

REDUCE ANXIETY ABOUT PUBLIC SPEAKING THROUGH GROUP GUIDANCE USING SYMBOLIC MODELING TECHNIQUES

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Abstract: The research was based on the results of interviews in the pre-study. It was found that there were still students who had anxiety in public speaking in class VI SD Negeri 1 Sajira, Lebak Regency, in the 2021/2022 academic year. This study aimed to determine the effectiveness of group guidance with symbolic modeling techniques to reduce public speaking anxiety. This study uses a pre-experimental research design with One Group Pre-test-Post-test Design. Determination of the sample using the purposive sampling method. The research subjects comprised six students with a high public speaking anxiety category and two students with low public speaking anxiety. The method of data collection in the study was obtained through a questionnaire. Research results showed an average of 115. On the pre-test, with a percentage of 93%, while 51 with a percentage of 73% in the post-test. Grade VI students of SD Negeri 1 Sajira, Lebak Regency, for the 2021/2022 academic year. For future researchers, this research can be developed using different techniques to obtain better results. Furthermore, future researchers are expected to be able to enrich the literature review on public speaking anxiety by developing the approach applied.

Keywords: anxiety; group guidance; symbolic modeling techniques

INTRODUCTION

Feelings of anxiety when imagining or speaking in a public space naturally happens to students daily in the school or community environment. Even someone with experience speaking in public spaces is not free from this condition. However, the problem considered reasonable can become a pathological (social) phenomenon that will significantly influence students' performance and developmental tasks when the anxiety is excessive.

Anxiety comes from the word anxious, which means worried, worried, or anxious (BPPB Kemdikbud, 2016). Anxiety is a mere shadow or illusion that will not necessarily happen (Gunarsah, 2019). Symptoms of anxiety that are chronic (chronic) or acute (sudden) are a significant part of almost all psychiatric disorders (Gunawan, 2018). Anxiety disorders are divided into several categories: anxiety disorder, panic disorder, obsessive-compulsive disorder, and generalized anxiety disorder. While anxiety in speaking, according to West &

Turner (Khairunisa, 2019), will cause a feeling of panic or nervousness when speaking. Thus the anxiety of speaking in a public space is the anxiety experienced by students when imagining or speaking.

This research focuses on the condition of public speaking anxiety in grade VI Elementary School (SD) students, which is the target of learning to speak in children aged 11-12 years which can be called the late childhood or high-grade period (Arsa, Atmazaki, and Juice, 2019). Elementary school students enter the high-grade period with characteristics such as forming a group of friends to play together, focusing on common sense everyday existence, interest and understanding, being practical, generating interest in unusual examples, and considering value as the right proportion of learning achievement in school. It should be underlined that the developmental characteristics of elementary school students are not only encouraging students to leave their homes and join peer groups. However, there is also encouragement for students to have the ability to speak, create self-concepts and think using logic (Eliyasni, Rahmatina & Habibi, 2020).

According to Havighurst, the function of elementary school-age students' development includes cognitive development, where one can understand the problems that exist in themselves and know the solution to the problem. Then in social life, students aged 9 to 12 years (grades IV-VI SD) begin to enter community life and have a social role. Therefore students must be able to know problems and solve problems and be able to have the ability to speak or communicate, which can support their social roles (Eliyasni, Rahmatina & Habibi, 2020).

When speaking, elementary school-age children are required to master four main tasks that are interrelated (Syamsu Yusuf in Mardison, 2016), including; 1) the ability to understand the language, sentences, and meaning of other people's body language; 2) vocabulary development, and completion of new vocabulary, 3) arranging words in a sentence, the development of the ability to form sentences begins at the age of two. Starting with a sentence containing one word as an object; 4) speech and pronunciation ability result from children's learning by imitating behavior or body language and different sounds they hear from other people.

Guidance and counseling are carried out to carry out healing (curative) steps which are steps aimed at overcoming problems experienced by students (Kurnanto in Lubis, 2016). One of the treatment steps in guidance and counseling is group guidance services.

