

The Effectiveness of Mindfulness-Based Cognitive Behavior Therapy Group Counseling to Reduce Foreign Language Classroom Anxiety through Self-Efficacy in Grade IX Students of MTs PPMI Assalaam Sukoharjo

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Abstract

Foreign language anxiety is considered as one of disrupting factor for students to perform well in English class. This study attempted to determine the effectiveness of mindfulness-based cognitive behavior therapy group counseling to reduce foreign language classroom anxiety through self-efficacy in students at PPMI Assalam Sukoharjo. There were 14 students divided into two groups of experimental group and control group with equal amount randomly. The students experimental group got 6 times treatment of mindfulness-based cognitive behavior therapy. In collecting their data, a questionnaire with a likert scale was used. Following the data collection, repeated measures ANOVA test and mediation analysis were carried out. Findings revealed that based on an interactional analysis, there found greater reduction of foreign language classroom anxiety in the experimental group ($F(3,11) = 10.789$, with $\text{sig}(p) = 0.007 < 0,05$). This can also be seen in the results of the second hypothesis testing indicated by the calculated F value for the experimental group, namely 11.061 with $\text{sig}(p) 0.007 < 0.05$. In other words, the mindfulness-based cognitive behavior therapy group counseling has proved effective in reducing foreign language classroom anxiety through self-efficacy in grade IX students at MTs PPMI Assalaam Sukoharjo.

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INTRODUCTION

Some previous studies have found mindfulness can help students reduce students' anxiety in speaking a foreign language (Charoensukmongkol, 2019; Sarika Joshi, 2015; Studies International & Centre, 2015; Sidhu, 2016). Mindfulness can also motivate students to confidently speak in front of the class although they are under pressure. Brown & Ryan (2003) explain mindfulness is an individual ability to retain his awareness during a particular ongoing event. Significantly, mindfulness can predict one's coping self-efficacy because whenever someone thinks positively, their beliefs will get built at the same time. High self-efficacy influences one's anxiety. One with high self-efficacy will be able to deal with anxiety he faces and be confident about talking in front of the class.

A previous study finding states mindfulness can shape individual's confidence and self-efficacy (Gärtner & Rtner, 2013) because individuals who are fully aware tend to actualize current experiences and conditions. Mindfulness is able to influence emotional regulation and reduce psychological distress (Hofmann et al., 2012). Furthermore, it provides a transdiagnostic model of emotional dysregulation of mood and anxiety disorders. This model argues that a triggering event, together with the existing diathesis, leads to negative or positive affect, depending on the person's affective style. Anxiety is the result of an emotional dysregulation of negative affect, coupled with a deficiency in positive affect as an attempt to manage certain external or internal challenges.

Baer, n.d (2011) state mindfulness can be integrated with particular intervention or practice. In their study, they used a mindfulness-based cognitive behavior therapy. Its effectiveness has been proved by Hossein, Foroozan, & Neda (2011) to increase the ability to regulate anxiety before and after the stressful situation experienced. MBCT teaches individuals to be more aware of and able to connect differently than usual with their

thoughts, feelings, and bodily sensations. In this way, mindfulness is used to release from negative thoughts.

To deal with a problem of foreign language classroom anxiety, there needed a proper counseling service. A study in the field of counseling by Abood & Ahouari-idri (2017) found a group counseling service with a negative self-statement modification technique is able to reduce students' foreign language classroom anxiety indicated by the a significant difference between the control group and experimental group by 0.05%, although there found no difference in terms of gender. Further, they recommend to use group counseling with other techniques to reduce foreign language classroom anxiety in students given there are still few studies focusing on it.

According to Myrick, Ph, & Sorenson, n.d. (2011) group counseling is a unique educational experience where students can work together to explore ideas, attitudes, feelings and behaviors especially those related to personal development and progress in school. Ellis (in Corey, 2013) recommends that the implementation of group counseling (format) should focus on specific techniques to change individual self-defeating thoughts in a variety of concrete situations. Besides modifying beliefs, it helps group members see how their beliefs affect what they feel and do. Basically, group counseling aims to help accelerate and facilitate the resolution of problems faced by students through other group members (Situmorang et al., 2018).

The intervention used in the current study was group counseling with mindfulness-based cognitive behavior therapy technique. This treatment was expected to able to comprehend the meaning of emotional phenomena, behavioral disorders, and cognitive focus of individual reactions. The behavioral cognitive approach will help individuals develop an ability to understand everything from various perspectives (Situmorang, et al., 2018). For more, a cognitive behavioral approach is a representative approach to shift maladaptive thoughts and behavior.

A cognitive counseling theory aims to shift the way clients think using their automatic thoughts to achieve the core scheme and start introducing restructured scheme ideas. It is done by encouraging clients to collect and consider evidence to support their own beliefs, world, and future. The major focus is to assist clients examining and restructuring their core beliefs.

