

EFFECTIVENESS STORYTELLING TECHNIQUE GROUP GUIDANCE SERVICES TO IMPROVE SPEAKING ETHICS IN CLASS VII STUDENTS OF STATE JUNIOR HIGH SCHOOLS 38 SAMARINDA ACADEMIC YEAR 2023/2024

Efektivitas Layanan Bimbingan Kelompok Teknik *Storytelling* Untuk Meningkatkan Etika Berbicara Pada Siswa Kelas VII SMP Negeri 38 Samarinda Tahun Ajaran 2023/2024

Fitri Handayani ^{1a} Dwi Nugroho Hidayanto ^{2b} Yasintha Sari Pratiwi ^{3c(*)}

¹²³Program Studi Bimbingan dan Konseling, Fakultas, Keguruan dan Ilmu Pendidikan, Universitas Mulawarman, Jalan Banggeris No. 89, Samarinda, Kalimantan Timur

^a handafitriyani05@gmail.com

^b profdwinugroho@gmail.com

^c yasintha@fkip.unmul.ac.id

(*) Corresponding Author

yasintha@fkip.unmul.ac.id

How to Cite: FitriHandayani. (2024). Efektivitas layanan Bimbingan Kelompok Teknik Storytelling untuk Meningkatkan Etika Berbicara pada Siswa Kelas VII SMP Negeri 38 Samarinda Tahun Ajaran 2023/2024, 2(2), 1-5. doi: [10.36526/js.v3i2.4543](https://doi.org/10.36526/js.v3i2.4543)

Received: 03-10-2024

Revised : 25-10-2024

Accepted: 27-11-2024

Keywords:

Group Guidance,
Storytelling
Techniques,
Speaking Ethics.

Abstract

This research is based on the results of a preliminary study at state junior high school 38 Samarinda showing a lack of speaking etiquette, with indicators that students often speak dishonestly, use inappropriate language, speak harshly, speak in a rude tone, and give nicknames to friends. This research aims to determine the effectiveness of storytelling technique group guidance services to improve speaking ethics. The type of research used is quantitative experiment. The experimental design used in this research was one group pretest - posttest. The population of all classes VII state junior high school 38 Samarinda with a total of 134 students and a sample of 7 students were identified as having low speaking ethics. The sampling technique used is Non-Probability Sampling with Purposive Sampling technique. The research results showed that before being given treatment the average score was 54%, after being given treatment the average score was 91% and the average score increased by 59.46%. Based on the T-test results, it is known that Sig. (2-tailed) has a value of $0.000 < 0.05$, so it can be concluded that H_a is accepted, which means that there is an increase in speaking ethics in class VII students after receiving treatment in the form of storytelling technique group guidance services. So it can be concluded that storytelling technique group guidance services can be used to improve speaking ethics in class VII students at state junior high school 38 Samarinda for the 2023/2024 academic year.

INTRODUCTION

Regarding development during adolescence, there are always interesting events that will be discussed, one of which is changes in behavior that occur during early adolescence (early adolescence). at that time they were around 12 to 15 years old. During that time, teenagers experience many physical changes accompanied by a lot of encouragement, which influences their emotions and thoughts which then change their behavior, starting from the emergence of feelings of liking for the opposite sex, changes in their style of speaking, dressing, and the way they socialize with society. Everything is a process that teenagers experience to fulfill their developmental tasks (Rohim, 2021).

At this time, early adolescents really need attention and guidance from many parties to be able to fulfill their developmental tasks well because if they are left alone, it is feared that the encouragement and pressure they experience can push them in a negative direction, such as promiscuity with narcotics, alcohol, loss of awareness of ethics and norms in everyday life. One thing that is worrying is politeness in speaking, where at this time there has been a phenomenon in the form of a loss of speaking ethics in life, such as children who dare to disobey their parents, students who like to interrupt conversations or explanations given by teachers, and who are often found were teenagers chatting using rude and inappropriate language. This happens not only in the living environment but also in the school environment where teachers are still supervised and sometimes they still speak harsh language even though there are more mature people there, both teachers at school and parents at home. So this is something that is worrying for today's young generation (Sitompul 2017).

