

How to Cite:

Wardani, S. Y., & Trisnani, R. P. (2022). Group counseling with reframing techniques as intervention for handling student glossophobia problems. *International Journal of Health Sciences*, 6(S5), 4702–4709. <https://doi.org/10.53730/ijhs.v6nS5.9574>

Group counseling with reframing techniques as intervention for handling student glossophobia problems

Silvia Yula Wardani

PGRI Madiun University, Madiun, Indonesia

Rischa Pramudia Trisnani

PGRI Madiun University, Madiun, Indonesia

Abstract--Humans as social beings always interact with each other. There are some people who experience fear or anxiety when talking to other people in public which is called glossophobia. The purpose of this study was to determine the effectiveness of group counseling services with reframing techniques in overcoming the problem of glossophobia or anxiety and fear of public speaking. The sampling technique in this study uses purposive sampling. The data collection technique in this study used a glossophobia questionnaire. The results of this study were group counseling services with reframing techniques were effective in dealing with the problem of glossophobia.

Keywords--group counselling, reframing, glossophobia.

Introduction

The communication process is very important in learning as a means to develop student potential. At school, students are required to be able to communicate actively with friends and teachers, for example presentations, discussions or at a relaxed time to talk with friends. The ability to speak in public is actually a very important thing for students because it can be a measure of success in finding a job. Not a few students feel anxious and afraid to speak in public for fear of being wrong. Glossophobia is the fear of public speaking and comes from the Greek *glōssa*, meaning tongue, and *phobos*, fear (Ikram-uniten & Anwar, 2013). Fear of public speaking affects speakers physiologically, for example dry mouth, increased blood pressure, blushing, sweating, irregular breathing, and emotional, because they are afraid of being embarrassed and looking stupid so that it affects their social life or social environment (Perveen et al., 2018).

Research conducted by (Fatinah Dellah et al., 2020) states that glossophobia is caused by the fear of being judged by others. Other research shows that there are

several reasons why someone has a fear of public speaking, including: lack of confidence, negative past experiences, fear of making mistakes or saying the wrong thing, fear of being the center of attention, feeling in unfamiliar situations, fear being laughed at, afraid of forgetting what to say, afraid of being judged, and other reasons (Herumurti et al., 2019).

Previous research conducted on 288 students showed that 75% of students experienced public speaking anxiety. Glossophobic individuals avoid situations that involve public interaction or presentation, but in the unavoidable event they must deal with these with great discomfort and sadness. Nervousness usually occurs, days or weeks in advance, in people who are even thinking about giving a presentation in the future. Despite knowing the fact that their fear is unexplained and outrageous, they are powerless in overcoming it (Khan et al., 2015).

School-based group interventions are an important means of addressing children's problems. In fact, group counseling can have a positive impact on individual children, while such a program can also have a positive impact on the entire school. The implementation of group counseling is targeted at children with developmental problems, with these groups often dealing with problems of self-esteem and social barriers (Crespi et al., 2016).

With group counseling services students can express themselves to fellow members and counselors, where interpersonal communication can be used to increase understanding and self-acceptance of life values and all life goals and to learn certain behaviors in a better direction (Lee, 2009). Based on research (Saman et al., 2020) stated that group counseling is effective for dealing with social anxiety problems. Here the reframing technique is used as a technique that can be used in group counseling. (Suryaman & Karneli, 2020) stated that reframing is a strategy that changes the individual's perceptual arrangement of an event that will change the meaning understood. So what is meant by reframing is the search for new meanings and rearranging perceptions of an event, problem or behavior so that new meanings and better perceptions are obtained (Feinberg & Willer, 2019).

Many studies on glossophobia related to several variables have been carried out, however, interventions with group counseling Reframing techniques are rarely done so this research needs to be carried out which aims to reduce glossophobia in high school students.

Method

The research design in this study was an experiment with the One Group Pretest-Posttest Design method. With this research design, the researcher compared the level of glossophobia before and after applying group counseling services with reframing techniques. The subjects of this research are Cendekia Vocational High School students who have a high level of glossophobia. The sampling technique used is purposive sampling, namely the selection of research samples based on the research objectives. The sample in this study were students who had a high level of glossophobia as many as 7 students. The research instrument used was a glossophobia questionnaire, totaling 38 statement items. The data analysis

technique used a different test or t test. The t test or t test is used for the reason that the data distribution is normal to determine the difference in conditions before and after group counseling with reframing techniques is applied.

