

Empty Chair Technical Group Guidance and Self Talk Improve Interpersonal Communication Skills

Fauzi Aldina¹, Teuku Fadhli²

^{1,2}Faculty of Teacher Training and Education, Universitas Jabal Ghafur, Indonesia
aldinafauzi84@gmail.com

Abstract

This study aims to examine the impact of empty chair technique group guidance and self-talk techniques to improve interpersonal communication skills of students at SMA Unggul Sigli. The research method used was experimental design, randomized pretest-posttest comparison group design involving 20 research subjects who were selected propositively from 82 students. The results showed that the empty chair technique and self-talk technique were effective to improve students' interpersonal communication skills with the difference in the level of effectiveness of the self-talk technique group counseling higher than the empty chair technique. Empty chair technique group guidance and self-talk techniques are effective to improve interpersonal communication skills of SMA Unggul Sigli students.

Keywords

group counseling, empty chair, self talk, interpersonal communication



I. Introduction

Communication skills are a medium for connecting a goal. As social beings, Manuasia requires communication in all aspects of life. Communication is a very important and profound human need and the more they are able to do it, the more useful and satisfying communication will be, especially about their existence (Hargie & Dickson 2004: 2). Aminullah (2018) stated that the communication that developed during this explains about human relationships. Therefore, communication is conveying information or ideas rather than messengers to the recipient of the message, so that the recipient of the message will understand as understood by the messenger. Interpersonal communication has several characteristics, including described by Harley (1999: 20), namely communication carried out from one person to another, face-to-face communication, the content and form of communication reflecting the personal characteristics of individuals as well as their relationships and social roles. Astuti (2011: 51) states that various problems in communication arise not because of feelings experienced by someone, rather, someone fails to communicate it effectively. Communication is a social event, an event that occurs when humans interact with other humans.

Interpersonal communication is an important thing that needs special attention because interpersonal communication problems experienced by students are often neglected by BK teachers themselves. Interpersonal communication will become a problem when not resolved, will have an impact on the achievement of learning outcomes. According to Panggabean (2019) Communication interpersonal is communication between people in face-to-face, which allowseach participant capture reactions of others are directly. It is either by verbal or nonverbal. Communication interpersonal this is a communication that only two people, such as a husband a wife, two colleagues, twofriends close, teacher- pupil and so on.

Interpersonal communication is also a tool to unite individual relationships with each other. According to Devito (2013: 6) that interpersonal communication cannot be avoided and is basically a natural relational, interpersonal communication occurs in a relationship, has an impact on relationships and gives meaning to a relationship. Therefore, in the learning process and interacting with the surrounding environment and family, students must communicate interpersonal. Furthermore, based on the results of preliminary observations at SMA Unggul Sigli, the teaching and learning process that is less attractive to students in general is lazy to communicate and feel embarrassed if they have to ask about lessons that they do not understand to the teacher, are indifferent to the teacher when the teacher asks questions and is sometimes busy with activities. Itself, there are also students who are less able to share their feelings or express themselves to others, especially when experiencing problems, there are still students who find it difficult to accept other people's opinions that are different from themselves.

One of the efforts that can be done with group guidance to be given is using the empty chair technique and the self-talk technique. The selection of the empty chair technique according to Erford (2016: 117) allows experiences and characteristic expressions to help students deepen interpersonal and intrapersonal emotional relationships.

Research conducted by Febri (2014) proved that empty chair technology really helps improve students' interpersonal communication skills. In addition, the research by Gary et al (2010) shows that the empty chair technique can improve students' interpersonal communication skills. Thus, through the empty chair technique, each individual practices role playing through an empty chair in improving interpersonal communication skills.

The second technique used to improve students' interpersonal communication skills is the self-talk technique, as expressed by Seligman and Reichenberg (in Erford 2016), which describes the self-talk technique of a pep talk (the conversation that is meant to generate courage or enthusiasm) positively that someone gives to himself. alone every day.

Several studies have shown that the application of this self-talk technique can help individuals overcome the anxiety they face, (Hatzigeorgiadis, 2009) states that individuals doing self-talk will affect students' attention, self-confidence and anxiety. The results of this study explain that the application of positive self-talk techniques can improve interpersonal communication skills. The same thing is also reinforced by the results of research by Xiaowei et al (2014) which states that self-talk techniques can improve students' interpersonal communication skills. So, always talking to yourself (self talk) will improve interpersonal communication skills.

Based on the description of the problems that occurred in SMK Mataram Semarang, this study focuses on testing the effectiveness of group guidance using empty chair and self-talk techniques to improve students' interpersonal communication skills. So that the two techniques are expected to improve interpersonal communication skills and can improve student achievement.

