

Literature Review: Group Guidance Techniques to Reduce Public Speaking Anxiety

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Abstract : The occurrence of anxiety in public speaking can occur anywhere and to anyone. The problem that often arises at this time, the tendency of a person will experience anxiety when talking about something in a crowd that is influenced by the person himself. The current problem in schools in Bandar Lampung, a student will tend to feel depressed if the teacher asks him to perform in front of the class, the student will feel threatened if he gets a question directed at him. For this reason, this research seeks to explain group guidance techniques to reduce public speaking anxiety in literature. This research uses the SLR Method used to identify, review, evaluate, and interpret all available research with the topic area of the phenomenon of interest. The results showed that group guidance techniques are effective in reducing public speaking anxiety. Through this technique, individuals can identify the causes of their anxiety, learn coping strategies, and gain support from group members. This can increase confidence in public speaking and reduce anxiety symptoms. Thus, the Group Guidance Technique can be an effective approach in helping individuals overcome public speaking anxiety.

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Introduction

Everyone can speak, but not everyone can speak well and communicatively in public. Speaking is the way a person communicates with others to convey something they want. Communication is the way humans interact with other humans. Communicating with others is a situation that almost occurs throughout the life process. Communication determines the quality of human life, and having the ability to communicate effectively is very necessary, to convey ideas, ideas and knowledge to the community. The reality that has happened so far is different, the ability to communicate is lacking in many students, they are still afraid when they get the opportunity to communicate in public. One of the skills that students must master is the ability to communicate with others. (Wahyuni, E. 2015).

Public speaking, especially in front of an audience of important people, is easy for some, but not for others. Some people feel tortured and at a loss for words if asked to do so. Such a condition is one manifestation of public speaking anxiety, which is an uncomfortable state experienced by someone when speaking in front of a crowd, which is characterized by physiological and psychological reactions (Bukhori, B. 2016).

In order for someone to be able to express their ideas, thoughts or opinions in front of others, they need to speak in front of many people. Moreover, he is someone who has a talent or something that can be developed. Of course, he must be confident to appear in public, then he starts speaking to express things that are useful and interesting to many people. Moreover, for a competition that requires a person to be able to speak well in public, a high level of calmness is needed in him. However, this will be difficult for people who experience anxiety. This is because sometimes, before speaking in public, their legs are already shaking and their bodies are covered in cold sweat. In fact, this anxiety occurs when he only imagines going out to speak in public. Indeed, he will be able to experience sleep disturbances because of this thought.

The occurrence of anxiety in public speaking can happen anywhere and to anyone. For example, a student who will make a presentation in front of his class, a leader who will give a speech to his subordinates, a teacher who is the master of ceremonies who will deliver messages to his students, a company manager who speaks in front of his employees during briefing activities, a family representative delivering his speech on the wedding day of his family, a child who participates in a speech competition in front of his friends, and so on. Everything that is done by these people is likely to make themselves anxious, both before the activity begins and while doing the talk. (Hamandia, M. R. 2022).

The problem that often arises at this time, the tendency of a person will experience anxiety when talking about something in a large audience that is influenced by the person himself, due to the lack of ability of the person to appear in front of a large audience and the lack of experience in appearing to speak in a large audience. Initial observations made by researchers in schools in Bandar Lampung, a student will tend to feel depressed if the teacher asks him to perform in front of the class, students will feel threatened if they get a question directed at them.

Anxiety in speaking in front of the class is a problem that is still very vital for students. Based on the results of Aryani, Suami, & Arum's research conducted on students in class VIII 10 SMP Negeri 2 Singaraja, the initial data obtained from 10 students who experienced anxiety in expressing opinions with an average of 82.80% (in Syahril, et. al., 2022). Previous research also conducted by Syamsul in 2014 on students of SDN 1 Galumpang showed that there were grade V students at SDN 1 Galumpang experiencing anxiety when they would appear to speak in front of the class.