Group guidance is a service to assist (guidance) students through group activities. For group guidance to be achieved, it is necessary to have group dynamics. Group dynamics is intended so such troubled students can identify themselves through group friends. Also, the student should be able to measure how big and far his potential is by comparing his potential with his friends. Thus group guidance services have aims and objectives in developing interaction or socialization skills, especially students' speaking skills (Tohirin in Agus, 2019).

In guidance and counseling, of course, several strategies can be applied to group guidance services. One of the strategies used in this study is the modeling method. The modeling method is a technique in guidance and counseling that originates from Albert Bandura's theory, in which there is social learning theory and also enters counseling techniques in a behavioral approach (Shaleh in Usman, 2017). This technique aims to replace,

change, add or reduce student behavior through direct observation (observational learning) learning to imitate the behavior of role models, so students can get the new behavior they want. At the same time, the Symbolic modeling technique is a technique that describes the target's behavior with video or audio recordings (Efford, 2017).

Bandura (Efford, 2016) explains three basic types of modeling techniques, including; a) Multiple models (multiple modeling), the counselee can change behavior through the perception of several models. The advantage of the dual model is that from several choices, the counselee knows how to act appropriately and effectively; b) Live models (live examples) can combine instructors, educators, or proficient counselee assistants. It is sometimes useful for counselees to look at more than one guide; to pick up more than one guide to describe the qualities and styles of various individuals; c) Symbolic Model (symbol model) where the purpose of implementation via video or sound is the appearance of a model that allows counselors to have more central command over the accuracy of the performance of their behavior. Furthermore, once an appropriately representative model has been created, it can be set aside for repeated use. Self-modeling actions include recording the counselee playing objective behavior. The client can then view the recording directly or use a positive mental outlook to remember himself playing the skill effectively.

For the counselee to learn well-exemplified behavior, it is necessary to have four continuous sub-processes, namely; a) the attention or attention stage, the counselee must be able to pay attention to modeling demonstrations. Previous counselees can learn what has been demonstrated from the model in imitating behavior correctly. The data obtained from the counselee can change behavior according to expectations; b) In The Storage Stage in Memory or Retention, the counselee is required to be able to maintain or store observations of the events that occurred. Simple training to remember what the counselee has seen. Attention and retention phases are required to obtain the intended behavior; c) reproduction, counselees need to understand motorically to produce exemplary behavior. The counselee can select models and match what behavior the counselee will practice; d) motivation, the last course of the process modeling method, is motivation. Motivation is given to the counselee as a compliment to expand the counselee's self-confidence and fortify the behavior to be framed. The counselee must be inspired, within (inherent inspiration) or through external support, to play objective behavior (inspiration). Regenerative and inspirational stages are expected to be carried out.

Taylor, Russ-Eft, & Chan (Efford, 2017) suggests that the demonstration procedure has been applied in preparation programs for administration, correspondence, agreement, and client assistance skills and has reached a wider variety of uses, including a variety of capabilities. Similar to the opinion of Hackney & Cormier (Efford, 2017), who argued that counselees need to be given many opportunities to practice behavior when they are in session. The application of group guidance services based on symbolic modeling techniques can provide information and understanding about communication, especially in speaking, allowing students to see and learn from models who do not experience anxiety in public speaking.

The background of taking Symbolic modeling techniques for healing students' public speaking anxiety is supported because an individual can form experience. The next reason is the child's memory or memory regarding processing information all the time. Research on

the function of the memory span shows that the ability of short-term memory (short-term memory) increases during childhood. Memory range increases from about 11/2 up to 7 digits at age 11 (grade VI SD). Then in the short-term memory of an individual at the age of 11 years, it is ready to store data for 30 seconds as long as there is no more than one practice. Through reproduction (repeating behavior after it has been introduced), we can also store data in short memory for a longer period (Santrock, 2012). The researcher made elementary school students the subjects who gave treatment because elementary school age was when the ability to recognize and acquire vocabulary developed rapidly (Mardison, 2016). While the statement according to Abin Syamsuddin (Susanto, 2013), children at the beginning of this period aged 6-7 years had mastered around 2,500 words, and at the age of 11-12 years (grade VI SD), these children had mastered around 50,000 words.

