

## **The Effect of Group Counseling Services Using an Eclectic Approach to Anxiety Talking in Front of The Class Students at SMA Negeri 4 Medan, 2017/2018**

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**Abstract:** This study aims to determine the effect of group counseling services using an eclectic approach to anxiety speaking in front of the class of students of SMA Negeri 4 Medan Academic Year 2017/2018. This study is a quasi-experimental *quacy-experimental* study with a design test-post test group design. Subjects in this study were students of class XI MIA SMA Negeri 4 Medan Academic Year 2017/2018 who have anxiety to speak in front of a class of 10 people. Subjects were taken using screening method with purposive technique. The data of this study were collected by using questionnaires of answering in front of the class of 31 items of statements that have been valid and reliable. Data were analyzed using *Wilcoxon* test. From the data analysis is obtained  $J = 0$  with  $\alpha = 0.05$ , while  $J$  table = 8. From the data it is seen that  $J < J$  table where  $0 < 8$ . It means the hypothesis is accepted. The pre-test data obtained an average of 79.7, whereas the post-test data has been given the service of the grouping of the *electrical* approximation based by an average of 47, 9, the difference between pretest and posttest of 31.8 and change in anxiety interval speak in front of the classroom after being integrated into a group of appraisal approaches of 39.89%. Meaning a score the average student who has anxiety in the front of the group after receiving a group of electronics accolades is less than before the consortium of the grouping of the electronics approach. This shows the effect of the service of the grouping of the *ectectical* approaches to the student who has anxiety in the year of the Art 2017/2018 or the hypothesis can be accepted.

**Keywords:** group counseling; eclectic approach; anxiety speech

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### **I. INTRODUCTION**

Education is a place to improve the quality of human resources (HR). Improving the quality of human resources will be achieved if there are clear directions and objectives related to the implementation of education. There is no educational behavior that is born by the communication process, either verbal communication, non-verbal, or communication through learning media. Jourdan (in Yusuf, 1990) says the field of education will not work without communication support. Communications describe how one understands, sees, hears, and senses about himself and how the individual interacts with the environment, from collecting and presenting information, to completing conflict. Speaking, hearing, and understanding understanding the competent media (media paradox) in managing the environment, as well as in personal and social situations. One type of emotion that is often experienced is shrinking anxiously, the reality of the pupil indicates that the number of students who are experiencing anxiety increases. The excessive worries of the student will cause their consequences to cause the turmoil, causing misery, despair, frustration, not to be effective and unable to achieve optimal performance. anxiety that is high in the stages of the activity involves engaging in activities that confront him. This causes the constellations of student learning to make the psychological impacts of all the components at the school concerned. Anxiety when it comes to class de-pans is the presence of others who think that they regard the need to be the 'ghosts' that embrace the mind. The anxiety of speaking in the classroom is a state where naturally happens, even said that as for the man-talker talking in front of the public. However, when anxiety has a significant effect on the individual's performance, then the problem is a problem. Because the cinema has a distinct individual form, it indicates that it is not capable of confronting situations. Osborne (2004: 127) states that the feelings of anxiety arise when the hearts of the people are overheard, that they are laughed at by people, afraid that their presence will be a spectacle of people, afraid that what will be mentioned will not be appropriate, and the fear of dammit will be boring. Research Dewi & Andrianto (2007) found that six seventh students of the Faculty of Teachers and Teachers University of Muhammadiyah Purwokerto Departure 2001 who interviewed them in the dissertation at the time did perentasi. The majority of the students acknowledged that there was a fear of fear when you brought the percentage. Motley (1995) also mentions that about 85% of us are

