

# INFORMATION SERVICES THAT COMBINED LECTURE METHODS, SOCIODRAMA AND EFFECTIVE DISCUSSION OVERCOME THE STUDENT LEARNING ANXIETY

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**Abstract** — Avoidance behavior and fear were often felt when the students felt anxiety and they also experienced when speaking in public. Ideally students in the lecture process are expected to develop their potential, but in reality anxiety when speaking in public hampered their potential. The thought that other people didn't like it when talking, feeling a very fast heartbeat, and emitting a lot of sweat was an aspect of feeling afraid of something that has not happened, thus affecting the individual's mind to take a position. This study aimed to examine the effectiveness of information services that combine lecture, sociodrama, and discussion methods to overcome student learning anxiety. This research used quantitative methods. This type of research is Quasi Experiment with the design of The Non Equivalent Control Group. The population of this research was Muhammadiyah 1 Medan High School students, and the sample was selected using Purposive Sampling techniques. The research instrument used was the Likert Scale model, the data were analyzed using the Wilcoxon Signed Ranks Test and Kolmogorov-Smirnov Two Independent Sampels with the help of SPSS version 20. The findings of this study were: (1) there were significant differences in students' learning anxiety in the experimental group before and after participating in information services that combine lecture, sociodrama, and discussion methods, (2) there were differences in students' control anxiety before and after participating in information services using lecture, question and answer, and discussion methods, (3) there were differences in student learning anxiety between the experimental group students who were given information services that combine lecture methods, sociodramas, and discussions with control groups provided information services using lecture methods, question and answer, and discussion. Differences were seen from the average score of the experimental group posttest higher than the control group. Based on the findings above, it could be concluded that information services that combined lecture methods, sociodrama and effective discussion overcome the student learning anxiety.

**Keywords**—*Information service, Lecture Methods, Sociodrama, Effective Discussion*

## I. INTRODUCTION

The individual's thinking or cognitive potential is one that determines how individuals are in decision-making and achievement of happiness. Overall, the potential of thinking can be a rational or irrational things that determines which individuals behave and feel. Furthermore, education is one of the efforts in shaping individual cognitive through a systematic learning process. As for one goal of education is to form an independent personal. Colleges are one of the places to build form individual personality.

During the school education process, students are expected to be active, creative, and skilled in the learning process. One attempt to accomplish this is to argue or speak in class by discussions and to ask the teacher, but in fact not all students have the courage to speak or argue in public, because of several factors, one of them is anxiety. Atkinson (1991:212) explains that "anxiety is a mixed feeling of fear and concern about the future with no particular cause for fear". Anxiety can be happened while doing public speaking (especially in the classroom) that is often faced mainly in the face-to-head lecture. Nordquist (No Year: 1) explains "Public Speaking anxiety is the fear experienced by a person when delivering (or preparing to deliver) a speech to an audience".

Feelings of anxiety can occur anywhere and any time to a person by displaying symptoms such as cold hands and faster heartbeat, feelings of anxiety include feelings of fear of something involving irrational thinking, such as people who are afraid of being in the crowd or afraid when meeting someone. There are some factors that cause a person to experience anxiety is "biological, psychological, and social" (Froggat, 2003:17). The anxiety of students speaking in a class, one of them can be influenced by psychological factors related to experience then become confidence in the experience. Through biological, psychological and social factors, the anxiety that occurs can result in students not courageous speaking in class and reducing the skills that exist on him. Moreover, anxiety can also be influenced by several aspects, such as: aspects of mood, cognitive aspects, somatic aspects and motoric aspects (Semiu,2006).