Therefore, it can be concluded that from various services and techniques to reduce the anxiety of sixth-grade elementary school students when speaking, one of the corrective steps that will be used is group guidance services with the Symbolic modeling technique.

Based on the results of the background that has been explained and the preliminary study carried out at SD Negeri 1 Sajira.

This research was started through interviews that had been conducted with Ms. Endah Solihati, S.Pd as a teacher and homeroom teacher for class VI SD Negeri 1 Sajira. The result was that there was a phenomenon of anxiety in public speaking among students in classes VI A and B, which was characterized by the following characteristics: characteristics such as students having difficulty self-actualizing, nervous or nervous, sweating, and forgetting subject matter when speaking to present the results of group discussions and individual assignments. However, the homeroom teacher has never handled public speaking anxiety among Grade VI students.

Based on the results of interviews with the homeroom teacher of SD Negeri 1 Sajira. This phenomenon will be used as the dependent variable to determine whether it effectively reduces the anxiety of speaking in public for Class VI students of SD Negeri 1 Sajira through group guidance services using symbolic modeling techniques.

METHOD

The researchers used the Pre-Experimental Design One Group Pre-test-Posttest Design in this study. Because this study did not use a control group, and there was a pre-test before being given treatment. Therefore, the results of treatment can be known more accurately.

Table 1. Research Design One Group Pretest - Posttest Design

<i>Pre-test</i>	Treatment	<i>Post-test</i>
O ₁	X	O ₂

Notes:

- O1 = Initial disclosure (Pre-test) before treatment is given
- X = Treatment with symbolic modeling techniques
- O2 = Final disclosure (Post-test) after the treatment is given

The testing method used in this review is a non-probability inspection strategy. (Sugiyono, 2016) explained that non-probability checking is a non-probability testing

technique in which each section does not have an equal chance of being selected as a sample section. There is a definite benefit of experts and analysts who usually change according to exploration needs and objectives. The technique used is purposive sampling. Most of the data generated in this study are in the form of numbers. (Sugiyono, 2016) suggests that purposeful inspection is an inspection procedure with certain reflections. The sample used is students who have very high open speaking tension in grade VI and can be identified through several anxiety characteristics or criteria experienced by students who have inclusion criteria such as: (1) experiencing very high public speaking anxiety on physical characteristics, behavior, and cognitive and (2) have filled out the consent form following the treatment. At the same time, the exclusion criteria eliminate or remove research subjects who do not meet the inclusion category for various reasons.

This research focuses on the sixth-grade students of SD Negeri 1 Sajira for the 2021/2022 academic year, namely 26 students, but not all students were studied. Only students who met the criteria that the researchers had obtained from the pre-test results were in a high category in public speaking anxiety, totaling six students. This school was chosen because it was based on the results of interviews with the class VI homeroom teacher and the results of the pre-test distribution. In line with the sampling rules according to Arikunto (2016: 131), especially to determine which samples to take. If the subject is under 100, it is better to take them individually. However, if the population is over 100, it tends to be between 10-15% or 20-25% or more. In this review, the population in this study was class VI students at SDN 1 Sajira, totaling 26 students. Because the population was below 100, the researchers took the entire population to be used as a research sample. The researcher takes the population to be used as a sample and gives a questionnaire. Below are the indicators developed.