II. Research Methods

This research applies randomized pretest-posttest comparison group design (pre and post treatment) involving two groups, namely the experimental group one in the form of empty chair technique group guidance (6 meetings), the experimental group two groups of self-talk technique group guidance (6 meetings). Participants involved in the pretest 82 students from class XI SMA Unggul Sigli. The use of purposive sampling technique was carried out to select students who had low levels of interpersonal communication skills, so

that 20 people were obtained and a random assessment was carried out to place the subject in each group of 10 people in each group.

The data collection technique in this study was adapted from a measuring instrument of the interpersonal communication skills scale (Devito, 2013) which consists of 60 items. In this measuring instrument, the researcher performed equivalence (equality) and expert validation to see cultural similarities and then tested the instrument. The results of the instrument test, all items were declared valid (reliability results $r_{xy} = 0.251-0.727$) with a negligible efficiency of 0.831. The data obtained were analyzed using the Wilcoxon and Mann Whitney tests.

III. Discussion

The conditions of students' interpersonal communication skills before getting the treatment were all at a low level (20 people). After receiving the empty chair and self-talk group guidance intervention, the students' level of interpersonal communication skills became high in each group. The change in the score of the empty chair technique group at the pretest stage (M = 104, SD = 9.75) increased (M = 164, SD = 22.8) and the group that was given treatment with the self-talk technique at pretest (M = 90, SD = 8.99) after being given treatment (M = 173, SD = 12.7).

Furthermore, hypothesis testing is done using the Wilcoxon test. The results of the analysis using the Wilcoxon test (Table 1) showed that the level of the empty chair group at the time of the pretest implementation (M = 104, SD = 9.75) was significantly higher than at posttest (M = 164, SD = 22.8; $Z = -2,803$, $p < 0.05$). Furthermore, the level of interpersonal communication skills of students in the self-talk technique group at the time of the pretest implementation (M = 90, SD = 8.99) was significantly higher than during the posttest implementation (M = 173, SD = 12.7; $Z = -2,807$, $p < 0.05$).

To compare the level of effectiveness of the two groups obtained from the results of the Mann Whitney test with the gain score of the empty chair technique (A) (M = 59.8, SD = 18.6) was significantly lower than the gain score in the self-talk technique group (B) (M = 83.7, SD = 12.7) then to see the level of effectiveness of the two groups the results were obtained ($Z = 2,648$, $p < 0.05$). The results of the Mann-Whitney test showed that the self-talk group was more effective than the empty chair group.

Table 1. Effectiveness Test Results of Empty Chair Technique Group Guidance (A) and Self Talk Technique (B) to Improve Students' Interpersonal Communication Skills

	Group (A)		Group (B)	
<i>Pretets</i>	M	104		90
	SD	9.75		8.99
<i>Postest</i>	M	164		173
	SD	22.8		12.7
Z1		2,803, 2,807		
P1		<0.05 <0.05		
Gain score	M	59.8		18.6
	SD	83.7		12.7
Z2		-2,648		
P2		<0.05		

Information:

1 = Wilcoxon test results

2 = Mann-Whitney test result

Based on the research results, it can be seen that the level of interpersonal communication skills possessed by students of SMKmataram Semarang is still low. From the findings in the field, in general students are lazy to communicate and feel embarrassed if they have to ask about lessons that they don't understand to the teacher, are indifferent to the teacher when the teacher asks questions and are sometimes busy with their own activities, there are also students who are less able to share their feelings or express themselves to people. others especially when experiencing. problem, there are still students who find it difficult to accept other people's opinions that are different from themselves.

The impact of the low interpersonal communication skills of students is a decrease in academic scores and even worse, it is a loss for the continuity of student learning. Astuti (2011: 51) states that various problems in communication arise not because of feelings experienced by someone, but that someone fails to communicate them effectively.

The statement above shows that the low level of students' interpersonal communication skills. This condition means that an effort is needed to help students improve students' interpersonal communication skills.

Efforts that can be made in helping to improve communication skills are to carry out group guidance with the empty chair technique and self-talk technique which are expected to improve students' interpersonal communication skills. From the research results it is known that students experience low interpersonal communication skills due to many things.

Empty chair technique is effective for improving students' interpersonal communication skills. Leslie (2008) in his research states that the empty chair technique can improve interpersonal communication skills. By applying the empty chair technique, students who have a low level of interpersonal communication skills will be able to adapt inside and outside the classroom and will be able to interact well. In addition, Gary's research (2010) explains that the empty chair technique can improve students' interpersonal communication skills. Thus, through the empty chair technique, each individual practices role playing through an empty chair in improving interpersonal communication skills.

Furthermore, the self-talk technique group was effective in improving the interpersonal communication skills of students at SMA Unggul Sigli. The results showed a significant increase in students' interpersonal communication skills between before and after being given the self-talk technique group guidance treatment.