Results

This research is in the form of experimental research. The treatment carried out in this study was 7 times. The results of measuring the level of glossophobia before implementing group counseling services with reframing techniques are as follows:

Table 1. Glossophobia Score Before Implementation

No	Indicator	Skor	Category
1	Heart rate increased	22	High
2	Excessive sweating	20	High
3	Sweaty hands and feet	20	High
4	Stomach heartburn	21	High
5	Stammering	21	High
6	Shakes	21	High
7	Head down or avoid eye gaze	22	High
8	Body limp	20	High
9	Excessive concern for self and the judgment of others	21	High
10	Fidget	21	High
11	Shy	23	High

Based on table 1 the glossophobia score before the group counseling service with reframing technique was carried out, the heart rate indicator increased by 22 and could be categorized in the high category, on the indicator of excessive sweating and sweaty hands and feet had a score of 20 and entered the high category as well. The indicator for heartburn, stuttering, and shaking has a score of 21 which is in the high category, while the indicator of head bowing and avoiding other people's eyes has a score of 22 which is included in the high category. Furthermore, the weak body has a score of 20 and is included in the high category, while the indicator of feeling excessive towards other people's judgments and restlessness has a score of 20 in the high category, and the indicator of arrogant and arrogant behavior has a score of 21 and is included in the high category as well. and lastly, the feeling of shame indicator has a score of 23 and is included in the high category as well. All indicators of glossophobia before being given treatment in the form of group counseling services with reframing techniques are included in the high category.

The results of the pretest are used by researchers as a basis for providing group counseling services with reframing techniques to reduce glossophobia. Students who have high glossophobia are given group counseling services with reframing techniques 7 times. After being given group counseling services with reframing

technique 7 times, a posttest was given. The results of the post test that have been carried out get the following data.

Table 2. Glossophobia Score after Implemented Counseling Service Group with Reframing Technique

No	Indicator	Skor	Category
1	Heart rate increased	17	currently
2	Excessive sweating	18	currently
3	Sweaty hands and feet	16	currently
4	Stomach heartburn	18	currently
5	Stammering	16	currently
6	Shakes	15	currently
7	Head down or avoid eye gaze	16	currently
8	Body limp	16	currently
9	Excessive concern for self and the judgment of others	16	currently
10	Fidget	16	currently
11	Shy	17	currently

Based on table 2, the glossophobia score after group counseling services using reframing technique was carried out, the heart rate indicator increased by 17 and could be categorized in the moderate category, the excessive sweating indicator had a score of 18 and was included in the moderate indicator. The sweaty hands and feet indicator has a score of 16 and is in the moderate category, while the heartburn indicator has a score of 18 with the next category on the indicator of stammering, head bowing and avoiding the gaze of others and weak body having a score of 16 by entering in the moderate category, while the shaking body indicator has a score of 15 in the medium category and the indicator of feeling excessively towards other people's judgments and restlessness has a score of 16 in the moderate category, and the last indicator, feeling embarrassed, has a score of 17 and is included in the medium category too. All indicators of glossophobia after being given treatment in the form of group counseling services with reframing techniques are included in the medium category.

There is a difference in scores before and after group counseling services using the glossophobia level reframing technique were carried out. The difference in scores between before and after the implementation of group counseling services with reframing techniques can be seen from the following data.

Table 3. Changes in glossophobia scores

No	Indicator	Results		Average Change
		PreTest	Posttest	
1	Heart rate increased	22	17	5
2	Excessive sweating	20	18	2
3	Sweaty hands and	20	16	

	feet			4
4	Stomach heartburn	21	18	3
5	Stammering	21	16	5
6	Shakes	21	15	6
7	Head down or avoid eye gaze	22	16	6
8	Body limp	20	16	4
9	Excessive concern for self and the judgment of others	21	16	5
10	Fidget	21	16	5
11	Shy	23	17	6

The average change in score is about 5 or about 8%. The score before the group counseling service with reframing technique was implemented was in the high category, after the group counseling service with reframing technique was implemented it was in the medium category. This means that group counseling services with reframing techniques can reduce glossophobia. To test the relationship between group counseling services and reframing techniques in reducing glossophobia using t test analysis techniques because the data distribution is normal.

Table 4. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	7	.826	.022

Based on data from table 4, it shows that the correlation number before and after being given treatment in the form of group counseling services with reframing techniques to reduce glossophobia in vocational students shows a number of 0.826 with a significance level of 0.022. Due to the significance value <0.05 , it can be concluded that there is a relationship between the results before and after being given group counseling services with reframing techniques, the relationship that occurs between the two can be said to be strong.