The many phenomena of loss of speech etiquette that occur during this period are expected for related parties such as parents, school principals, class teachers and also guidance and counseling teachers to be able to provide attention and guidance to students, especially early adolescents, in fulfilling their developmental tasks so that later they can avoid various negative things. Guidance and counseling in schools plays a role in providing services to students in fulfilling developmental tasks optimally.

Based on preliminary studies that researchers have conducted, several problems were found, namely a lack of speaking etiquette. This problem is an urgent problem that needs to be addressed immediately, namely the lack of speaking ethics. This can be seen from the AKPD results which found that 3.49% of students often forget to say sorry, please and thank you in social situations, based on the results of interviews and The case recap also stated that there were symptoms that emerged regarding students' lack of speaking ethics, such as students who often forgot the words sorry, please and thank you in social situations, speaking tones that tended to be high, there were students who used poor language with each other. peers call them names and use inappropriate words while talking, as well as students who are caught lying. And it is known that the school has not implemented storytelling technique group guidance services.

Seeing this problem, the contribution of guidance and counseling teachers is needed to help students restore good speaking ethics with several services, one of which is group guidance services. The use of this group guidance service uses group dynamics which allows students to jointly obtain various new information that is useful to support their daily lives. (Sukardi, 2006).

Apart from that, group guidance can also be a forum for students to be able to discuss using their knowledge and ideas, practice expressing opinions, defending their views, agreeing or rejecting other people's opinions in a good way.

In group guidance services, there are many techniques that can be used, one of which is the storytelling technique, which is used to convey truth values, summarize life principles, encourage self-introspection, and teach moral standards of behavior. (Christin et al, 2021).

In several previous studies regarding storytelling, such as: (1) Research with the title "The Influence of Storytelling Techniques in Group Guidance Services on Increasing Students' Emotional Literacy" which was researched by Nufus et al (2016). (2) Research entitled "The Effect of Using Storytelling Techniques in Group Guidance on Children's Communication Ability" which was researched by Widiyanti (2013). (3) Research entitled "Study of the Development of Islamic Guidance and Counseling Packages for Teachers Using Storytelling Techniques to Improve Early Childhood Social Skills" which was researched by Muti'ah (2016). Says that storytelling techniques are effectively used in early childhood and elementary school levels.

In research entitled "The Influence of Storytelling Techniques on Increasing Students' Self Esteem at SMP Negeri 1 Mutiara" which was researched by Dahnita (2022). Says that storytelling techniques are effective for increasing Self Esteem in junior high school students. Meanwhile, another research entitled "The Effectiveness of Storytelling in Increasing the Self-Confidence of

Class VII Students of SMP Negeri 25 Padang" was researched by Vanesha et al (2024). States that storytelling techniques are not effective in increasing students' self-confidence. So it can be concluded that the effectiveness of storytelling techniques at the junior high school level is still unstable.

Based on several research descriptions above, it can be concluded that storytelling techniques are effective for use in early childhood and elementary school age children (5-12 years), but are less effective for early adolescents (13-15 years), which in the first study stated that effective storytelling techniques were used, while the second study stated that storytelling techniques were not used effectively due to lack of preparation. Therefore, researchers are interested in retesting whether storytelling techniques are effective for early adolescents or not by using different dependent variables.

Based on the description above, researchers are interested in conducting research with the title "Effectiveness of Group Guidance on Storytelling Techniques to Improve Speaking Ethics in Class VII Students of State of Junior High School 38 Samarinda for the 2023/2024 Academic Year".

METHOD

The type of research used is experimental research with a pre-experimental design, one group pretest-posttest with a quantitative approach. Determining the sample for this study used non-probability sampling with a purposive sampling technique of 7 samples. The data instrument used in this research is the Speaking Ethics scale. The data collection procedure in this research is as follows.

1. Carrying out needs assessments for students
2. Create a speaking ethics scale for junior high school students
3. Distribute the ethical speaking scale to the research sample
4. Process and analyze data from scale

The data analysis used is T-test and N-Gain Score analysis. Rosalina, et al., (2023) explained that the t test is a test used to determine whether or not there is a significant (convincing) difference between two sample means (two variables being compared). The function of the T test is to compare the means of two paired groups. Meanwhile, the N-Gain Score test is carried out to determine the effectiveness of using a method or treatment by calculating the difference between the pretest and posttest scores.