Table 2. Research Indicators

Variable	Indicator	Sub Indicator
Public speaking anxiety	Physical	Body parts tremble
		Rapid heartbeat
		Neck or back feels stiff
		Dizzy
		It is hard to talk
	Behavioral	Avoidance behavior
	cognitive	Difficulty concentrating or focusing thoughts
		Worried about something
		Fear will overcome a problem

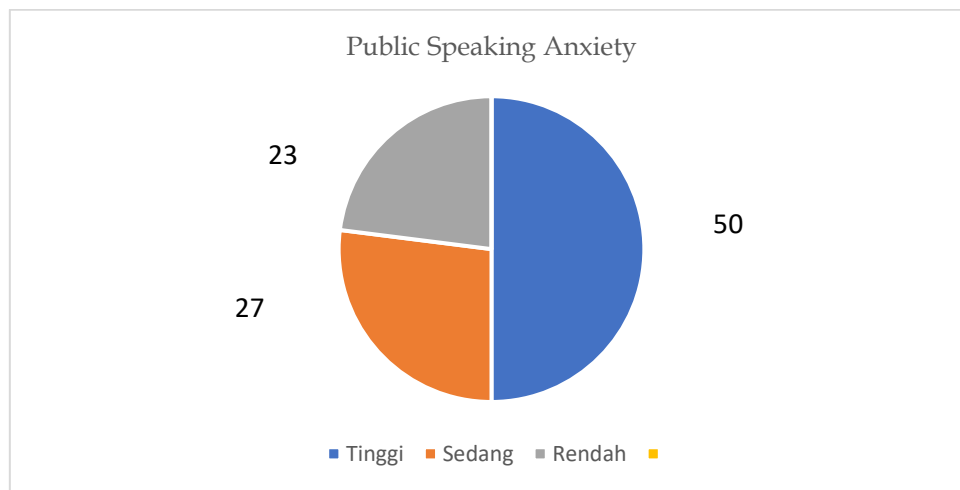
The data collection technique used in this study was a questionnaire in the form of a closed questionnaire with variable y . A data collection technique is done by giving a series of written statements or questions to the respondents of this questionnaire, namely students of class VI SD. (Sugiyono, 2016). then only students who experience high anxiety from the questionnaire results will be included in group guidance for treatment using the Symbolic modeling technique.

Table 3. Public Speaking Anxiety Score Category

No	Criteria	Notes
1	$X \geq 102$	Hight
2	$54 \leq X$	Mid
3	$X < 54$	Low

RESULT

The subjects of this study were 8 grade VI students at SD Negeri 1 Sajira, Lebak Regency, for the 2021/2022 academic year. Based on the pre-test results, six research subjects had a high level of public speaking anxiety, and two students with low public speaking anxiety who were subjected outside the study were deliberately included by the researchers in guidance treatment. Groups to create group dynamics. Of the 26 students who have been given a pre-test. As many as six students, or 23 percent in the high category. Seven students, or 27 percent in the medium category, and 13 students, or 50 percent in the low category.



Graph 1. Percentage of Public Speaking Anxiety of Grade VI Students at SDN 1 Sajira

This graph shows that Sajira 1 Elementary School students have high speaking anxiety in the 2021/2022 academic year. In the very high category, it can be seen that their speaking anxiety is 23%. The pre-test was carried out on Tuesday, October 12, 2021, before being given treatment. The following is the result score from the pre-test.

Table 4. Pre-test Score Results for Anxiety in Public Speaking at SD Negeri 1 Sajira Academic Year 2021/2022

No.	Respondent	Pre-test	%	Category
1	NAR	117	94%	Hight
2	NS	115	93%	Hight
3	DM	111	90%	Hight
4	IAH	117	94%	Hight
5	ZI	114	92%	Hight
6	ANA	116	94%	Hight
7	RGP	40	32%	Low
8	AK	53	43%	Low
Sum		690	556%	6 Student
Average		115	93%	
Sum		93	75%	2 Student
Average		47	38%	
Sum		783	631%	All student
Average		98	79%	

Based on the table data, it can be seen that the results showed that six students had high anxiety scores to be given treatment. The average student has a public speaking anxiety score of 98 or a percentage value of 79%, which means it is in the high category. Based on the results of the pre-test, it is necessary to take action to reduce public speaking anxiety by giving five treatments through group guidance services with the Symbolic modeling technique and then giving a post-test. The treatment given to selected students is detailed with the time and process of implementation and evaluation given after the treatment.

