

## The Effectiveness of Group Counseling with Self Talk and Sociodrama Techniques to Reduce Communication Apprehension

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### Article Info

History Articles  
Received:  
10 December 2022  
Accepted:  
22 January 2023  
Published:  
30 April 2023

Keywords:  
self-talk, sociodrama,  
communication  
apprehension.

### Abstract

Communication apprehension is potentially able to lead social and interpersonal barriers. Hence, this research aimed to verify the effectiveness of group counseling with self-talk and sociodrama techniques to reduce the communication apprehension of students at MAN 2 Banyumas. In conducting this research, the researchers used an experimental method with a randomized controlled trials design. From 21 research subjects selected from 355 students of MAN 2 Banyumas, 2 students had high communication apprehension. By using an objective sampling technique, 7 students were divided into 3 experimental groups. Findings revealed that the group counseling with self-talk and sociodrama techniques was positively effective to reduce communication apprehension. It can be seen from the increase in the experimental group scores before and after the tests. Further, the self-talk was more effective than socio drama in reducing students' communication apprehension. Entrenched from the findings, it is suggested to use group counseling with self-talk and sociodrama techniques an effort to reduce students' communication apprehension.

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## INTRODUCTION

There is no shadow of doubt that communication is a key to deal with the increasingly developing era. It can support someone's growth and development to be better as well the establishment of social relationship with others. If someone has low communication ability, his abilities will not develop optimally due to lack of social interaction. This happens because of communication apprehension. Sugiyo (2005) adds that it is the manifestation of fearfulness in interpersonal communication, social withdrawal, attempts to speak less and forcefully. Typically, people who are dealing with anxiety stammer because they are afraid of provoking others. Indeed, in learning process, it can decrease students' academic achievement (Niga, et al., 2019).

According to Hassal (2013), an individual with high communication apprehension thinks that communication is a thing that must be avoided. Muslimin (2013) says that people with communication apprehension will withdraw, less talk, and speak irrelevant.

The characteristics of individuals with communication apprehension can be seen from 2 aspects. Firstly, physiological aspect which includes fast heartbeat, shortness of breath, profuse sweating, intermittent to urinate, pale face, body trembling, fear of looking others' head or always lowering head, headache, having weak body. Secondly, psychological aspect which covers lack of confidence, lack of concentration, inability to develop self-quality, lack of rational considerations and directions, tension, anxiety, frustration, and escaping reality (Amali, 2020).

In additional, individuals with communication apprehension have low control indicated by their reaction of others, inability to manage communicative situation that cause difficulties to speak, rhotacism, fear of communicative situation, and the feeling of exclusion. These symptoms lead someone become unable to express their feelings.

The participants of this research were students of Universitas Malaysia. It found that communication apprehension was influenced by the characteristics of a communication. The more formal communication, the higher communication apprehension would happen. Considering the research findings, it is suggested to conducted further research by including cognitive, social, language, and emotional aspects to reduce the higher communication apprehension (Jusoh, 2018).

The prevention and alleviation related to communication apprehension in front of class can be done through developmental services as well as intervention such as group counseling. One of group counseling techniques selected to be used by the researchers was a sociodrama technique. Previous research findings show that the implementation of group counselling with sociodrama technique brings positive impact to students' communication apprehension in front of class.

After the implementation of counseling with a sociodrama technique on homeless children, there found clearly positive. It can be seen from the children behaviour that becomes more friendly, care, enthusiastic, confident, and not easily being anxious in dealing with problems. For more, they are able to accept the poor physical and economy conditions and able to interact with others. Rohana (2020) expresses that children with poor family background or excessive trauma urgently need to get more attention from professionals,

In detail, sociodrama is a learning method done through a role playing method to solve problems related to social phenomena such as juvenile delinquency, drugs, and authoritarian family images (Lubis et.al., 2017: 46).

Another technique used in conducting this research was self-talk. It is a structured internal conversation which come and directed to individuals themselves as an illustration of their thoughts and world. Individual self-talk is often influenced by what people say about their selves. Thus, in order to maximize its benefits, it can be done by using various methods (Marhani, 2018).

For more, Self-talk is a supporting method for students to find their own development and growth by taking an action to avoid certain behaviour. This technique can be used to reduce communication apprehension through dialogues of practiced by individuals with themselves in dealing with various situations. These dialogues can be done through memorizing by heart or speaking loudly so as to form a suggestion (Cormier, 2009). Self-talk is defined as self-direction or self-conversation either silently or directly speaking. It can help several self-regulations or other behavioural functions of individual (Brinthaup, 2019).