The use of self-talk techniques to improve students' interpersonal communication skills is based on students' needs to improve students' interpersonal communication skills. This is supported by research by Hatzigeorgidis (2009) which states that individuals doing self-talk will affect students' attention, self-confidence and anxiety. The results of this study explain that the application of positive self-talk techniques can improve interpersonal communication skills.

This is in line with the results of research by Xiaowei et al (2014) which states that self-talk techniques can improve students' interpersonal communication skills. So, always talking to yourself (self talk) will improve interpersonal communication skills. That way if students always talk to themselves (self-talk) with positive statements, it will direct their thoughts in a more positive direction so that they can help themselves to improve their interpersonal communication skills.

In the last discussion, the effectiveness test was carried out to see the difference in the effectiveness level of group guidance with the empty chair technique and the self-talk technique to improve students' interpersonal communication skills. The results of this study indicate that both techniques are effective in improving students' interpersonal communication skills. This is theoretically able to explain in this discussion. As previously explained, the two techniques in this study were effective in improving students' interpersonal

communication skills. This means that these two techniques, namely the empty chair technique and the self-talk technique, have almost the same aspects as emphasizing the development of the imagination of the two techniques.

Furthermore, if we look at the research results, the self-talk technique is more effective in improving students' interpersonal communication skills than the empty chair technique. This can be seen from the significance in table 1. Although there are differences in the significance value of the two techniques for improving communication skills, it can be concluded that this study can prove that the provision of empty chair and self-talk techniques is effective for improving students' interpersonal communication skills, it can be seen from the treatment results that have a significant increase.

From the above discussion, the application of empty chair technique group guidance and self-talk technique is effective to improve interpersonal communication skills of SMA Unggul Sigli students. However, the level of effectiveness of the self-talk technique is higher than the empty chair technique. The difference between these two techniques only lies in the implementation of the technique at the core stage of group guidance.

IV. Conclusion

This study concludes that the empty chair technique group guidance and self-talk techniques are effective for improving interpersonal communication skills of SMA Unggul Sigli students. However, the level of effectiveness of the self-talk technique is higher than the empty chair technique. The difference between these two techniques lies only in the implementation of the technique at a core stage in group guidance.

The suggestion that can be put forward is for the counselor to carry out group guidance using the empty chair and self-talk technique. For further research, it is necessary to consider the use of a larger number of samples so that the results obtained about the effectiveness of the empty chair and self-talk technique group guidance to improve students' interpersonal communication skills can be applied to SMA Unggul Sigli students and also to the wider community.

References

- Aminullah, M. (2018). Theory of Alamin (A Formation of Universal Communication Formula). Budapest International Research and Critics Institute-Journal (BIRCI-Journal), p. 162-181.
- Astuti, Sugiyo, Suwarjo. 2013. Game Technique Group Guidance and Counseling Service Model (Games) to improve Student Interpersonal Communication. Guidance and Counseling Journal. 2 (1), 89-93
- Devito, Joseph A. 2013. The Interpersonal Communication Book (13th Edition) NY: Pearson Education, Inc.
- Erford, BT 2016. Techniques that should be known by Counselor. Yogyakarta: Learning Library.
- Gary, M, at al. 2010. Arousing Primary Vulnerable Emotion in The Contex of Unresolved Anger: "speaking about" versus "speaking to" Journal of Counseling Psychology, 57 (4), 402-410.
- Hargie & Dickson. 2005. Skilled International Communication Research, Theory and Practice. London: Roudletge
- Harle. Peter. 1999. International Communication Second Edition. London: Roudletge.

- Hatzigeorgiadis Antonis, et al, 2009. Mechanisms Underlying The Self Talk Performance Relationship: The Effects Of Motivational of Self Talk on Self Confidence and Anxiety. *Journal of Sport and Exercise*. 10 (1), 186-192.
- Leslie J, et al. 2008. Differential Effects of Emotion Focused Therapy and Psychoeducation in Facilitating Forgiveness and Letting go of Emotional Injuries. *Journal of Counseling Psychology*, 55 (5) 185-196
- Mandasari, Febri. 2014. Application of Gestalt Counseling with Empty Chair Technique to Increase Students' Courage in Expressing Opinions. *Gusjigang Counseling Journal*. 1 (1), 72-76.
- Panggabean, R.H., et al. (2019). Student Learning Result of Citizenship Education in Internet Learning Media with High Interpersonal Communication in High School Al-Azhar Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, P.491-498.
- Xiaowei, Shi, et al, 2014. The Relationship of Self Talk Frequency to Communication Apprehension and public Speaking Anxiety. *Journal of Personality and Individual Differences*. 75. 125-129