Fallah (2017) recommends to use a mindfulness-based intervention in treating students who experience foreign language classroom anxiety. He further suggests to use a mediation variable, such as self-efficacy because all those three variables are correlated. Regarding the above descriptions, the present study focused on the effectiveness of mindfulness-based cognitive behavior therapy group counseling to reduce foreign language classroom anxiety through the improvement of self-efficacy.

METHODS

This study used a quantitative method with the design of randomized pretest-posttest control group (Cresswell, 2015). In this design, the results obtained in the experimental group is compared with the control group by randomizing the selection of subjects in each group (Cresswell, 2015). It was assumed to control any threats coming from the internal validity, so the the findings would truly represent the effectiveness of the treatment given.

In dealing with internal threats, there used a valid and reliable instrument. This study involved two groups, namely one experimental group and one control group in which the samples were taken randomly and calculated using a repeated-measure (Purwanto, 2016).

The repeated-measure is a measurement model done to control internal validity because there were two times of test before and after the treatment as a means of data comparison (Cresswell, 2015). Besides, the subjects could possibly become a control for themselves in one experimental group.

The experimental group is a group which receives the intervention, while the control group does not receive any and functions to examine the effectiveness of an intervention given.

In this study, the control group was treated using a Treatment As Usual (TAU) concept. It is a common intervention given for particular issues (Kazdin, 2015). Meanwhile, the intervention given to the experimental group was the mindfulness-based cognitive behavior therapy group counseling.

The independent variable (independent) is the variable that influences or causes the change, while the dependent variable is the variable that is affected or arises as a result of the independent variable (Sugiyono, 2015: 61). The independent variable in this study was group counseling with mindfulness-based cognitive behavior therapy, while the dependent variable was self-efficacy and foreign language classroom anxiety. The mediator variable in the study adopted covariance analysis for an experimental research, the post-test measurement score was placed as the dependent variable, while the pre-treatment measurement score (pretest) was placed as a covariate (Shadish, Cook, & Campbell, 2002).

RESULTS AND DISCUSSION

Based on the result of the first hypothesis testing, the initial data of the foreign language classroom anxiety before the treatment in the control and experimental groups were 82.39 (SD = 4.61) and 81 .24 (SD = 5.15) respectively. Following the posttest, the experimental group gained greater reduction by having the mean of 60.71 (SD = 5.28), while the control group had a mean of 68.86 (SD = 5.19). Similarly, in the follow-up phase, the experimental group gained better achievement by 54.14 (SD = 4.56), while the control group experienced an increase compared to the post-test score with a mean of 70.29 (SD = 5.19). In addition, the F value obtained 27.252 with sig (p) = 0.000 <0.05 indicating that the two counseling techniques produced a different reduction in foreign

language classroom anxiety. The calculated F value for within was 71.647 with sig (p) = 0.000 <0.05, indicating that the implementation of the mindfulness-based cognitive behavior therapy group counseling provided difference reduction in the foreign language classroom anxiety.

Furthermore, changes were also seen in the interaction results of the intervention as seen in the decrease in foreign language classroom anxiety that occurred in the experimental group which was greater than that of the control group (F(3,11) = 10.789, with sig (p) = 0.007 < 0.05 .

Table 1. The Results of the First Hypothesis Testing

Paramter	Group				t	p
	Control		Experimental			
	Mean	SD	Mean	SD		
<i>Pre Test</i>	82,39	4.61	81.24	5.15	0.055	0.957
<i>Post Test</i>	68,86	3.13	60.71	5.38	3.463	0.005
<i>Follow up</i>	70,29	5.19	54.14	4.56	6.183	0.000
<i>Between</i>	F	27.252				
	P	0.000				
<i>Within</i>	F	71.647				
	P	0.000				
Interaction	F	10.789				
	p	0.007				

The students in the experimental group experienced a consistent decrease in foreign language classroom anxiety from the pre-test, post-test, and follow-up stages, while the control

group's foreign language classroom anxiety experienced a significant decrease until the post-test stage only.