RESULT AND DISCUSSION

Result

This research was carried out at SMP Negeri 38 Samarinda on 27 August - 4 September 2024. Group guidance using the storytelling technique was given to 7 students who were the research sample who had low speaking ethics. Material is provided at each meeting with the following details.

- a. Giving *Pretest*
Giving a pretest to determine the initial conditions of students' career planning before being given guidance in a storytelling technique group by distributing a scale of speaking ethics.
- b. Provision of materials
 - a) The 1st meeting, discussed speaking ethics by telling a story entitled "The Legend of the Menangis Stone".
 - b) 2nd meeting, discussing the consequences of dishonesty by telling a story entitled "The Shepherd and the Wolf".
 - c) The 3rd meeting discussed empathy by telling a story entitled "New School".
 - d) The 4th meeting discussed supportive attitudes by telling a story entitled "Danang apam cake"
 - e) The 5th meeting discussed being kind to the person you were talking to by telling a story entitled "Small Lessons from the Teacher's Room"

f) The 6th meeting discussed learning to start a conversation by telling a story entitled "Making new friends"

c. Giving *Posttest*

After the treatment was completed, another measurement was carried out to determine the final condition of the students' speaking ethics after being given group guidance on storytelling techniques by distributing the speaking ethics scale to 7 group members. The group leader is tasked with observing the group guidance process and the objectives of the problems of all group members being discussed.

During the pretest, the researcher distributed a speaking ethics scale which had previously been tested for validity to 40 class VII students and the reliability of the instrument. Then, the scale was given to 7 class VII students based on the results of the needs assessment that they had low speaking ethics. The pretest results that have been analyzed can be seen as follows.

Table 1. Pretest Results of Speaking Ethics

No	Name	Pretest Score	Category
1	SBS	83	Low
2	BP	76	Low
3	GB	89	Low
4	PNA	87	Low
5	MR	91	Low
6	GH	94	Low
7	ADL	82	Low
Mean		86	Low

After implementing the treatment in the form of group guidance on storytelling techniques that had been given to students, a posttest was then carried out by distributing the speaking ethics scale to a research sample of 7 students who had attended all group guidance meetings to measure the final results again after being given the treatment. The results of the students' posttest after being given treatment can be seen as follows.

Table 1. Pretest Results of Speaking Ethics

No	Name	Posttest Score	Category
1	SBS	147	High
2	BP	142	High
3	GB	146	High
4	PNA	145	High
5	MR	148	High
6	GH	147	High
7	ADL	147	High
Mean		146	High

The effectiveness of what is done to determine whether or not the storytelling technique group guidance is effective is to compare the results of the pretest and posttest scores. In accordance with the pretest results of the 7 students who were the research samples in this study with an average score of 86 before being given the storytelling technique group guidance treatment and after being given the treatment the posttest measurement was carried out again with an average score of 146. So from the two comparisons the average scores This resulted in an increase in speaking ethics.

Based on the hypothesis test calculations that have been carried out in the analysis using the T test, the Sig value is obtained. (2-tailed) of 0.000, which means $0.000 < 0.05$, which means there is a difference between the pretest and posttest scores, as well as the N-Gain Score test of 59.46% according to Melzer (2008), an N-Gain score $> 50\%$ is included in effective category. In other words, group guidance on storytelling techniques is effective in improving the speaking ethics of class VII students at State Junior High School 38 Samarinda for the 2023/2024 academic year.

Discussion

Storytelling comes from English, namely "Story" means story and "telling" means telling. So the equivalent of these words produces a new meaning, namely telling a story. The combination of the two words storytelling means telling stories or telling stories. According to Munajah (2021) Storytelling is an art of telling stories that can be used as a means of instilling personality values in children without the need to order the child. According to Aini et al (2018) Storytelling or storytelling is a method used to convey a story to listeners, using a loud voice, body movements and facial expressions that depict the content of the story. It can be concluded that storytelling is a way of conveying information, moral messages, inspirational and motivational stories through oral or written storytelling activities to children and adults..