According to Freud (in MGBK Team 2010), there are three kinds of anxiety, namely: 1) Realistic anxiety, which is a fear of real threats or dangers that exist in the environment or the outside world. 2) Neurotic anxiety, is a feeling of fear or anxiety that arises from the feeling that instincts cannot be controlled and cause themselves or those around them to commit punishable acts. Neurotic anxiety disorder is based on the experience of punishment or threats from parents or the authority of impulsive behavior acquired during childhood. 3) Moral anxiety, is anxiety or fear of conscience. Similar to neurotic anxiety, moral anxiety also develops in childhood as a result of punishment or threats from parents or other powerful people if they perform behaviors that violate norms (Oktaviani, et. al., 2021).

Atkinson, et. al., in (Hasanah 2018) suggests that the causes of anxiety can be viewed from various points of view, namely psychoanalytic, behavioral, and cognitive. In the current condition, there are many research findings about a person's inability to express his ideas and ideas in front of the forum effectively due to the anxiety disorder experienced. As a result, public speaking skills tend to be in a low condition, someone with public speaking anxiety disorder is less able to control their anxiety and trigger various problems with their negative reactions. Based on previous research studies by Pour, Herayanti and Sukroyanti (2018), it states that there are still many students who are embarrassed to express their opinions when in teaching and learning activities, so that learning activities become less optimal. They prefer to be silent and divert their attention by pretending to write, read, and avoid eye contact with the teacher, there are also those who think that they are lacking in mastering the lesson, causing them to feel less confident and difficult to express themselves while in the learning process. It is necessary for teachers to take an attitude in retraining students' skills, knowledge, and communication for the sake of students' future development capital and quality education.

Although previous research has discussed various intervention methods to reduce public speaking anxiety, there is still a significant knowledge gap related to the application of group guidance service techniques. Most studies tend to focus on individualized interventions, leaving aspects of group guidance services that may have a positive impact on reducing speaking anxiety unexplored. This research creates a need to go deeper by looking at how effective the intervention of some group guidance service techniques are as alternative solutions in helping individuals manage their anxiety when speaking in public. Consideration of aspects of group dynamics, peer social support, and interpersonal skill development in the context of group guidance are areas that need to be explored further to understand the potential success of these interventions.

Group guidance can also train to foster cooperation between students in dealing with problems, train to express and respect the opinions of others, improve students' ability to communicate with peers and mentors (in Parianto and Jayanti, 2023). In an effort to overcome these problems by looking at the existing phenomena, guidance and counseling services with certain techniques should be present as an alternative solution that aims to help alleviate communication problems experienced by students. Based on the background explanation above, researchers are interested in reviewing literature as a guide for researchers in designing group guidance techniques to reduce anxiety in public speaking.

Methods

This scientific article was prepared using the Systematic Literature Review (SLR) method. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. In using the SLR method, a systematic review and identification of journals can be carried out. To finalize this research, the researcher collected journal articles from Google Scholar, SINTA, DOI. The keywords are discussion technique, group guidance, speaking anxiety. The articles collected were only articles published from 2015 to 2023. The researcher selected 10 articles that were closely related to the keywords used.

Research Results And Discussion

Research Results

The application of group guidance techniques in reducing public speaking anxiety is summarized based on the results of researchers' literature studies on several articles that have been collected. The results of the literature review that researchers conducted are as follows:

Table 1 Results of Previous Research

Author Name & Year	Title	Research Results
Muhammad Hamandia, 2022	Conceptual Analysis of Anxiety in Public Speaking	Anxiety in public speaking is an uncomfortable condition felt by someone where there is fear, worry, unpleasant feelings and threatening feelings that are present when before or during someone speaking in front of a crowd or only when imagined. The symptoms that can be felt by someone who experiences anxiety in public speaking are physical symptoms, behavioral symptoms, emotional symptoms and thought symptoms. Furthermore, anxiety in public speaking can be caused by various causative factors such as fear that he will later become a spectacle of people, lack of self-preparation to speak, fear that he will be laughed at by listeners, fear that what will be stated may not be appropriate to convey, and so on.
Asep Solikin, Sari Mulia, and Karyanti, 2023	Effectiveness of Systematic Disensitization Technique in Group Guidance to Reduce Anxiety in Communicating in Front of the Class.	Based on the results of analysis and discussion in this study, that group guidance with systematic desensitization techniques can effectively reduce communication anxiety in class X-2 students of SMA Muhammadiyah 1 Palangka Raya. Communication anxiety is said to decrease can be seen through the results of the analysis which shows a decrease in the initial average of 85,000 to 55,833 there was an average decrease of 29,167. The t-count test result is 4,345 and the t-table with a significant level of 0.25% is 2,776. H_a can be accepted if $t\text{-count} \geq t\text{-table}$. T-count 4.345 is greater than t-