unfairly anxious to bear the depth of the deportation. In 15% to 20% of American students, this fear weakens and greatly disrupts individual work. *Zimbardo's* research at Stanford University in California, USA (*Rachmat, 2006: 98*) states that anxiety makes the individual feel inferior, self-disparaging, thinks he is unattractive and thinks he or she is unpleasant to others. Individuals who tend to have anxiety are struck with muscle tension and a very high level of vigilance. Then, the individual will make an effort to socialize with others, the individual state will improve as the tension diminishes. Another study was also conducted by *Suwandi (2004: 45)* at the Faculty of Theology of *SanataDarma* University, 32.8% of students experienced moderate anxiety, 48.3% of students experienced high anxiety and 12.1% of students experienced very high anxiety in a speaking situation in front of the class. Based on the research results of *Rahayu, et al (2001: 38)* on the students of *AktaIV* UIN Malang resulted from 45.56% of students have high anxiety, 5.27% of students have moderate anxiety, and 20, 23% of students have low anxiety in terms of speaking in front of the class. *Flax (in Tilton, 2002: 15-19)* states that based on recent research, Americans classify speaking in front of the classroom as their greatest fear. *Tilton (2002: 15-19)* adds in fact, many individuals who claim to be more afraid to speak in front of the class than other fears such as economic difficulties, suffering from illness.

According to *Bandura (1997)* it is argued that individuals who experience speech anxiety exhibit the shrinking and avoidance behaviors that often disrupt performance in their life, as well as in academic situations. Furthermore, *Eliot, et al (2000)* states that students often experience anxiety when facing an exam or when they have to speak in front of a crowd, and that *keceasanasan* will affect their performance. *Ericson and Gardner (in Tunsey, 2000)* added that anxiety proved to have many adverse effects on students. Individuals who are anxious and socially shy tend to withdraw and are not effective in social interaction, this is possible because the individual perceives a negative reaction, anxiety is a disadvantage in social relations, because the nervous and inhibited individuals may become less socially effective. Public speaking anxiety in front of the class that occurs in the individual can be caused by various things. When feeling anxious or when faced with stressful situations, the individual will experience both physical and psychological symptoms. *Nevid, et al (2005: 20)* states that the anxiety of speaking in front of the class is usually characterized by physical symptoms such as sweating hands, faster heart beat and shaking legs. *Girtomer and Plourde (in Boyce, et al., 2007: 20)* adds that nausea, sweating, knee weakness, and dry mouth are symbols associated with fear when standing in public. Anxiety that occurs in the individual will make the individual feel low self-esteem, underestimated himself, thinks he is not interesting and himself not happy for others. The results of *Teichman's* study (1974: 23) show that individuals who tend to experience a discomfort characterized by muscle tension and a very high level of alertness. On the side, *Matindas (2001)* notes that the anxiety of speaking in front of the classroom is also characterized by psychological symptoms, such as fear of making mistakes, unbearable behavior, and not concentrating well. Individuals who feel anxious both psychically and biological, in him will be a disruption of anticipation or hope in the future. This state of affairs is characterized by anxiety, anxiety, and sense of unfortunate happiness and the individual becomes incapable of finding a solution to his problem (*Hurlock, 1997*). The problems that often occur in the students during the learning, direct talk is the emergence of negative nature in students when required to be able to appear convey his idea in front of the class. The reluctance of some students is primarily passive in students to express their ideas of creating a monotonous and passive learning atmosphere. Lessons that are not supported by student participation can result in inhibition of student creativity during direct speech learning. Student involvement during the learning process as a result creates a fun learning contest and requires students to play an active role during learning. Fear, anxiety and tension often appear when an individual has to speak in front of a class that mentions the term anxiety speaking in front of the class. Based on the results of observation researchers in SMA Negeri 4 Medan, there are students who experience anxiety talk. Both the factors that affect the anxiety of speech is due to the inner and outer self-factor of the student. Includes data obtained on the basis of sharing results of counseling teachers and counseling concluding that there are students who experience anxiety in front of the class as nervous when they want to appear in front of the class or in the kitchen, not daring to express their opinions when in front of the class, nervous when performing, often forget about the presentation material already memorized at home and do not want to talk to his friends. the result of the observation of the students at SMA Negeri 4 Medan was found by students who experienced anxiety in front of the class, which was formulated as follows: high anxiety as 25 people, moderate anxiety as many as 15 people, and renebe anxiety counted 10 people. This can be seen when researchers interact with students of SMA Negeri 4 Medan. This opinion is also supported by the field of study that teaches in the class that says so. In order to meet these demands, the method of learning in SMA Negeri 4 Medan as one of the high schools that prioritizes the quality of education of learners mostly use the system of group discussion and percentage in order to familiarize the students to be able to get used to speaking in front of the class. However, not infrequently students feel anxious to express their thoughts verbally, either during group discussions, asking the teacher, or when to speak in front of the class while delegating tasks. The activity requires students to appear to speak in front of the class, and when students feel anxious when they do it is said that the student experiences anxiety speaking in front of the class which is one form of communication barrier. The condition is characterized by fear