Table 5. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)	
					Lower	Upper			
Pair 1	Pretest - Posttest	26.000	5.627	2.127	20.796	31.204	12.224	6	.000

Based on table 5 Paired Samples T test the value of Sign 2 tailed is 0.000 so it can be concluded that group counseling services with reframing techniques are effective in reducing glossophobia.

Discussion

Good communication skills are needed by students because they can convey clear written communication, communicate with people from different backgrounds easily, are able to deliver presentations, express their own ideas and listen and provide feedback according to research by Balakrishnan et al., (2022) which states that public speaking skills will be an added value and improve one's ability to learn. Factors that influence glossophobia are fear of failure, wanting to show the best performance in front of people and lack of self-confidence, this is in accordance with research conducted by Waheed (2014) that gender roles, level of interest, self-esteem, and public self-awareness affect to a person's level of glossophobia.

For students, public speaking is a basic productive skill that is often used in daily activities because it is used to convey ideas through spoken messages in communication, if not handled immediately, it will hamper the learning process at school. This is in accordance with research conducted by Nahliah & Rahman (2018) which states that students who experience anxiety in public speaking tend to speak very little or not at all, they cannot think of anything to say, have difficulty discussing in groups or in pairs; (4) their participation rate is low, they have no motivation to express themselves. These problems must be handled so that learning goes well. A school counselor is someone who is given the task of helping students who have problems, both academic and non-academic.

Group counseling can minimize behavioral disturbances. Factors causing behavioral disorders include personality characteristics, temperament and character, cognitive, organic and neurological functions, family dynamics, and social and environmental factors. It can be said that group counseling plays an important role in changing children's behavior (Santy & Machmudah, 2019; Esposito et al., 2017). Glosophobia is a problem, one of which is influenced by internal factors and also the social environment, so group counseling is appropriate (Liu et al., 2017). The technique used in the implementation of group counseling is the reframing technique because using this technique, the counselor together with the counselee is able to take problematic situations and serve in new ways that allow the counselee to see a more constructive and positive view. The counselor offers the client a new perspective situation with the hope that the situation will be different, so that the client is able to act more appropriately (Elford, 2015). In addition, students with low self-confidence will be invited to see themselves from a different perspective more positively. Finally, the application of this technique is expected to give birth to new thoughts and views that students have (Karamoy et al., 2018; Barnett et al., 2014).

Conclusion

Based on the results of data analysis that has been carried out using the t test analysis technique, it can be concluded that there is a relationship between the results of the pretest and posttest, besides that there are differences between the results of the pretest and posttest so that it can be concluded that group counseling services with reframing techniques are effective in overcoming the problem of glossophobia.

Based on the results of the research that has been carried out, the researchers suggest: comprehensive counseling services with reframing techniques are effective for overcoming the problem of glossophobia, so that other researchers can use reframing techniques to overcome almost the same problems related to confidence in public speaking. For other researchers, it is recommended that they develop reframing techniques in overcoming similar problems in other schools.

Limitations

This research was only conducted in one school, so the data obtained regarding the problem of glossophobia is still very lacking. This can be used as an experience for researchers to find as much data as possible so that they can be used as references for other researchers.

Strength

Research on glossophobia has been carried out on students, but it is rarely done for vocational school students, where in vocational schools the goal is for children to be able to practice directly from each lesson given so that they tend to be rarely noticed.

References

- Balakrishnan, S., Abdullah, N. L., & Sui, L. K. M. (2022). Glossophobia among Engineering Learners: A Case Study at a Technical University. *Asian Journal of University Education*, 18(1), 1–14. <https://doi.org/10.24191/ajue.v18i1.17154>
- Barnett, E., Spruijt-Metz, D., Moyers, T. B., Smith, C., Rohrbach, L. A., Sun, P., & Sussman, S. (2014). Bidirectional relationships between client and counselor speech: The importance of reframing. *Psychology of Addictive Behaviors*, 28(4), 1212–1219. <https://doi.org/10.1037/a0036227>
- Crespi, T. D., Gustafson, A. L., Borges, S. M., Gustafson, A. L., & Borges, S. M. (2016). *Group Counseling in the Schools Group Counseling in the Schools: Considerations for Child and Family Issues*. 7903(June). <https://doi.org/10.1300/J370v22n01>
- Esposito, G., Ribeiro, A. P., Alves, D., Gonçalves, M. M., & Freda, M. F. (2017). Meaning Coconstruction in Group Counseling: The Development of Innovative Moments. *Journal of Constructivist Psychology*, 30(4), 404–426. <https://doi.org/10.1080/10720537.2016.1238789>
- Fatinah Dellah, N., Zabidin, N., Afifa Nordin, N., Hana Amanah, F., & Amirul Atan, M. (2020). Glossophobia: Evaluating University Students' Speaking Anxiety in English Oral Presentations. *Jurnal Ilmi Journal of Ilmi Jilid*, 10, 116–

126.