Sociodrama is done by a group of students with certain focus intended to explore social relationships and fix the problems among group members. Through sociodrama, students are more able to manage and fix social problems, including anxiety to communicate in front of class, problems with others, and so on since it aims to reduce communication apprehension.

According to Saygin (2010), creative drama in teaching can be done as an alternative to access the effectiveness of an education. Creative theatre pedagogy has positive and significant effects on individuals' social communication skill. Sociodrama is a counseling technique set in a group setting as a response of problems posed by dramatization of attitudes in social relation. Students are assigned to act or play role in a drama about the subject.

Self-talk and sociodrama techniques can be done to reduce communication apprehension. Both of them are dialogues done with oneself with the aim of dealing with a situation to develop interpersonal communication in a group. Inner dialogue is carried out to express opinion in a certain situation to develop communication in group counselling, so individual becomes ready to convey problems within their self (Pratiwi, 2017).

Surprisingly, communication apprehension was found at MAN 2 Banyumas after the interviews conducted. This happened because students with communication apprehension tended to think negatively all the

time so they need mental preparation and mediation plans.

Based on the previous descriptions, this research aimed to examine the effectiveness of group counseling with self-talk and sociodrama techniques to reduce communication apprehension.

## METHODS

This was a quantitative research carried out using an experimental method. The subjects of this study were the students of MAN 2 Banyumas with high communication apprehension. Of 355 students, 21 were selected to be the subjects. Afterwards, they were divided into 3 groups.

A scale adopted from individual report of communication apprehension was used which consists of 34 items. Previously, the scale was adjusted with the theory so it had to go through procedures and guidelines for counseling assessment translation. In interpreting the scale, it must be relevant for an evaluation and refer to equipment content adjusted to the local culture, so the respondents could easily understand. Here, the contents were made clearly to avoid ambiguity. To do so, some adjustments related to the existing culture and content readability were consulted with competent experts. This step was important to improve the quality and increase the reliability of the instrument. Each aspect was reviewed to meet the objectives and represent things to evaluate.

The rational consideration in selecting the randomized pre and post test control group design was to maintain the internal validity of this research since randomization was able to control all non-treatment factors which influenced the difference between control and experimental group. In this design, the control group was treated as a variation of treatment variable and could be more than one.

Based on the recapitulation of questionnaire validity test on 60 respondents and comparison to  $r$  value, the table Pearson Product Moment obtained (2-tailed) obtained 5% significance level with  $df = 58$  ( $df = 60 - 2 = 58$ ),

which was 0,214. Shortly, 34 questionnaire items were valid since they were more than the r value of 0,214. Those items were categorized to represent every single indicators.

In terms of reliability test using a Cronbach's alpha technique using SPSS Statistics version 25, the 44 items of the instruments gained the coefficient of 0.798 or reliable.

**RESULTS AND DISCUSSION**

From 355 students of MAN 2 Banumas, 21 students were selected then divided into 7 group randomly. Table 1 briefly describes the data of research subjects treated using the group counseling intervention.

The intervention given aimed to reduce students' communication apprehension by using self-talk, sociodrama, and the combination of both techniques. The following table is the results of the treatment given to 3 groups.

Table 1. Pre-test and Post-test Result

Kelompok	Pre-test		Post-test	
	Mean	SD	Mean	SD
Kel. ST	89,42	2,673	48,00	1,799
Kel. Sosio	91,85	1,988	49,85	1,672
Kel. ST+Sos	91,28	2,599	49,42	1,716

Regarding table 1, the mean of communication apprehension of experimental group with self-talk technique was 89,42 in pre-test or categorized as high with standard deviation of 2,673. After the intervention given, the communication apprehension level of experimental group with sociodrama technique decreased to 48,00 means with standard deviation of 1,799. Undoubtedly, the communication apprehension of students with combination of both techniques also decreased. Table 2. The Homogeneity of Pre-test and Post-test Scores

Pengukuran	Sig	Df	P
Pre-Test	0,520	2,00	>0,05
Post-Test	0,254	2,00	>0,05

Table 3. The Hypothesis Testing

Pasangan Kelompok	Chi Square	Sig	P
Kel. ST - SOSIO	7.105	0.029	<0.05
Kel. ST - (ST+SOSIO)	6.100	0.039	<0.05
Kel. SOSIO - (ST+SOSIO)	5.905	0.041	<0.05

Based on tables above, it is clear that sig value was smaller than p value of 0,05. It meant that the smaller sig value than p 0,05, the greater differences of technique effectiveness. The test results showed that the mean of communication apprehension in the self-talk group was (tidak ada nilainya), while the sociodrama group obtained (tidak ada nilainya).