in showing performance and intraxional situation with others. These conditions have an impact on the quality of the individual's life, affecting social functions and relationships with his community. Based on the above exposure and the facts that the observer has observed, the researcher is encouraged to research and solve the anxiety problem of speaking the students through Group Counseling by using the Eclectic Approach. The Eclectic Approach is a mixture between the two techniques of directive and non-directive co-incarnate techniques. According to Norcross (1987), eclectic is defined simply in the form of more than one approach to dealing with problems. According to Gilliland (2008) argued that eclectic counseling uses data counselees who do not have a theory or special principle about cognitive. According to Thorne (*in Latipun, 2001: 9*) suggests that eclectic counseling using counselee data is primarily from individual studies that include ever-changing life. *Latipun (in Lumongga, 2011: 193)* states that the stage of activity in the eclectic approach of the *carkhuff* model has six stages: (1) problem exploration stage, (2) problem formulation stage, (3) alternative identification stage, (4) *canaan*, (5) action / commitment stage, and (6) assessment and feedback stage.

## II. METHODS OF THE RESEARCH

This research is a quasi-quantitative quasi experiment with its designs Pre test-post test group design. Subjects in this research are students of class XI MIA SMA Negeri 4 Medan Year 2017/2018 academic who have anxiety to speak in front of the class of 10 people. Subjects were taken using the method of scrining by purposive technique. The data of this study were collected by using a questionnaire of differentiation in front of the class of 31 items of valid and reliable statements. Data were analyzed using Wilcoxon test.

## III. RESULT OF THE RESEARCH

After the questionnaire is distributed, the next is to give a score on the questionnaire by summing up the values obtained as a student. Having known the number of anxiety questionnaire scores speak in front of the class then done categorization as follows:

Maximum score = 88 and minimum score = 36 Range (R) = Maximum Score - Minimum Score = 88 - 36 = 52 Interval (I) =

$$\left[ \frac{\text{skor maksimal} - \text{skor minimal}}{\text{jumlah kategori}} \right] = \left[ \frac{88 - 36}{3} \right] = 17$$

Then the category questionnaire *kece-time* to speak in front of the class can be seen in the table as follows:

**Table 1**  
**Interval and Criteria**

Interval	Criteria
37-53	Low
54-70	Medium
71-88	High

The data obtained from the pre-test results on 10 subjects, then the results obtained as follows:

**Table 2**  
**Pre-test result**

No	Initials	Pre-Test Results	Category
1	AJ	88	High
2	GFGS	84	High
3	CGEH	83	High
4	ARN	82	High
5	ZAAN	78	High
6	DSS	77	High
7	HD	77	High
8	RC	77	High
9	AP	76	High
10	MFL	75	High
Value Values		797	
The highest score		88	
Low Value		75	
Average		79,7	
Standard Deviation		4,270	