The post-test was carried out on Saturday, October 30, 2021, after being given treatment. The following is the result score of the post-test:

Table 5. Post-test Score Results for Anxiety in Public Speaking at SD Negeri 1 Sajira Academic Year 2021/2022

No.	Respondent	Post-test	%	Category
1	NAR	50	54%	Low
2	NS	41	44%	Low
3	DM	53	57%	Low
4	IAH	48	52%	Low
5	ZI	43	46%	Low
6	ANA	68	73%	Low
7	RGP	34	37%	Low
8	AK	37	40%	Low
sum		303	326%	6 student
Average		50.5	54%	
Sum		71	76%	2 student
Average		36	38%	
Sum		374	402%	All student
Average		47	50%	

In table 5, the scores of students' public speaking anxiety after being given action show that students show changes in the post-test compared to the pre-test data. From the table data, the average student has a public speaking anxiety score of 47 with a percentage value of 22%, which means it is in a low category. These data show that symbolic modeling techniques can reduce public speaking anxiety, which has been conveyed by Hackney & Cormier (Efford, 2017), who argue that students need to be given lots of opportunities to practice behavior when they are in a session. So that the application of group guidance services based on symbolic modeling techniques can provide information and understanding about communication, especially in speaking, allowing students to see and learn from models who do not experience anxiety in public speaking. Description of Public Speaking Anxiety for Grade VI students at SD Negeri 1 Sajira in each indicator.

a. Physically

Table 6. Physical Pre-test and Post-test Results

No	Initial	Pre-test	%	Post-test	%
1	NAR	60	94%	22	46%
2	NS	61	95%	20	42%
3	DM	60	94%	30	63%

No	Initial	Pre-test	%	Post-test	%
4	IAH	60	94%	23	48%
5	ZI	60	94%	23	48%
6	ANA	61	95%	35	73%
7	RGP	21	41%	19	40%
8	AK	28	44%	17	35%
	Sum	362	566	153	319%
6 student			%		
	Average	60	94%	26	53%
2 student	Sum	49	77%	36	75%
	Average	24.5	40%	18	38%
All student	Sum	411	652	189	394%
			%		
	Average	51	80%	24	49%

Based on Table 6, the study's results regarding physical indicators showed a decrease in public speaking anxiety. Six students decreased from the high to low category. There were two students in the moderate reduction category, namely ANA.

NS is a student with the highest decrease in grades among his friends from the pre-test and post-test results. Consistent with the statement that the physical indicator has the first indicator that the limbs feel shaking and has a sub-indicator of being able to control the three limbs to vibrate, such as hands, feet, and other limbs, when in public. The second indicator is profuse sweating; the sub-indicator can avoid excessive sweating. NS was one of the students who experienced a significant decrease in pre-test and post-test. NS's pre-test results were in the high category, but during the second treatment, there was a decrease in anxiety, seen when talking about his idol in public.

NS has been able to physically control his body or limbs so as not to sweat excessively and tremble. Student SN and his friends have learned about eliminating anxiety in physical indicators from the model. Because when viewed in terms of age, they are classified as children (Nurihsan, 2006). Following the main task (Syamsu Yusuf in Mardison, 2016): having the ability to pronounce, which is the result of children's learning by imitating behavior or body language and different sounds they hear from other people.

