anxiety of speaking in small group.

The result showed, the students' anxiety speaking in the classroom decreased by 28.75%. Based on the interviews with the homeroom researchers and the teachers of BK, it can be concluded that the students who become the subjects of the research show a good change in the classroom. The student is already more courageous to express his opinions in the class and familiarize herself to appear in class. This is supported by the opinion of Prayitno which states that the goal of group guidance is to be able to speak in front of many people, able to express the opinions, ideas, suggestions, responses, feelings to the crowd(Amti, 1997).

The result showed, inter-personal speaking students' anxiety decreased by 23.8%. Based on the result of the observation of researchers during the guidance of the group, at the fourth meeting, the members of the group already showed their good interpersonal skills. The members of the group have been actively talking and exchanging the opinions with other group members. This is supported by the theory of Burgoon and Ruffner (Ruffner et al., 1981) which states, one of the factors that cause the inter-personal communication anxiety is lack of experience or any unpleasant experience in the past. Following the group guidance activities provide the experience for the agglutos on the topic covered, the experience of practicing good communication with other group members and group leader. Through the topic covered in group guidance, the group members can learn and gain the experience from the exercises of ideas, responding to the opinions in group guidance activities. With the experience which is get by the members of the group guidance activities, especially in the field of communication, so the level of anxiety students in communication can decline.

The result showed, the students' anxiety speaking in public decreased by 24.57%. This finding can be supported by the opinion of Dewa which states the purpose of the group guidance, among others(Sukardi et al., 1994):

- Can train yourself to communicate with others
- Dare to speak in public
- Can express the opinions
- Can respond to the opinions of others
- Talk about speaking
- Able to control oneself and restrain emotion
- Respect the opinions of others.

The result showed, the students' anxiety speaking in public decreased by 24.57%.

Based on the above opinion, it can be concluded that the group guidance is useful to train the students skillfully communicate with others and dare to speak in public. The skilled students communicate in public will lower the level of anxiety communicating. To achieve all that, of course in group guidance activities help to overcome all barriers experienced by the students in communicating like the anxiety in communicating. Apparently from the result of the study also found that the level of anxiety students speaking in public decline after following the guidance service group.

Based on the result of the research, Rahayu states that there is a significant relationship between positive thinking patterns with the anxiety communicating in public (Rahayu et al., 2004). That is, the higher a person's positive mindset, the lower the level of the anxiety communicating. In this regard, the group guidance services seek to guide the students to improve the positive thinking. This is done by providing the information through the topic covered.

This is supported by Winkel's opinion "the group guidance strives for changes in attitudes and behavior, indirectly through the presentation of the information that emphasizes the cognitive processing by participants, so that they can apply themselves." So with the discussion of the topic in the group guidance that has been done, there will be a cognitive processing of the information given to the members of the group, resulting in a change in attitude and behavior indirectly. The changes that occur in the group members (research subject is a decrease in the level of anxiety communicating experienced) (Hastuti et al., 2006).

In this finding, there were also four respondents, after being given a group counselling service, the level of communicating anxiety remained in the high category. This means that the group counselling has not been effective in reducing the anxiety of communicating publicly for that four respondents. This may be because of these respondents have a trauma when speaking in public, making it difficult to reduce their anxiety in public speaking. It is suggested that one of the causes of the anxiety communicates in public is an unpleasant experience felt by the individuals, it is causing the individual have negative thoughts and feelings for himself and avoid the public speaking (Ruffner et al., 1981).

Another way that can be done to reduce the anxiety of public speaking is with relaxation techniques and cognitive therapy. According to Winkel the method that can be used in group guidance to help the students reduce their anxiety in communicating is by doing a role-playing method (Hastuti et al., 2006). This game is played by the group members with playing a scene about the social intercourse that contains the communication issues which must be completed. Then the scene is played in public.

#### 4. Conclusions

Based on the result of research data and discussion analysis, it can be concluded: 1) the level of anxiety communicating students before being given the counselling services group is in the high category. 2) The level of students' communication anxiety after being given a group counselling service is in the low category. 3) there is a significant difference between the anxiety level of communicating students before and after being given the group guidance services, where the anxiety level of communicating students decreases from the high category into low category.

Based on the result of research that has been described above, it can be put forward the following suggestions: 1) it is expected for the teacher of counselling guidance to carry out the group guidance activities in schools, in order to help the students to alleviate the problem, especially the problem of communicating. 2) the subject teachers are expected to develop a learning process with a method of learning that enables many students to communicate such as group discussion and group presentation so that the more the students experience in communicating and speaking, the lower the level of communication anxiety experienced, and the principal hoped to assist in the provision and procurement of the facilities and infrastructure needed by the guidance and counselling teachers in carrying out the school guidance and counselling services.

