

The Effectiveness of Group Counseling with Self-Talk technique to Improve Students' Self-Confidence

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Abstract

Self confidence is important for every individual in order to have prosperity in life. One that lacks self-confidence tends to feel dissatisfied with himself and easy to give up. In relation to adolescents, they will gain negative impacts if they have got no strong self-confidence. Therefore, this study aimed at analyzing the effectiveness of group counseling with self-talk technique to improve students' self-confidence. It used pretest and multiple posttest design. Purposive sampling was used to choose 16 experimental subjects placed into two groups, namely experimental group and control group with each group consisted of eight students. Their data were collected using self-confidence scale. According to the results of mixed repeated measures ANOVA, the group counseling with self-talk technique was effective to improve students' self-confidence indicated by the value of $F(1,09)=2253.85, p < 0.05$. These findings confirm that group counseling with self-talk is able to improve students' self-confidence.

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INTRODUCTION

Self-confidence is a personality trait that implies confidence in our own abilities. Supriyo (2008: 44-45) states that self-confidence is a deep feeling in one's mind that he can do something for himself, his family, his society, his people, and his religion. Stets and Burke (2014) define self-confidence as a result of adolescents identity formation aimed at producing high high self-confidence. Conversely, one who lacks self-confidence considers himself dissatisfied, feels sorry for himself, and is easy to give up.

Kiverstein, et. al. (2019) in their study revealed that people are confident when they believe in their abilities, and surroundings. Confidence enables them to be open to any relevant, and possible actions. Besides, Oktariyani (2018) a solid self-confidence will lead to high motivation and enthusiasm in one's soul. Gus, et. al. (2014) with high self-confidence a person will be able to act in completing a good task a simple task, to the nuanced ideals to achieve something. Therefore, without being equipped with solid confidence from an early age, the child will grow into a weak and pessimistic personality.

In the context of learning, having high self-confidence will enable students to understand themselves. Meanwhile, students who have low self-confidence will have their self-potential inhibited, so they will tend to be pessimistic people to face challenges, be afraid and hesitate to deliver their ideas, worry to make decisions and often compare themselves to others.

To deal with with low self-confidence, adolescents should have a good capacity and abilities within themselves. Family, school, and friendship environment has pretty significant contribution to negative self-esteem and low self-confidence. Saputra (2018) confidence becomes an important aspect in the development of students in school because confidence is closely related to the academic field of students. This problem happens when adolescents lack sufficient knowledge, and capacity in facing changes within themselves.

Niga, et. al. (2019) states that self-talk is proved to improve students' cognitive aspect and behavior as well as reduce communication anxiety. For more, a study by Harbalis, et. Al. (2008) found that self-talk affects one' performance. Simiarly, Andrianto (2017) in his study explains that there is a significant relationship between self-talk and self-confidence of futsal athletes. This technique provides an effective contribution to the variable of self-confidence. Miles & Neil (2013) investigated the use of instructional and motivational self-talk as a continuous and fluctuating narration that improves skills, self-efficacy, and attention focus as well as reduces performance anxiety.

Kolovelonis, et. al. (2011) mention that self-talk is an effective technique for improving the performance of motoric tasks in physical education. These results are discussed with reference to the demand-oriented task-matching hypothesis. Furthermore Hatzigeorgiadis, et. al (2009) in their study examined the effect of motivational self-talk on self-confidence, anxiety, and task performance of young athletes. The results showed that self-talk can improve self-confidence and reduce cognitive anxiety.

Self-talk strategy can also be used as a means of helping individual with negative and unrealistic thoughts by identifying the negative patterns and developing more realistic and adaptive perspective (Erford, 2016). Seligman & Reinchenberg's study (2013) revealed self-talk as pep-talk (talk intended to arouse courage and enthusiasm) that someone gives to himself everyday.

Based on the above description, this study analyzed the group counseling with self-talk technique to improve students' self-confidence. It also attempted to fill gaps in the previous studies by Harbalis, et. Al. (2008) and Hatzigeorgiadis, et. al. (2009) which state that self-talk techniques are effective in increasing one's self-confidence. Some of these studies only focused on problems experienced by young athletes. Accordingly, the novelty of this study lied in its implementation to Senior High School (SMA) students.

METHODS

This study used pretest and multiple posttest by involving 16 students of the tenth grade of SMA Kesatrian 2 Semarang divided into two groups, namely experimental and control groups with each group consisted of 8 students. The experimental group was given the intervention of group counseling with self-talk technique to improve students' self-confidence, while the control group received placebo intervention.

Students' self-confidence was measured using self-confidence scale developed by Lauster (2008) consisting of 32 items. It is used to assess attitude, opinions, and one or a group of people's perception of social phenomena. This scale contains 5 sub-scales, covering self-confidence, optimism, objective, responsibility and realism. The participants were asked to give responses to the scale items using a 5 point response format, ranging from 1 (highly inappropriate) to 5 (very appropriate).

The provision of group counseling with self-talk technique to improve students' self-confidence was given in three sessions with time allotment of 2x45 minutes for each. Beside counseling sessions, the students followed four stages, namely pretest, intervention, posttest, and follow-up. The aim of the intervention of

group counseling with self-talk technique was to assist students to find and realize any negative self-talk within themselves, and encourage them to changes those negative self-talk into positive and ratio`nal self-talk.

Data analysis in this study was performed using repeated measures ANOVA using SPSS 25 to see the intervention effects of the group counseling with self-talk to improve students' self-confidence.