b. Behavior

Table 7. Results of the Behavioral Pre-test and Post-test

No	Initial	Pre-test	%	Post-test	%
1	NAR	12	100%	4	44%
2	NS	11	92%	3	33%
3	DM	9	75%	4	44%
4	IAH	12	100%	3	33%
5	ZI	10	83%	5	56%
6	ANA	12	100%	6	67%
7	RGP	3	36%	3	33%
8	AK	6	50%	3	33%
6 Student	Sum	66	550%	25	278%
	Average	11	92%	4	46%
2 Student	Jumlah	9	75%	6	67%
	Rata-rata	4.5	38%	3	33%
All	Sum	75	625%	31	344%

No student	Initial	Pre-test	%	Post-test	%
	Average	9	78%	4	43%

Based on Table 7, the study's results regarding behavioral indicators showed a decrease in public speaking anxiety. Six students decreased from high to low scores. There were two students with high pre-test scores, namely NAR and ANA, seen before the two shared their vacation experiences in public. At first, both of them were reluctant to come forward. After being given motivational reinforcement by the researcher, they finally want to move forward. IAH is a student with the highest decrease in grades among his friends from the pre-test and post-test results. The behavior indicator statement has the first sub-indicator of avoidance behavior and dares to speak in public and other communication activities as a sub-indicator.

The student IAH was one of the students who experienced a significant decrease in the pre-test and post-test. The results of the NS pre-test got a high score, but during the second treatment, there was a decrease in anxiety, seen when talking about the holiday experience in public. NS has dared to go forward without coercion from group members and researchers. Moreover, he has no avoidant behavior. Student SN and his friends have learned from the model provided about how to build confidence in personal-social roles, mainly to avoid public speaking. Following the task of development (Nurihsan, 2006), awareness of social responsibility. This task is necessary for everyday life.

c. Cognitive

Table 8. Cognitive Pre-test and Post-test Results

No.	Initial	Pre-test	%	Post-test	%
1	NAR	45	94%	24	67%
2	NS	43	90%	18	50%
3	DM	42	92%	19	53%
4	IAH	45	94%	22	61%
5	ZI	44	92%	15	42%
6	ANA	43	90%	21	58%
7	RGP	16	35%	12	33%
8	AK	19	48%	17	47%
6 Student	Sum	262	546%	119	331%
	Average	44	91%	20	55%
2 student	Sum	35	85%	29	81%
	Average	18	41%	15	40%
All student	Sum	297	619%	148	411%
	Average	37	77%	19	51%

Based on Table 8, the research results regarding cognitive indicators showed a decrease in public speaking anxiety. Six students decreased from high to low scores. There were two students with high pre-test scores, namely NAR and IAH. It was seen when both of them talked about their idols in public. Both seemed distracted, laughed more often, and were not fluent in saying the word for word. After being given motivational reinforcement, the

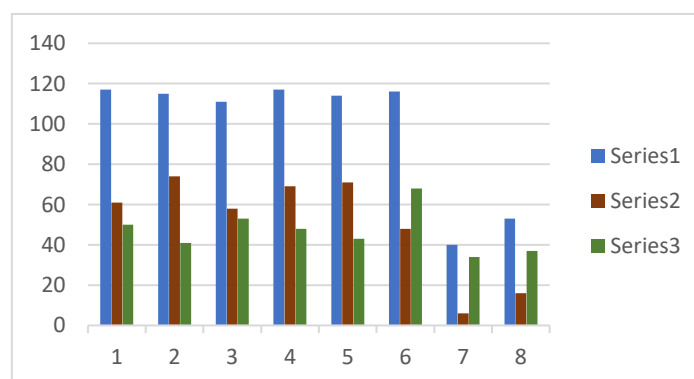
researcher, finally, there was a change in the next treatment. Both have started to focus and fluently or not stammer in public speaking.