The result of pre-test data in the above table before getting the counseling of the cluster of the approach *selectic* that AD got the score 88 with high category, GFGS get score 84 with high category, CGEH get score 82 with high category, ARN score 82 with high category, ZAAN get score 78 with category high, DSS get score 77 with high category, HD got score 77 with high category, RC get score 77 with high category, AP get score 76 with category high, MFL scores 75 with high category. Respondents in this study were 10 people and the results obtained from the total score is 797, which has the highest score is 88 and the lowest score is 75. From the results obtained, the average score (M) 76.7 and the standard deviation score (SD) 4.27. Data obtained from post-test results on 10 subjects, then obtained the following results:

**Table 3**  
**Data obtained from post-test results on 10 subjects**

No	Respondents	Score	Category
1	AJ	48	Low
2	AP	49	Low
3	ARN	49	Low
4	CGEH	44	Low
5	DSS	45	Low
6	GFGS	50	Low
7	HD	50	Low
8	MFL	49	Low
9	RC	49	Low
10	ZAAN	46	Low
Amount of Value		479	
The highest score		50	
Lowest Value		44	
Average		47,9	
Standard Deviation		3,71	

The result of post-test data in the above table, after getting counseling services to the eclectic approach that is HD gets 50 score with low category, GFGS get score 50 with low category, CGEH get score with high category, AP get scores of 49 with renewal ratings, ARN scored 49 with low category, MFL got 49 score with low category, RC recorded 49 score with low category, AJ got score 48 with low, ZAAN got score 46 with low category, DSS get score 45 with low category, CGEH score 44 with low category. Respondents in this study are 10 people and the results obtained from the overall score is 479, which has the highest score is 50 and the lowest score is 44. From the results obtained in the above table, the average score (M) 47,9 and standard deviation score (SD) 3.71. Based on the pretest and posttest results, it can be seen that the average score in pre-test is higher than the post-test average score of  $79.7 > 47.9$ . So it can be concluded that there is a decrease in anxiety speaking in front of the class from high to low after being given counseling services group of eclectic approaches. The results of all changes in Pre-test and Post-test questionnaires can be seen in the table below:

**Table 4**  
**The results of all changes in Pre-test and Post-test questionnaires**

No	Respondents	Pre-test score	Post-test scores	Change Score	Percentage%
1	AJ	88	48	40	45,45 %
2	GFGS	84	50	34	40,47 %
3	CGEH	83	44	39	46,98 %
4	ARN	82	49	33	40,24%
5	ZAAN	78	46	32	41,02%
6	DSS	77	45	32	41,55%
7	HD	77	50	27	35,06 %
8	RC	77	49	28	36,36%
9	AP	76	49	27	35,52%
10	MFL	75	49	26	34,66%
amount		797	479	318	39,89%
The highest score		88	50	38	43,18%
Lowest Value		75	44	31	41,33 %
Average		79,7	47,9	31,8	39,89%

Based on the above table can known difference decrease remember speak in front of class of each student as follows:

- a. Anxiety to speak in front of AJ students has a pre-test score of 88 with high category and post-test score (after service) of 48 with low category. Thus the AJ students experienced a decrease in the level of anxiety speaking in front of a group of 40 (45.45%).
- b. Anxiety speaking in front of the GFGS student class has a pre-test score (before service) of 84 with high category and post-test score (after service) of 50 with low category. Thus the GFGS students experienced a decrease in the level of anxiety in front of a large group of 34 (40.47%).
- c. The anxiety of speaking in front of the CGEH student class has a pre-test score of 83 with high category and post-test score (after service) of 44 with low category. Thus, the CGEH students experienced a decrease in the level of anxiety discussed in front of 39 (46.98%).
- d. Anxiety speaking in front of ARN student class has pre-test score (before service) of 82 with high category and post-test score (after service) of 49 with low category. Thus the ARN students experienced a decrease in the level of anxiety to speak in front of a group of 33 (40.24%)
- e. Anxiety speaking in front of ZAAN student class has pre-test score (before service) of 78 with high category and post-test score (after service) 46 with low category. Thus the ZAAN students experienced a decrease in the level of anxiety bi-way in front of the mass of 32 (41.02%).
- f. Anxiety speaking in front of DSS student class has pre-test score (before service) of 77 with high category and post-test score (after service) 45 with low category. Thus the DSS students experienced decreased levels of anxiety talking in front of the mass of 32 (41.55%).
- g. Anxiety speaking in front of HD student class has pre-test score (before service) of 77 with high category and post-test score (after service) of 50 with low category. Thus HD students experience a decrease in anxiety level speaking in front of a class of 27 or 35.06%.
- h. Anxiety speaking in front of the RC student class has a pre-test score of 77 with high category and post-test score (after service) of 49 with low category. Thus the RC students experienced a decrease in anxiety level of speech in front of a group of 28 (36.36%).
- i. Anxiety speaking in front of AP class has pre-test score (before service) of 76 with high category and post-test score (after service) of 49 with low category. Thus the AP students experienced a decrease in anxiety level of speaking in front of a mass of 27 (35.52%).
- j. Anxiety speaking in front of the MFL student class has a pre-test score (before service) of 75 with high category and post-test score (after service) of 49 with low category. Thus the MFL students experienced a decrease in the level of speech anxiety in front of the class of 26 (34.66%).

Based on the above description there is a decrease in the anxiety of speaking before the class before and after being given counseling services of the eclectic group approach. Prior to the counseling service of the eclectic support group there was an average score of anxiety speaking in front of the class of 10 students, 79.7 and after being given counseling services the eclectic group was known to average 47.9. The average score change obtained from pretest and posttest was 31.8 or 39.89%. The lowest change in the MFL is 26 or 24.66% because the MFL has not been more confident and still has negative thinking that makes him anxious in speaking in front of the class and the highest change in CGEH of 39 or 46.98%.

Hypothesis testing is done by calculation of test level marked *Wilcoxon*.

*Wilcoxon* test results can be seen in the table below:

**Table 5**  
**Wilcoxon test results**

Initials	PreTest	Post-Test	Different (D)	Level	Signs Level	
					Positive	Negative
AJ	88	48	40	10	10	-
GFGS	84	50	34	8	8	-
CGEH	83	44	39	9	9	-
ARN	82	49	33	7	7	-
ZAAN	78	46	32	5,5	5,5	-
DSS	77	45	32	5.5	5,5	-
HD	77	50	27	2.5	2.5	-
RC	77	49	28	4	4	-
AP	76	49	27	2.5	2.5	-
MFL	75	49	26	1	1	-
Total	797	479	318		55	0

From the table above test the number of levels marked positive = 55 and the number of levels marked negative is = 0. Thus, the value of  $J = 0$  is the number of smaller levels.

Hypothesis testing is done by calculation of Wilcoxon marked level test in treatment group. Table C critical value T for Wilcoxon level test for  $n = 10$ ,  $\alpha = 0.05$  two-way test  $J_{0,05} = 8$ . Therefore,  $J_{0,05} (8) > J (0)$  then  $H_0$  is rejected. This means that the anxiety of speaking in front of the ellipses between before and after the counseling service group with an eclectic approach is not the same. Students who have received group counseling services with eclectic approaches have low levels of depth.

Testing the hypothesis above, can be reinforced by calculating the equation of the formula, the smallest number of levels used. The equation is for the basis of the test used Z value.