According to Prayitno et al (2017) there are 4 stages in group guidance, namely:

- a. Formation stage. At this stage, before the group leader begins the group guidance on storytelling techniques, the researcher opens by praying, introducing himself and doing ice breaking to create a comfortable atmosphere..
- b. Transition stage. At this stage the researcher explains the aims and objectives as well as the various activities that will be carried out. ask about students' readiness to take part in storytelling technique group guidance services.
- c. Activity stage. Activity Stage. This stage is the core of group guidance activities. In this case, the activity technique carried out in group guidance is a storytelling technique where in the process the group leader will tell a story containing life values which are expected to inspire the group members. According to Munajah (2021), in this group guidance service there are several stages of storytelling techniques, including:
 - 1) Starting with determining the story, and compiling the story framework,
 - 2) Open a conversation related to the topic of the story,
 - 3) Imitate the character's voice, and sing according to the theme,
 - 4) Developing the story with humor,
 - 5) In the story the storyteller includes a moral message,
 - 6) The storyteller conducts questions and answers regarding the content of the story.
- d. Termination stage. This stage is the end of all the storytelling technique group guidance service activities. At this stage, the group leader asks group members to convey their impressions, messages and final evaluation of the activity.

Asfandiyar (2015) stated that storytelling is an effective way to develop cognitive (knowledge), affective (feelings), social and conative aspects of appreciation. This is in line with research conducted by Nufus et al (2016) entitled The Effect of Storytelling Techniques in Group Guidance Services on Increasing Students' Emotional Literacy, showing that there is an increase in students' emotional literacy which can be seen based on the results of hypothesis testing that the value of $asym.p < 0.012 < significant\ value\ \alpha = 0.05$, which means H_0 is rejected and H_a is accepted.

So the research results from Nufus, et al., (2016) support the results of this research, because this research shows that there is an increase in students' speaking ethics as seen from the increase in pretest and posttest scores. This can be seen from the N-Gain Score test of 59.46% in the effective category. So that group guidance on storytelling techniques is effective in improving students' speaking ethics.

Conclusion

Based on the results of research that has been conducted regarding the Effectiveness of Storytelling Technique Group Guidance Services to Improve Speaking Ethics in Class VII Students of SMP Negeri 38 Samarinda for the 2023/2024 academic year, the level of students' speaking ethics

before being given treatment in the form of storytelling technique group guidance services can be seen that there has been a significant increase significantly after being given treatment in the form of storytelling technique group guidance services. This can be seen based on the T-test results, it is known that the Sig. (2-tailed) 0,000. Because $0.000 < 0.05$, it can be concluded that H_a is accepted and H_o is rejected. So there are differences in filling out the speaking ethics scale in the pretest and post-test. This shows that there is an increase in the level of students' speaking ethics after receiving treatment in the form of group guidance on storytelling techniques. So, the author draws the conclusion that the results of data analysis regarding storytelling technique group guidance services to improve speaking ethics can be said that storytelling technique group guidance services are effective in improving students' speaking ethics.

The limitation in this research is that it uses one group pretest-posttest so that the researcher cannot ensure that the changes that occur are actually caused by the experimental treatment or by other variables, and also coincide with the implementation of P5 activities which results in limited research time and is not in accordance with research procedures. which has been set. And there are distractions or interference from outside when carrying out storytelling techniques, namely because students are in an open space.

Suggestion

1. For students who, after being given group guidance on storytelling techniques, are in the high category, it is hoped that students can continue to maintain their speaking etiquette or can even improve it again.
2. Guidance and Guidance Teachers can use storytelling techniques as a group guidance service to improve students' speaking ethics.
3. For further research, it is hoped to add a control group, expand educational levels, consider other research designs that will be used in the future, and can use other guidance and counseling techniques.