Mood covers feelings of fear of something that would be considered threatening, cognitive influenced from thought and plan to avoid something threatening. McDonald (in Ayres and Bristow, 2009:69) explains "When One's performances are being evaluated, an emotional reaction will appear". In line with this, the research result of Ririn (2013) on public speaking anxiety shows that from 68 students in the city of Medan, there are 29 students in the high category of 42.65% which means that most students have the high anxiety when speaking in public. Furthermore, the results of the Motley study (in Byers and Weber, 1995) Explain that public speaking anxiety is said to be one of the greatest fears experienced by Americans, about 85% experiencing unpleasant anxiety in regard to public speaking, and 15% to 20% of American students expressed this debilitating fear, and severely disruptive to individual work. Based on the poll about the anxiety of students speaking in public (in class) given to 94 students of class X SMA Muhammadiyah, acquired a result that there are 28 students who experience anxiety in public speaking. The problems that students feel are concerned with anxiety: (1) Students are worried when they want to ask at the time of the lecture, (2) fear when they will talk in class and be nervous when speaking in class, (3) students also often feel friends' opinions are better, (4) feel that others do not like it when speaking in class, (5) before the students express their opinion in front of the class, they put out a lot of sweat, (6) feel the heartbeat very quickly, and (7) hands start to feel cold if start to speak in class. As regards the behavior that individuals bring about, they tend to be inactive in class or can be called by dodge behavior. Furthermore, guidance and counseling have techniques and approaches to overcoming anxiety, Prayitno (2012:49) explains that information is increasingly necessary for students in case of the use of information as a reference for learning knowledge. Through information services, students are expected to be able to master certain information and then used by students for their daily life (in order to effective daily living) and their development.

The information services provided to students can be done in a variety of methods, techniques, model approaches in learning strategies to achieve learning objectives (information services). One of the methods of learning that can be used in information services to overcome anxiety is by combining lecture, sociodrama, and discussions. Prayitno and Amti (2004:269) explain that providing information to students can be done in a variety of ways, such as lecture methods, panel discussions, interviews, study travel, instruction tools, guide books, activities of sagar career, and sociodrama. Based on the explanation above, the role of guidance and counseling is crucial to overcoming anxiety in learning students. Information services are one of the types of services in guidance and counseling that can develop students with regard to learning attitudes and habits. This research is generally aimed at testing the effectiveness of information services that combines lecture, sociodrama, and discussion methods. While the specific purpose for testing: (1) Differences to overcome anxiety of learning group experiments before and after following information services with the methods of lectures, sociodrama, and discussion, (2) Differences to overcome anxiety of learning control group before and after following the information service

with the methods of lectures, questions and discussions, and (3) The difference to overcome anxiety of experimental learning group given information services that combine the methods of discussions, sociodrama, and discussions with the control group provided information services using lecture methods, questions and answers, and discussions.

## II. METHODOLOGY

This type of research is quantitative with Quasi experiment approach through the design of The Non Equivalent Control Group, form of Quasi experiment in this research is non-equivalent control group design or non-randomized pretest-posttest Control group design, this design is almost the same as pretest-posttest control group design in true experiment, but in experimental group design and control group not randomly selected (random).

The population in this study is a high school student of Muhammadiyah Medan, because in this high school there is a problem that will be researched by researchers. The samples in this study were students of XI IPS 1 and XI IPS 2. The reason researchers choose the class is based on the similarity of class characteristics, the indicators to be examined are compiled from the observations conducted by the researchers, as well as recommendations from the school's master BK/counsellor.

The research instrument uses a scale that has fulfilled the validity and reliability requirements (0.993) of the research instrument. Then analyzed the Wilcoxon Signed Rank Test and Kolmogorov Smirnov 2 Independent Samples using the Statistical Product and service Solution (SPSS) Program version 20.00.

## III. RESULT AND DISCUSSION

The research data was obtained from 60 people members of the experimental and control group.

### 1. Data Pretest Result

Based on the data that obtained by the researchers, can be explained the results before and after the information service treatment given to the experiment group and the control group is not much different.

**Table 1. Frequency distribution Variables Anxiety Learning students group experiments and control groups**

| Interval | Kategori      | Frekuensi  |         | Frek | %     |
|----------|---------------|------------|---------|------|-------|
|          |               | Eksperimen | Kontrol |      |       |
| ≥ 243    | Sangat Tinggi | 0          | 0       | 0    | 0     |
| 196-242  | Tinggi        | 0          | 0       | 0    | 0     |
| 149-195  | Sedang        | 2          | 6       | 8    | 13,33 |
| 102-149  | Rendah        | 15         | 16      | 31   | 51,67 |
| ≤ 101    | Sangat Rendah | 13         | 8       | 21   | 35    |
| Jumlah   |               | 30         | 30      | 60   | 100   |

In table 2, it can be found from 30 students in the experimental group and 30 students in the control group, students with learning anxieties are at a very high category are 5 students (8,33%), in the high category are 42 students (70%), at a low category are 12 students (20%), and in very low categories is only 1 student (1.67%).