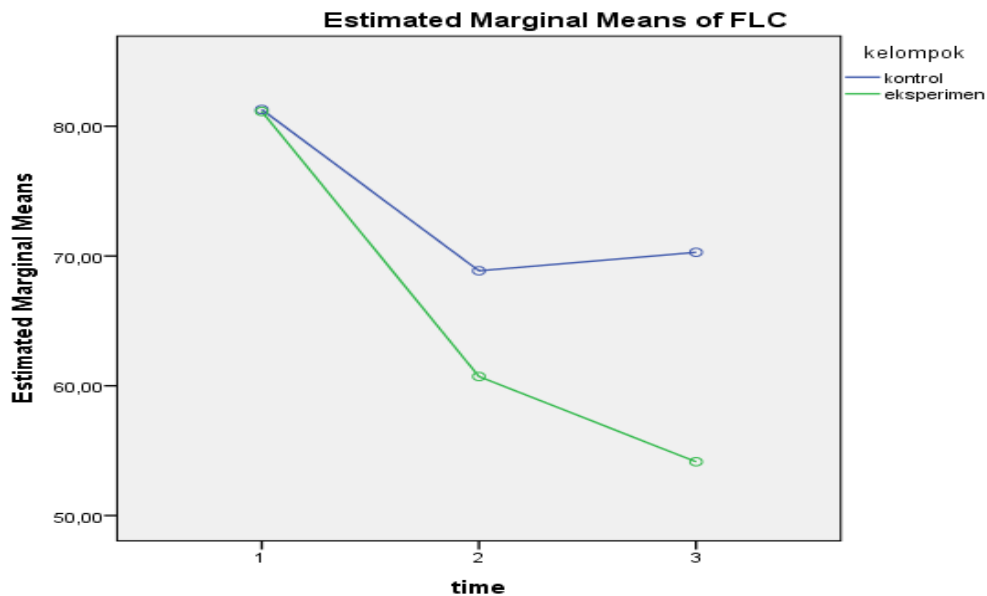


Figure 1. The Diagram of Foreign Language Classroom Anxiety in the Control Group and Experimental Group

Table 2. The Results of Pairwise Comparison Analysis

Parameter	Group			
	Control		MI	
	Mean Difference	P	Mean Difference	P
Pre test and Post Test	12.43	< 0.05	20.43	< 0.05
Pre Test and Follow up	11.00	< 0.05	27.00	< 0.05
Post Test and Follow up	-1.43	> 0.05	6.57	< 0.05

Based on table 2, the students in the control group gained consistent results with significant differences in each stage of measurement. In other words, the mindfulness-based cognitive behavior therapy group counseling was more effective to reduce foreign language classroom anxiety than that of the control group.

Furthermore, the second hypothesis testing was conducted to determine the effectiveness of the mindfulness-based cognitive behavior therapy group counseling in grade IX students at MTs PPMI Assalaam Sukoharjo through self-efficacy. Regarding the data analysis, the value of Fcount for the experimental group was 11.061 with sig (p) 0.007 < 0.05. It meant that the mindfulness-based cognitive behavior therapy group counseling has proved effective in reducing foreign language classroom anxiety in students at MTs PPMI Assalaam Sukoharjo through self-efficacy.

Based on the data, the implementation of the mindfulness-based cognitive behavior therapy group counseling has been effective to reduce foreign language classroom anxiety of the students. Initially, the students' foreign language classroom anxiety data obtained the mean of 81.29, and after the treatment of the mindfulness-based cognitive behavior therapy group counseling for six sessions the score reduced to 60.71. It strengthens the findings of Hossein, et. al's study (2011) that mindfulness-based cognitive behavior therapy can improve anxiety regulation. MBCT teaches individuals to be more aware and correlate any phenomenon differently using their thoughts, feelings, and body sensations. Here, mindfulness is used to support the release negative though modes.

The findings of this study showed the ability of the mindfulness-based cognitive behavior therapy in reducing the foreign language classroom anxiety in grade IX students at MTS PPMI Assalam Sukoharjo through self-efficacy. It meant that self-efficacy in students could act as a mediator in reducing foreign language classroom anxiety. Self-efficacy will display behavior that leads to the expected results. It plays a significant role in influencing the efforts made, and the efforts strengths in predicting the success to be achieved. In this case self-efficacy which can be a behavior controller is reciprocal between the environment, behavior, and personality.

Some implications given by this study are as follows. First, guidance and counseling teachers should understand that self-efficacy can act as a moderator variable in reducing foreign language classroom anxiety, so they need to consider factors influencing students' self-efficacy in an effort to reduce students' foreign language classroom anxiety. Second, as a curative effort, guidance and counseling teachers need to provide a mindfulness-based cognitive behavior therapy group counseling service to reduce students' high foreign language classroom anxiety. In terms of limitation, this study was only conducted at one school, namely at the MTs level with a limited number of groups.

CONCLUSION

Regarding the findings of this study, it can be concluded that, the mindfulness-based cognitive behavior therapy group counseling is effective to reduce foreign language classroom anxiety through self-efficacy in grade IX students at MTs PPMI Assalaam Sukoharjo. It

is expected that the future researchers can use these findings as a basic fundamental understanding to further advance investigate the mindfulness-based cognitive behavior therapy group counseling to deal with students' problems, especially the foreign language classroom anxiety through self-efficacy as a mediator.

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