- Feinberg, M., & Willer, R. (2019). *Moral reframing: A technique for effective and persuasive communication across political divides*. 1–12. <https://doi.org/10.1111/spc3.12501>
- Hasan Waheed. (2014). The factors involved in glossophobia in a non-clinical student population ABSTRACT. *Pontificia Universidad Catolica Del Peru*, 8(33), 44.
- Herumurti, D., Yuniarti, A., Rimawan, P., & Yunanto, A. A. (2019). Overcoming glossophobia based on virtual reality and heart rate sensors. *Proceedings - 2019 IEEE International Conference on Industry 4.0, Artificial Intelligence, and Communications Technology, IAICT 2019*, 139–144. <https://doi.org/10.1109/ICIAICT.2019.8784846>
- Ikram-uniten, J., & Anwar, R. (2013). *International Journal of Asian Social Science Hasniza Yahya*. 3(9), 1906–1912. [http://www.aessweb.com/pdf-files/Ijass-si-3\(9\)-1906-1912.pdf](http://www.aessweb.com/pdf-files/Ijass-si-3(9)-1906-1912.pdf)
- Karamoy, Y. K., Wibowo, M. E., & Jafar, M. (2018). The Implementation of Self-Instruction and Reframing Group Counselling Techniques to Improve Students' Self-Confidence. *Jurnal Bimbingan Konseling*, 7(1), 1–6.
- Khan, F., Karachi, C. H., Shafique, M. S., & Ali, A. (2015). *Glossophobia among Undergraduate Students of Government Medical Colleges in Karachi. February*.
- Lee, V. V. (2009). *Group counseling in the schools*. 46(3), 225–231. <https://doi.org/10.1002/pits>
- Liu, J., Nie, J., & Wang, Y. (2017). Effects of group counseling programs, cognitive behavioral therapy, and sports intervention on internet addiction in east Asia: A systematic review and meta-analysis. *International Journal of Environmental Research and Public Health*, 14(12). <https://doi.org/10.3390/ijerph14121470>
- Nahliah, ', & Rahman, F. (2018). Glossophobia in Training of Speech. *ELS Journal on Interdisciplinary Studies in Humanities*, 1(1), 28–36. <https://doi.org/10.34050/els-jish.v1i1.4076>
- Batara, R., Ardani, I. G. A. I., Wardani, I. A. K., Windiani, I. G. A. T., Adnyana, I. G. A. N. S., & Setiawati, Y. (2022). Psychogenic dysphagia in children, and the success of family-based treatment: Case report. *International Journal of Health & Medical Sciences*, 5(1), 163-168. <https://doi.org/10.21744/ijhms.v5n1.1894>
- Perveen, K., Hasan, Y., & Aleemi, A. R. (2018). Glossophobia: The Fear Of Public Speaking In Female And Male Students Of University Of Karachi. *Pakistan Journal of Gender Studies*, 16(1), 57–70. <https://doi.org/10.46568/pjgs.v16i1.115>
- Saman, A., Bakhtiar, M. I., Makasar, U. N., & Matappa, S. A. (2020). *The effect of behavioral rehearsal technique through group counseling for overcoming social anxiety of students*. 5(1), 15–22.
- Suryasa, I. W., Rodriguez-Gámez, M., & Koldoris, T. (2022). Post-pandemic health and its sustainability: Educational situation. *International Journal of Health Sciences*, 6(1), i-v. <https://doi.org/10.53730/ijhs.v6n1.5949>
- Santy, W. H., & Machmudah. (2019). Minimizing behavioral disorders in victims and bullying in perpetrators by providing counseling groups in MI Roudlotul Banat Taman-Sidoarjo, Indonesia. *Journal of Public Health in Africa*, 10(S1), 61–63. <https://doi.org/10.4081/jphia.2019.1185>
- Suryaman, N. T., & Karneli, Y. (2020). *Studi kasus: Konseling teknik empty chair dan reframing dalam mengatasi masalah kedukaan dan unfinished business*. 4(2), 101–111. <https://doi.org/10.26539/terapeutik-42420>