### 2. Results of Posttest Data

After delivering service treatment to the experimental group, researchers measured student learning anxieties in experimental groups and control groups. The measurement results on the experiment group and the controls can be seen in table 2.

**Table 2. Variable Frequency distribution Anxiety Learning student experiments Group and control group (posttest)**

| Interval | Kategori      | Pretest   |       | Posttest  |       |
|----------|---------------|-----------|-------|-----------|-------|
|          |               | Frekuensi | %     | Frekuensi | %     |
| ≥ 214    | Sangat Tinggi | 4         | 13    | 0         | 0     |
| 173-213  | Tinggi        | 20        | 67    | 0         | 0     |
| 132-172  | Sedang        | 0         | 0     | 2         | 6,67  |
| 91-131   | Rendah        | 5         | 16,67 | 15        | 50    |
| ≤ 90     | Sangat Rendah | 1         | 3,33  | 13        | 43,33 |
| Jumlah   |               | 30        | 100   | 30        | 100   |

In table 2, it can be known from 60 students to the group of experiments and control groups, students who have anxiety in learning are in the medium category as much as 8 people with a percentage of 13.33%, 31 students are in low category with percentage of 51.67% and 35 students are in very low category with a percentage of 35%.

**Table 3. Comparison of anxiety learning experiments groups Pretest-Posttest**

| Interval | Kategori      | Pretest   |       | Posttest  |       |
|----------|---------------|-----------|-------|-----------|-------|
|          |               | Frekuensi | %     | Frekuensi | %     |
| ≥ 214    | Sangat Tinggi | 4         | 13    | 0         | 0     |
| 173-213  | Tinggi        | 20        | 67    | 0         | 0     |
| 132-172  | Sedang        | 0         | 0     | 2         | 6,67  |
| 91-131   | Rendah        | 5         | 16,67 | 15        | 50    |
| ≤ 90     | Sangat Rendah | 1         | 3,33  | 13        | 43,33 |
| Jumlah   |               | 30        | 100   | 30        | 100   |

According to table 3, there is difference in learning anxiety in the experimental group before and after the treatment of information service that combines the methods of discourse, socio drama, and discussion. Student's learn anxiety when pretests is in very high category as much as 4 people with a percentage of 13%, 20 students in high category with a percentage of 67%, 5 students in low category with a percentage of 16.67%, and 1 student in the very low categories with a percentage of 3.33%.

After the treatment has been given the changes can be seen from the results of posttest as many as 2 students are in medium category with a percentage of 6.67%, 15 students in low category with a percentage of 50% and 13 students are in the very low category with a percentage of 43.33%. The results of the research data obtained in the control group based on the instruments that have been given to 30 students of the control group before the treatment (pretest) and after treatment (posttest).

Here are presented the scores of each student learning anxiety on the experiment group before and after given the treatment. The difference in the frequency of the control group conditions of the pretests and posttest results on anxiety learning students can be seen in the table below.

**Table 4. Results of the learning of Pretest and Posttest anxieties students in the control group**

| Interval | Kategori      | Pretest   |       | Posttest  |       |
|----------|---------------|-----------|-------|-----------|-------|
|          |               | Frekuensi | %     | Frekuensi | %     |
| ≥ 214    | Sangat Tinggi | 1         | 3,33  | 0         | 0     |
| 173-213  | Tinggi        | 22        | 73,33 | 0         | 0     |
| 132-172  | Sedang        | 0         | 0     | 6         | 20    |
| 91-131   | Rendah        | 7         | 23,33 | 16        | 53,33 |
| ≤ 90     | Sangat Rendah | 0         | 0     | 8         | 26,67 |
| Jumlah   |               | 30        | 100   | 30        | 100   |

## Discussion

### 1. The differences in student learning anxiety condition in experimental group (Pretest and Posttest)

Based on the results of research conducted by researchers, it is understandable that to overcome students learning anxiety is very effective by providing information services that combines lecture, socio drama, and discussion methods. The provision of such services can significantly lower scores of student learning anxiety changes. This can be seen from the average outcome of the experiment group scores that was discussed earlier.