RESULTS AND DISCUSSION

Based on mean and standard deviation of self-confidence, the experimental group gained increases in the mean of pretest (M = 94.37, SD = 3.29) to post-test (M = 113.62, SD = 3.70) and follow-up (M = 125.25, SD = 4.46), while the control group gained pretest (M = 89.50, SD = 2.92) to post-test (M = 88.37, SD = 3.96) and follow-up (M = 89.47, SD = 4.27).

The data in this study were analyzed using repeated measures ANOVA. This technique was used to examine the effectiveness of the group counseling with self-talk technique to improve students' self-confidence in pretest, posttest, and follow-up. In details, the results of this analysis are presented in the following table 2.

Table 2. The Results of repeated measures ANOVA analysis

Groups	Pre		Post		Follow-Up		Ftime1 (2, 14)	Fgroup1 (1,7)
	M	SD	M	SD	M	SD		
Experimental	94.37	3.29	113.62	3.70	125.25	4.46	2253.85*	6929.37*
Control	89.50	2.92	88.37	3.96	89.47	4.27	2.154**	4752.10*
Fgroup2 (1,14)	140.85*							
Ftime2 x group (2,28)	936.75*							

* p < 0.01

** not significant

The results of repeated measures ANOVA in table 2 show the effect of assessment in the improvement of students' self-confidence (F (2.14) = 2253.85, p <.01). It proved that the group counseling with self-talk

technique was effective to improve students' self-confidence.

Furthermore, the control group gained no improvement in students' self-confidence (F (2.14) = 2.154, p> .05). To observe changes in students' self-confidence in both experimental

and control groups, the following figure 1 is presented.

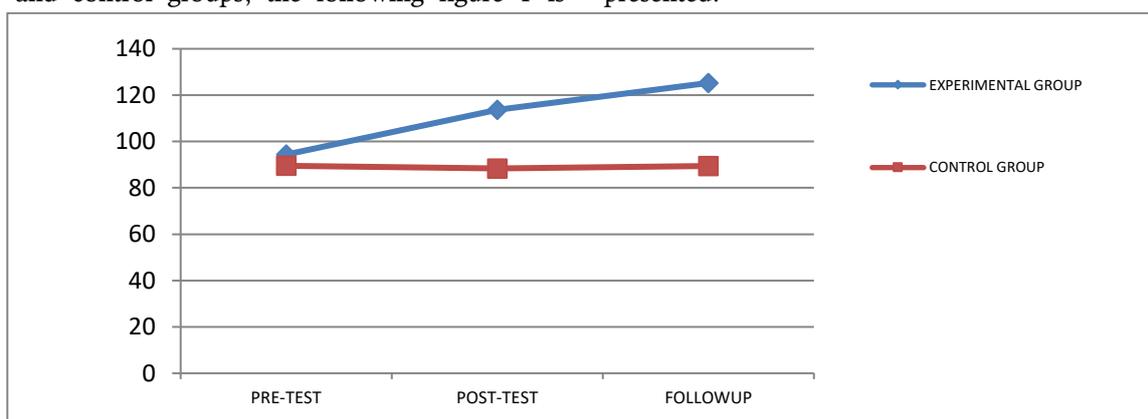


Figure 1. Self-Confidence Graph

As presented in figure 1, the results of this study showed that there was an interaction effect between time and group on the improvement of students' self-confidence ($F(1.14) = 140.85, p < .01$). This interaction effect indicated that the students from experimental group obtained greater significant effect of self-confidence improvement in the follow-up. These findings reflected the effect of self-talk intervention toward the improvement of self-confidence although the counseling session has been determined. Further, the findings of this study also indicated an interaction effect between time and technique on the improvement of students' self-confidence ($F(2.28) = 936.75, p < .01$). In each time of measurement, this study discovered significant improvement of self-confidence in the experimental group that was given self-talk technique by the time the assessment of pretest to posttest, pretest to follow-up, and posttest to follow-up. Thus, there were changes in different patterns due to the provision of self-talk technique.

The findings of this study are in line with a relevant study on self-talk technique conducted by Hatzigeorgiadis, et. al. (2009). Their study examined the effect of motivational self-talk on self-confidence, anxiety, and task performance of young athletes. The results showed that self-talk can improve self-confidence and reduce negative anxiety. It is also in accordance with Kross, et. al.'s (2014)

which investigated the effect of self-talk in dealing with feelings of inferiority, behavior, and social stress. The results showed that the implementation of positive self-talk can improve one's self-confidence, change one's behavior to be better, and reduce social stress.

The implementation of the group counseling with self-talk technique obtained more significant improvement than that of the control group because in its implementation, the technique emphasized counselees' ability to admit their mistakes and be responsible to what was being experienced by practicing self-talk ability gradually until they were brave enough to be responsible for what they denied.

For counselors, there is a need to realize the importance of assisting students in improving self-confidence by providing self-talk technique in the group service. The counselors need to collaborate with students in the implementation of the group service with self-talk technique so that it would be more optimal. Apart from its strength, this study had a limitation that it was only conducted in one school at Senior High School level with limited use of groups.

CONCLUSION

Based on the findings of this study it can be concluded that the group counseling with self-talk technique is effective to improve the

self-confidence of the tenth grade students of Senior High School 2 Semarang.

This study has several implications to the related parties. First, counselors are suggested to design programs in the implementation of guidance and counseling to make students actively participated. Second, future reseachers are recommended to use this study as a reference for the basic understanding to further develop studies of the use of self-talk to solve students' problems in relation to the improvement of self-confidence and expand the number of subjects of study. This study only provided follow-up to the subjects for one week, so the future studies are expected to provide longer time for the follow-up.

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