#### Acknowledgements

This research was supported/partially supported by IAIN Surakarta. We are thankful to our colleagues who provided expertise that greatly assisted the research, although they may not agree with all of the interpretations provided in this paper

#### References

- Amti, E., Prayitno. 1997, *Dasar-Dasar Bimbingan Dan Konseling*, 1997.
- Anas, S., Pengantar Statistik Pendidikan, *Jakarta: Raja Grafindo Persada*, 2008.
- Azwar, S., Metode Penelitian, Cet, V, *Yogyakarta: Pustaka Pelajar*, 2004.
- Creswell, J. W. and Creswell, J. D., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sage publications, 2017.
- Fiske, S. T., *Social Beings: Core Motives in Social Psychology*, John Wiley & Sons, 2009.

- Hastuti, W. S., and Winkel, W. S., *Bimbingan Dan Konseling Di Institusi Pendidikan*, 2006.
- John, L., Stephen. W, Dan Foss, Karen. A. 2009, *Teori Komunikasi*, 2009.
- John, L. and Foss, W. S. K. A., *Teori Komunikasi (Edisi 9)*, Jakarta: Salemba Humanika, 2009.
- McCroskey, J. C., Oral Communication Apprehension: A Reconceptualization, *Annals of the International Communication Association*, vol. 6, no. 1, pp. 136–70, 1982.
- McCroskey, J. C. and Daly, J. A., *Avoiding Communication: Shyness, Reticence, and Communication Apprehension*, Sage Publications, 1984.
- Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N. and Wajdi, M. B. N., The Effect of Metacognitive Strategies Implementation on Students ' Reading Comprehension Achievement, vol. 13, no. 2, 2020.
- Rahayu, I. T., Ardani, T. A., Wahyudi, S. and Basuki, I., *Observasi Dan Wawancara*, Bayumedia, 2004.
- Romlah, T., *Teori Dan Praktek Bimbingan Kelompok*, Malang: Universitas Negeri Malang, 2001.
- Ruffner, M. and Burgoon, M., *Interpersonal Communication*, Harcourt School, 1981.
- Solomon, R. L., An Extension of Control Group Design., *Psychological Bulletin*, vol. 46, no. 2, p. 137, 1949.
- Sukardi, D. K. and Sumiati, D. M., Tes Dalam Konseling Karir, *Surabaya: Usaha Nasional*, 1994.
- Webb, N. M., Peer Interaction and Learning in Small Groups, *International Journal of Educational Research*, vol. 13, no. 1, pp. 21–39, 1989.

### Biographies

**Lukman Harahap**, is a senior researcher and lecturer at Faculty of Ushuludin and Dakwah in Islamic State Institute of Surakarta, lectures Islamic Guidance and Counseling, got his Doctors at Malang State University in 2014 with his study about the Interpretation of Counselor Empathy at School

**Layyin Mahfiana**, is a Lecturer at the Syari'a Faculty of IAIN Surakarta and teaches on Human Rights and Gender, Law Science, Crime Law Against the State, Domestic Crime Law, Crime Law Against Human Trafficking and so on. She is an Alumni of the Postgraduate Program in Law, Sebelas Maret University. She has produced several researches and academic articles in scientific journals such as Women's Involvement in Conflict of Collective Property Ownership in Ponorogo District (2015); Women and Domestic Workers (Study of Protection of Rights and Obligations in Ponorogo District) (2016); Students and Technology (Study of the IAIN Surakarta Student Legal Awareness in the ITE Law) (2017); Women and Discrimination (Study of Local Government Policies in the Elimination of Discrimination Against Women) (2019); Marital Property Conflict Resolution In The Perspective Of Justice For Women (2018).

**Devit Etika Sari** is a Lecturer of STAI Miftahul'ula Nganjuk in PGMI Study Program since 2015 with a bachelor's degree in Electronic Engineering Education at Surabaya State University UNESA, East Java and Master of Technology education Sebelas Maret University (UNS) Solo, Central Java. In addition to being a Lecturer he is also the chief Editor in the journal Educatio STAI Miftahul'ula Nganjuk. Once written is a book entitled *Membuat Makalah secara Mudah* (safeerana, 2019). Selain menulis buku ia juga aktif menulis di jurnal diantaranya : The Implementation Of Performance Assessment In Social Science Learning (Humanities & Social Sciences Reviews GIAP Jurnal, 2020). Education Reform Towards the Future Development of Nation (Educatio: Journal of Education, 2019).The effectiveness of the method of GI with electronic workbench study to improve activities and results student (Educatio: Journal of Education, 2018). UKM Development Business Loan (IJEBD International Journal Of Entrepreneurship And Business Development, 2017) and some Other Un published Posts.

**Muzayyanah Yuliasih** is a PhD student from the Faculty of Business,Economics and Social Development, Universiti Malaysia Terengganu, Malaysia. She is a marketing firm in a Jakarta company. At the end of September 2020,She applied for a PhD program in marketing at Universiti Malaysia Terengganu.

**Rika Istianingrum** is a lecturer in the Indonesian Language and Literature Education Program at The University of Balikpapan in East Kalimantan. She is concentrated in the fields of Indonesian language, Indonesian iterature, and oral tradition.