<p>Ab Mayu JK, Okky Anas Azizi, Muhammad Putra Dinata Saragi, 2023</p>	<p>The Effectiveness of Group Guidance Services in Reducing Anxiety in Communicating in Public to Students</p>	<p>table 2.776, so H_a is accepted and H_o is rejected. In other words, there is an effect of systematic desensitization techniques in group guidance before and after training. This means that the Systematic Desensitization Technique in Group Guidance is Effective for Reducing Anxiety Communicating in Front of the Class.</p>
<p>Lilis and Herdi, 2023</p>	<p>Guidance and Counseling Service Program to Overcome Student Anxiety in Speaking in Front of the Class</p>	<p>Based on the results and discussion obtained from the analysis of research data, that using group guidance applications that are carried out effectively can reduce the anxiety of communicating in public to students; The decline in communication anxiety experienced by students can be seen from the development of student communication which becomes more active. After conducting the posttest, the score was lower than before conducting the post test, namely at 25-50 as many as 3 students (30%) and classified as low criteria, than before being given treatment, namely at the interval 75-100 as many as 70%.</p> <p>Based on the research, it was found that the counseling guidance service program at school can help overcome students' anxiety when speaking in front of the class. Counseling guidance teachers can use techniques such as Cognitive Behaviour Therapy (CBT), Rational Emotive Behaviour Therapy (REBT), and relaxation techniques in implementing the program. This counseling guidance program can be done individually or in groups with careful planning. Thus, counseling guidance teachers can design appropriate programs</p>

		to help students overcome anxiety when speaking in front of the class, using CBT, REBT, and relaxation techniques as effective approaches.
Dian Mayasari, 2015	Development of a Group Guidance Model with Self Management Techniques to Reduce Interpersonal Communication Anxiety of Pontianak State Junior High School Students	The general results in this study indicate that the group guidance model with self management techniques is effective for reducing students' interpersonal communication anxiety. The conclusion of this study is that group guidance with periodic self management techniques can help students reduce interpersonal communication anxiety so that their competence in implementing group guidance becomes optimal.
Rezy Widya Fatma and Alfi Rahmi, 2021,	The Effectiveness of Group Guidance Services Using Sociodrama in Reducing Adolescent Communication Anxiety in Nagari Panti Selatan, Pasaman Regency	The results of the research that have been known from the results of the Wilcoxon test show differences between pretest and posttest values. From the results of the Wilcoxon test calculation, a significant p-value of 0.005 was obtained. Based on the applicable provisions, it is known that the Wilcoxon Sig p-value test result of $0.005 < \alpha$ (0.05) which means H_a is accepted and H_o is rejected. From the results of the Wilcoxon test calculation, it can be concluded that there is a decrease in adolescent communication anxiety for pretest and posttest through group guidance services using sociodrama.
Via Argarini, Syarifuddin Gani, Rani Mega Putri, 2019	The Effect of Group Guidance with Sociodrama Techniques in Reducing Anxiety in Speaking in Front of the Class in Class Vii Students at Smp Negeri 10 Palembang	Based on the results of data analysis, the significance level is 0.05, where $t = 13.45$ is greater than $t_{table} = 2.365$ which means rejected and accepted. The results of this study indicate that group guidance with sociodrama techniques has an influence in reducing anxiety speaking in front of the class on seventh