ZI is a student with the highest decrease in grades among his friends from the pre-test and post-test results. Following the statement of cognitive indicators, which have the first indicator, namely difficulty concentrating or focusing on one's mind, and having a sub-indicator of being able to focus when speaking in public. ZI is one of the students who experienced a significant decrease in the pre-test and post-test. ZI's pre-test results got a high score, but during the third treatment, there was a decrease in anxiety, seen when talking about the holiday experience in public. ZI can focus as seen from the eyes and body facing forward. Then with voice and facial expressions that look focused. ZI and his friends have learned from the model how to build self-confidence in personal-social roles, mainly by avoiding public speaking—following developmental tasks (Nurihsan, 2006), and being able to focus on individual and group activities needed in their daily lives.

From the data described, that group guidance using symbolic modeling techniques can reduce public speaking anxiety in students VI of SD Negeri 1 Sajira, Lebak Regency, in the 2021/2022 academic year. The difference in the pre-test and post-test results using the public speaking anxiety scale score. Table 8 will display the percentage gain of students' public speaking anxiety scores.

Table 9. Data Gain

No.	Respondent	Score	%
1	NAR	67	31%
2	NS	74	34%
3	DM	58	27%
4	IAH	69	32%
5	ZI	71	33%
6	ANA	48	22%
7	RGP	6	3%
8	AK	16	7%
Total		409	188%
Average		51	24%



Graph 2. Gain of Research Subjects

In Table 9 and Graph 2, the students' public speaking anxiety gain score shows the difference in the post-test and pre-test. From the table, the average student has a public speaking anxiety score of 51 or a percentage of 24%. When viewed from the six students

who experienced high public speaking anxiety on the pre-test, the highest gain results were obtained by NS with a percentage of 34%, while ANA obtained the lowest gain results with a percentage of 22%. The gain results following the students' anxiety during the treatment.

Based on the data in the normality test table for the research subjects above, hypothesis testing can be carried out by comparing the significant levels as follows:

- 1). If the sign > 0.05 , then the research data is normally distributed
- 2). If the sign < 0.05 , then the research data is not normally distributed

Table 10. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<i>Pre-test</i>	.406	8	.000	.406	8	.000
<i>Post-test</i>	.129	8	.200*	.129	8	.933

In Table 10, the Shapiro-Wilk test for eight subjects pre-test was $0.00 < 0.05$, and the post-test was $0.93 > 0.05$, meaning that the hypothesis states that the research data is not generally distributed because one of the data is not normally distributed.

Table 11. Test Statistics (a)

	N	Mean Rank	Sum of Ranks
<i>Negative Ranks</i>		8a	4.50
<i>Positive Ranks</i>		0b	.00
<i>Post-test - Pre-test</i>			
		Ties	0c
		<i>Total</i>	8

Table 12. Test Statistics (b)

8 Subject	<i>Post-test - Pre-test</i>
Z	-2.521 ^b
<i>Asymp. Sig. (2-tailed)</i>	.012

Based on the data in the statistical test table for the research subjects above, hypothesis testing can be carried out by comparing the significance level with the Wilcoxon test as follows:

- 1). If sig > 0.05 , then H_0 is accepted
- 2). If sig < 0.05 , then H_0 is rejected.

In this study, it was seen that the subject's sign 8 was $0.012 < 0.05$, then H_0 was rejected, and H_a was accepted, meaning that the hypothesis stated that there was a difference in students' public speaking anxiety in the research subjects between before and after being given group guidance using the Symbolic modeling technique.

DISCUSSION

NS is the student who gets the highest gain. It can be seen that the high pre-test results when carrying out the NS treatment study the material well so that they can master what material is delivered, have body language, and have confidence when speaking in public. Following the statement (Rachmat, 2013: 17), in public speaking, there is an art of rhetoric,

pleasant facial expressions, good body gestures, mastery of the material, strong memory, high creativity and fantasy, and appropriate disclosure techniques. Meanwhile, according to (Hyang 2018), one of the characteristics of a person is having a sense of not being anxious and having self-confidence, one of which is studying the material well.