As described on the previous explanation, communication apprehension was associated with feelings of shyness, reluctance to communicate, fear of public speaking, and silence in communicative interaction. Based on the survey carried out at MAN 2 Banyumas, the initial condition of students' communication apprehension was at the high and medium levels. Students felt anxious to speak especially when there were a lot of listeners. Some of them felt being judged, others felt not having good communication experience and skill.

Devito (2011) adds that communication apprehension can be seen from feeling of shyness, reluctance to communicate, fear of public speaking, and silent in interaction communication. These behaviours allowed the negative feelings and expectation when individuals were involved in communication interaction.

Individuals with communication apprehension feel being evaluated and think that others have better communication skill. Also, they lack of communication experiences and skills (Muslimin, 2013). Students with high level of communication apprehension seem hesitant and not open to express their opinions, tend to withdraw from association, and speak as little as possible or only in urgent situation. If this condition is ignored, they will be isolated from their environment (Agustiyanana & Awalya, 2016).

According to Candrawai (2017) the characteristics of students with communication apprehension are being nervous, trembling, and fearful. These symptoms lead the knowledge of students are disturbed so they cannot develop it independently. Their environment considers them as passive people. Thus, dynamic influences of counselling implementation are

substantial in reducing students' communication apprehension.

Above all, the findings indicated that the communication apprehension of MAN 2 Banyumas students after the treatments were given was at the medium and low levels. The decrease in pre-test and post-test score of self-talk group was due to the fact that this technique was able to eliminate the unwanted emotional responses towards certain stimulation which generated anxiety not to grow (Nursalim, 2013).

Furthermore, the self-talk technique positively reduced the MAN 2 Banyumas students' communication apprehension and helped them manage it by modifying beliefs and statements through individual dialogues when dealing with various situation. In conclusion, this technique was positively effective (Erford, 2016).

Based on Ari (2019) self-talk has a positive and significant effect to eliminate feeling of anxiety to communicate by developing the skill of individual dialogues, so they will feel better. This is in line with the principals of self-talk technique itself that individuals should change their beliefs about their behaviour.

The aim of testing effectiveness in this research was to determine how effective the treatment of group counselling with self-talk and sociodrama techniques in reducing communication apprehension was. The findings showed that self-talk, sociodrama, and group counselling were positively effective in reducing students' communication apprehension. This research focused on emotional and behavioural aspect of students by eliminating unwanted emotional responses towards certain symptoms and combining situation that led unwanted emotion which was able to hinder their communication skill. By implementing the techniques mentioned, there were significant differences before and after the intervention given to students who were involved in group counselling.

Through a sociodrama techniques, students were led to learn in solving personal dilemmas with the help from their group which consisted of their friends. In this moment, students would

understand and live up to each story so they could apply what they got to the real social world (Mutakin, et.al., 2016).

The outcomes of the intervention can be seen from the results of the pretest and posttest in the self-talk group, sociodrama group, and combination group. All got reduction. For more, the highest reduction of these three group was obtained by the self-talk group. It was because self-talk emphasizes the elimination of unwanted emotional responses on various stimuli.

Students with high communication apprehension seemed afraid of conveying their ideas, withdrew themselves, and limited their interactions. If these continuously happen, the individuals will be isolated from their environment (Agustiyana & Awalya, 2016).

The subjects of this research were the proof that being relax can affect communication apprehension, so it is important to prepare a counselling strategy to reach emotional domain. Self-talk is a counseling technique based on cognitive process. T test result showed that the group counseling with a self-talk technique effectively increased students' personal regulation compared to the self-instruction technique. This technique had impact to reduce communication apprehension of MAN 2 Banyumas students.

As previously mentioned, self-talk technique helped students to maintain their communication apprehension by modifying their beliefs and statements through individual dialogues when dealing with several situations. In addition, this technique also had positive effect to solve communication problems since it improved individual dialogues skill and boosted their mood.

## CONCLUSION

Based on the results of analysis of the research data conducted at MAN 2 Banyumas, it can be concluded that the group counseling with self-talk and sociodrama techniques is effective to reduce students' communication apprehension with the highest reduction obtained by the self-talk technique.

Guidance and counseling teachers are suggested to use a self-talk technique to reduce students' communication apprehension. Moreover, the intervention results in this research can be used as the milestone for further researchers to improve the various limitation of this research

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