### 2. The differences in student learning anxiety on the control group (Pretest and Posttest)

In this study, the control group was given only information services using lecture methods so that, not much needed involvement of the activity of students in developing the mind, insight and knowledge as well as in the activities of the service information that combines lecture, socio drama, and discussion methods. After being given information services using the lecture method there is a difference between student learning anxieties in the pretests and posttest in the control groups, but the difference is not as low as the experimental group.

The results showed that, the score differences in learning anxiety students on pretests and posttest in the control group were not too far compared to the experimental group. The application of the information service using the lecture method to students in the control group is also well done, but the implementation process makes the students not optimally motivated.

It can be known from the observation that the students only keep silent and listen to what is described, students are not enthusiastic in the service given. This is because the information service that only uses the lecture method only provides knowledge, but there is less activity and effective interaction.

Based on the opinion, the provision of information services using the lecture method is also effective in overcoming student learning anxiety.

This can be seen from the average result of a control group score that was previously in the high category then become in a low category.

### 3. The difference in learning anxiety student group experiments and control groups

The results showed that there were differences in the learning anxiety of students of the experimental group that provided information services combining lecture methods, socio drama, and discussions with the control group provided information services with the lecture method. This can be seen from the average results in Posttest of the experiment group is 93.23 and control group 106.13.

Based on the scores above can be seen the difference in the Posttest average score between the experimental group and the control group. It is clearly seen the difference between posttest results that are not so far apart. However, this is certainly a significant difference, where the information

services that combine the lecture, socio drama, and discussion methods are more effective than information services using lecture methods. This is in accordance with Batubara (2018) explain that the experimental class is better than the control class

This is due to the components in the information service that combines the methods of discourse, socio drama, and discussion that became the advantage of the learning approach, it helps the students to be more active in the process they experienced. The information service that combines lecture, socio drama, and discussion methods is a learning concept that helps teachers to correlate between materials taught to students with in real-world situations. Seen during the learning process in the classroom, such as student's initial disclosure of the material discussed, students are able to discuss their thoughts by revealing their experience, getting knowledge from the discussion of the materials provided, the inquiring activities become more active, the group work become creative and compact, students voluntarily to give examples as models of learning, students are able to reflect on the material provided, the assessment that can reveal the student's change of anxiety after the material is discussed. Students are more active, passionate and creative in the learning process.

While the information service uses a lecture method whose learning process looks monotonous, it is apparent that students do not ask questions and respond when the teacher explains the material, and when the teacher describes many students who come out in class, students look more unenthusiastic and not so active in the learning process.

Based on the explanation above, master BK/counselor should be more creative in providing guidance and counseling services especially in providing information services. The use of methods or approaches in the information service is adjusted to various criteria as described in order to support the teaching objectives implemented by master BK/counselor.

Based on the results of data analysis, it can be concluded that the information service that combines lecture methods, socio drama, and discussion is more effective to overcome the student learning anxiety. This effectiveness is involved in the overall amount of analysis, the anxiety-learning scores of students studying in the experimental group are experiencing a higher decline compared to the control group.

Thus the use of approach in information services makes implementation easy, creative, and enjoyable. Based on the results of the above data analysis can be concluded that the information service using the lecture method is also good to implement, as long as the steps are performed well, but the information services that combine the lectures, socio drama, and discussion methods are more effective to the learning anxiety of students.

#### IV. SUMMARY

1. There is a significant difference in anxiety learning in experimental groups before and after given information services that combine the methods of lectures, socio drama, and discussion.
2. There is a significant difference in anxiety learning in experimental groups before and after given information services using only lecture methods.
3. There is a significant difference in student learning anxiety levels in an experimental group that is given information services that combines lecture methods, socio drama, and discussion with students in the control group provided the service information using the lecture method of the experimental group and the control group after the treatment is equally decreased, but the decline is higher in the experimental group

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