BIBLIOGRAPHY

- Aini, N. et al (2018). *keterampilan mendongeng*.
- Alimin. (2016). "Pengaruh Teknik *Storytelling* Terhadap Peningkatan Kreativitas Remaja". *Jurnal Al-Shifa*. Vol. 07 No. 02
- Apeles, et al (2017). *Buku Referensi Pertumbuhan Dan Perkembangan Anak Usia Sekolah Penerbit Cv. Eureka Media Aksara*.
- Azzahra. et al (2022). *Efektivitas Layanan Bimbingan Klasikal Dengan Teknik Ekspositori Dalam Meningkatkan Pemahaman Peran Gender Siswakesel X Tbsm Smk Istiqamah Muhammadiyah 4 Samarinda Tahun Ajaran 2021/2022*
- Christin, et al. (2021). *Transmedia Storytelling*. Banda Aceh: Syiah Kuala University PresS.
- DAHITA (2023). *Pengaruh Teknik Storytelling Terhadap Peningkatan Self-Esteem Siswa SMP Negeri 1 Mutiara*.
- Fajrotuz Zahro, I.. (2020). *Merdeka Bermain Dengan Teknik Islamic Storytelling Fingerdoll Untuk Meningkatkan Perilaku Prosocial Siswa RA Al-Mansyur*. Retrieved from <http://ejournal.ikhac.ac.id/index.php/aulada>
- Hanum Hasibuan, R. (2022). *JPE: Jurnal Pesona Edukasi Model Pembelajaran SAVI melalui Teknik Story Telling dalam Meningkatkan Kemampuan Berbicara Anak*.
- Haryadi & Ulumuddin. (2018). "Penanaman Nilai dan Moral pada Anak Sekolah Dasar dengan Pendekatan *Storytelling* Melalui Media Komunikasi Visual". Andharupa: *Jurnal Desain Komunikasi Visual & Multimedia* Vol. 2 No. 1.
- Hasrul dan Nutfah M. Arif (2021). *Penerapan Teknik Healing Stories Dalam Bimbingan Kelompok Untuk Mengembangkan Nilai Karakter Siswa Sdn 62 Kota Ternate Dosen pada Program Studi PGSD STKIP Kie Raha Ternate Maluku Utara*.

- Munajah, R., (2023). *Modul Pedoman Bercerita (Storytelling) Untuk Guru Sekolah Dasar*
- Nila, Retti & Dimyati. (2016). "Pengaruh Teknik *Storytelling* dalam Layanan Bimbingan Kelompok Terhadap Peningkatan *Emotional Literacy* Siswa (Studi Eksperimen Terhadap Siswa Kelas III SDN Jatinegara Kaum 14 Pagi)". *Jurnal Bimbingan Konseling*. Vol. 5 No. 1.
- Nurhisah. (2018). *Strategi Layanan Bimbingan dan Konseling*. Bandung: PT Refika Aditama.
- Prayitno. (2017). *Konseling Profesional yang Berhasil*. Padang: PT Raja Grafindo Persada.
- Rohimah. (2017). *Pendidikan Karakter Berbasis Sastra Solusi Pendidikan Moral Yang Efektif*. Yogyakarta: Ar-Ruzz Media.
- Prisilia, N., & Lisma, E. (2022). *Cybernetics: Journal Educational Research and Social Studies Pengaruh Layanan Bimbingan Kelompok Teknik Focus Groups Discussion (FGD) Terhadap Etika Berbicara Siswa Kelas X SMK Swasta Satria Dharma Perbaungan Tahun Ajaran 2021/2022*. Retrieved from <http://pusdikra-publishing.com/index.php/jrсс>
- Maulidinda & Wibowo, (2020) Mereduksi Kecemasan Korban Bullying. *Bimbingan Kelompok Dengan Teknik Mutual Storytelling*.
- Syafitri, R. (2017). *Meningkatkan Tanggung Jawab Belajar Melalui Strategi Giving Questions and Getting Answers Pada Siswa*.
- Sitompul. (2017). *Respek Siswa Terhadap Guru*. Jakarta: FKIP Unirta 3 (2). ISSN 2477- 3514 e-ISSN 2614-0055
- Widiyanti, E. et al (2016). *Pengaruh Penggunaan Teknik Storytelling Dalam Bimbingan Kelompok Terhadap Kemampuan Berkomunikasi Anak (Studi Eksperimen Pada Siswa Kelas I A Di Sdn Rambutan 06 Pagi Jakarta Timur)*.
- Wulandari, et al (2022). *Efektivitas Konseling Kelompok Dengan Teknik Expressive Writing Untuk Meningkatkan Self Disclosure Pada Siswa Kelas XI IPA 1 SMA Negeri 2 Sebulu*.
- Vanessa. (2024). "Efektivitas *Storytelling* dalam Peningkatan Kepercayaan Diri Siswa kelas VII SMP Negeri 25 Padang". *Edusociata Jurnal Pendidikan Sosiologi*. Vol 7. No. 1.