ANA is the student who gets the lowest gain, which can be seen during treatment. ANA can be seen when speaking in public, and the speech is less fluent when compared to other group members. Then like the eyes that are not focused on seeing the listener, the gestures of the limbs are still lacking. According to (Hyang 2018), the meaning of eyes that focus on the listener will make the listener interested and listen to the speaker's words. Even though the ANA score data showed unsatisfactory results compared to other students, in the implementation of ANA, there were significant changes at the fifth meeting compared to the first meeting. Evidenced by the ANA, who did not avoid and started to dare to come forward to speak in public, was because at the fifth meeting. The ANA's physical and cognitive indicators had decreased, resulting in the ANA's behavior not avoiding. Compared to the first meeting, where ANA initially did not seem to want to come forward but was motivated by the researcher's final ANA. This is following the statement (Mangampang, 2016) if cognitive and physical anxiety decreases. Behavioral anxiety will also decrease because the behavioral aspect describes cognitive and physical designs. The physical and cognitive aspects also protect his behavior from anything that is felt to be threatening and interferes with someone to function effectively.

The success of using the symbolic modeling method to reduce public speaking anxiety is in line with the opinion. Green et al. (Efford, 2016) suggest that modeling techniques can be used to demonstrate various kinds of abilities to counselees. In general, live performances are more interesting in demonstrating individual and social abilities, while symbolic performances help with individual problems with developmental task delays and externalizing problems, for example, disruptive or aggressive behavior.

The purpose of implementing modeling through video, images, and sound (symbolic modeling) is to present a model that allows counselors to have more central command over the appropriateness of the performance of their behavior. Furthermore, once an appropriately representative model has been created, it can be set aside for repeated use. Self-modeling actions include recording the counselee playing objective behavior. The client can then view the recording directly or use a positive mental outlook to remember himself playing the skill effectively.

The symbolic modeling procedure carried out by researchers is in line with the concept of group guidance service stages with four stages. According to Prayitno (Maliki, 2020), they are as follows: (1) the formation stage is the briefing stage, and the association stage or attaching oneself to the existence of an association. Individuals who know each other, express goals, and reveal assumptions for each part. Then, at that time, describe the manner and standard of the lead-gathering exercise conducted by the analysts. (2) the transitional stage leads to the actual group activity. The researcher reveals to each member the activities that will be carried out during the group guidance. (3) the activity stage is an essential activity in group guidance. Thus, the components considered in group guidance activities need to receive the attention of all counselees. (4) the ending stage is when all group guidance activities have achieved the group guidance goals.

The researcher realizes that there are still some limitations in this study, namely:

- a. Classroom management still needs teachers for classes when implementing Actions.
- b. The study used a pre-experimental Design One Group Pre-test – Posttest so that the control factors for the dependent variable could be influenced by external factors such as family and environmental factors.

CONCLUSION

Based on the results of the research that has been done, the score decreased for eight students per indicator, namely a physical pre-test score of 411 in 566% percentage and a post-test score of 189 in 319% percentage, behavior pre-test score of 75 in 625% percentage and scored post-test 31 in percentage 344%, cognitive pre-test score 297 in percentage 619% and post-test score 148 in percentage 411%. The Wilcoxon test showed a sign of 0.012 <0.05, so H_0 was rejected, which means there was an influence of the Symbolic modeling technique on public speaking anxiety.

The description of public speaking anxiety of 8 grade VI students at SDN 1 Sajira before being given group guidance on the Symbolic modeling technique was in the high category with a score of 783 and an average percentage score of 79%. After participating in the symbolic modeling technique to overcome public speaking anxiety for students at SDN 1 Sajira. 8 Students experienced a decrease, with a score of 374 being in the low category with an average presentation value of 50%. Symbolic modeling technique group guidance has been proven to be effective in reducing public speaking anxiety for grade VI students at SDN 1 Sajira.

For future researchers, it is hoped that this research can be developed using different techniques to obtain better results. Furthermore, future researchers are expected to be able to enrich the literature review on public speaking anxiety by developing the approach applied.

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