<p>Elin Maulida Rahmawati, Rina Nurhudi Ramdhani, Agus Taufiq, S. A. Lily Nurhillah, 2023</p>	<p>A Systematic Literature Review: Virtual Reality to Overcome Public Speaking Anxiety in College Students</p>	<p>grade students at SMP Negeri 10 Palembang. This research resulted in: 1) Public speaking anxiety can be combated and overcome using virtual reality technology as it is able to facilitate self-confidence, 2) Virtual reality has the potential to increase engagement with services and improve treatment effects before, during and after treatment, 3) Virtual reality training is more effective for women than men. The conclusion in this study is that virtual reality technology is proven effective for reducing generalized anxiety in college students.</p>
<p>Aisah, Girlady Irdintia Br Batubara, 2019</p>	<p>The Effect of Group Counseling Cognitive Restructuring Techniques on Speaking Anxiety of Students of Class Viii-B Mtsn 1 Tapanuli Tengah in the 2018/2019 Teaching Year</p>	<p>Research results The pre-test data of group counseling services cognitive restructuring techniques on public speaking anxiety obtained an average score of 9 6.87 while the post-test data of group counseling services cognitive restructuring techniques on public speaking anxiety obtained an average score of 75.62 with a change in decline of 21.25, meaning that from the post-test data or after being given group counseling services teknik cognitive restructuring students experienced a decrease in public speaking anxiety by 21.94%. This shows that there is an effect of cognitive restructuring technique group counseling on speaking anxiety of class VIII-B MTsN 1 Tapanuli Tengah T.A 2018/2019, in other words the hypothesis is accepted.</p>
<p>Yarah, Jarkawi, Fariyal, 2018</p>	<p>Group Guidance Services to Reduce Communication Anxiety in Class Viii Students of Mts Nurul Falah Juai Balangan Regency</p>	<p>Communication anxiety in class VIII students of MTs Nurul Falah Juai Balangan Regency before being given group guidance services is in the high category with an average</p>

percentage of 81%, while students' communication anxiety after being given group guidance services is in the low category with an average percentage of 47%. So, Students' communication anxiety can be reduced through group guidance services because it has decreased significantly, namely with a comparison of 33%, before and after being given group guidance services. Group guidance services have an effect in reducing communication anxiety in class VIII students of MTs Nurul Falah Juai, this can be seen from the results of the T-test hypothesis test showing that the t-count $(-23.768) < t\text{-table} (2.821)$ then the initial hypothesis (H_0 is rejected) and the working hypothesis (H_a is accepted).

Discussion

Group guidance is guidance that is carried out to a number of students simultaneously in order to obtain material or information from sources (mentors / counselors) to assist in considering decision making and supporting daily life as students, family members and society (Krisnanda, 2023). Meanwhile, according to Kurniawan & Pranowo (2018), group guidance is a service consisting of a number of students in small groups to obtain certain problems and discuss them together in order to support understanding and development of social skills.

Basically, the ability of public speculation requires certain skills so that what is conveyed or communicated can be understood, understood and able to influence the people who hear it. Public speculation skills are of course supported by self-confidence, self-confidence is a belief in a person who is confident in his abilities and skills (Alawiyah, D., Nurasmu, N., Asmila, N., & Fatasyah, R. 2022).

In order to overcome communication difficulties experienced by students in general, schools or Guidance and Counseling teachers start with guidance services that can be carried out in group guidance. The existence of Guidance and Counseling services in schools is a facilitator for students in an effort to help achieve developmental tasks so that they can develop optimally. Guidance and counseling in schools also plays a role in dealing with student problems, especially problems related to personal development. One of the services that are often provided in schools is group guidance (Fatimah, et. al., 2023).

Conclusion

Based on the explanation of the literature review above, it can be concluded that the Group Guidance Technique is effective in reducing public speaking anxiety. Through this technique, individuals can identify the causes of their anxiety, learn coping strategies, and get support from group members. This can increase confidence in public speaking and reduce anxiety symptoms. Thus, the Group Guidance Technique can be an effective approach in helping individuals overcome public speaking anxiety.

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