#### IV. DISCUSSION

Based on the research results obtained that the service of group guidance with eclectic approach has an effect to decrease the excitement of speech in front of the students class of SMA Negeri 4 Year Lesson 2017 / 2018. It is proved by the result of the hypothesis test. From the table the critical value J for the wilcoxon signed test for  $n = 10$ ,  $\alpha = 0.05$  two-way test  $J_{0,05} = 8$ . Because  $J_{0,05} (8) > J (0)$  then  $H_0$  is rejected. From the statistical data mentioned there is influence of group counseling service welfare with eclectic approach to the anxiety of speaking in front of the class of SMA Negeri 4 Medan Academic Year 2017/2018. From the results of pretest analysis obtained through the anxiety scale talking class XI SMA Negeri 4 Medan submerged 10 students who have high speech in front of a high class. The results of the test 10 of the students who had the level of anxiety were low. From the above explanation, there is a decrease in anxiety to speak in the background of SMA Negeri 4 2017/2018 after obtaining group service with an approach. Based on the purpose of this study to know the effect of a classification service with an electrostatic approach to the anxiety of speaking in the classroom, it has been more likely that the water has been influenced by the ability of the counseling group to be based on the approach to the anxiety of speaking in the classroom he counseling service with eclectic is alternative than make down the anxiety to talk about the students in SMA Negeri 4 Medan 2017/2018. On the basis of the results of the study, also done by the results of research conducted by *Dewi&Andrianto (2007)* found that six of the seven students of Faculty of Teacher Training and Education *Universitas Muhammadiyah Purwokerto* class 2001 they interviewed experienced anxiety at the time of presentation. These six students recognize fear and worry when they share a percentage. *Motley (1995)* also states that about 85% of us are anxiously uncomfortable with regard to speaking in front of the class. In 15% to 20% of American students, this fear weakens and greatly disrupts individual work. And in a study conducted by *Suwandi (2004: 45)* at the Faculty of Theology of *Sanata Dharma* University, 32.8% of students had moderate anxiety, 48.3% of students had high rates of adolescence and 12.1% experienced a very high level of anxiety in the situation of speaking in front of the class.

According to *Bandura (1997)* suggests that individuals who experience speech anxiety exhibit shyness and avoidance behaviors that disturb the performance in their own life, as well as in academic situations. Furthermore, according to *Prochaska (In Book of Latipun (2001)* argues that eclectic counseling is the application of principles to solve personal problems, by applying specific principles established on the particular issue to be solved. Group Counseling The eclectic approach is one of the efforts to minimize the ability to speak in front of the students' class in SMA Negeri 4 Medan. This group counseling is a counseled assistance effort to the student, using an eclectic approach in reducing anxiety, so learners try to reduce their anxiety levels in speaking in front of the class. Thus, students can achieve the desired goal-level anxiety change, as well as develop their ability to manage thinking and confidence. In this eclectic approach learners make decisions about matters relating to overcoming anxiety of speaking in front of a class that wants to be controlled or changed in relation to the cause of the anxiety of speaking in front of the class. Judging from the results of the immediate assessment at each meeting found that members of the group already have a way to think, feel, behave, and do not have a good and responsible answer to the anxiety of speaking in front of the class. Thus, it appears that the commitment of students in the reduction of anxiety is to speak in front of the class as shown by the post-test results provided by the researcher who showed a decrease in the level of anxiety speaking in front of the class. When conducting this series of studies, researchers found some difficulties encountered such as the timing of group counseling activities collided with study subjects, but these difficulties could be overcome by asking for assistance with teachers in the field of study and with the assistance of teachers BK SMA Negeri 4 Medan so that this research goes well and smoothly.

#### V. CONCLUSION

The results of data analysis obtained in this research is the value of J count = 0 with = 0,05 and  $n = 10$  so that the value of J table is 8. From the data it is seen that J count  $< j$  table where  $0 < 8$ . Data pre- test or before service delivery eclectic group counseling counseling obtained an average score of 79.7 whereas post-test data or after giving counseling group services eclectic approach obtained an average score of 47.9, the difference of

pretest and posttest average score of 31.8 and change of decrease anxiety interval speaking in front of the class after being given an eclectic group counseling service of 39.89%. This means that the average score of students after receiving counseling services for eclectic group approaches is lower than before receiving an eclectic group counseling service group.

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