

Research Article

Application of Group Guidance Service in Improving English Communication of Young Mosque Activist

Hengki Yandri¹, Dosi Juliawati¹,Muzdizal¹.

[1] Faculty of Education And Teacher Training, State Islamic Intitute of Kerinci

Abstract

This research was conducted because of the problems of young mosque activists that did not use English communication correctly. The purpose of this research was to increase the English communication of young mosque activists using Group Guidance Service. The research design of this research was pre-experiment: the one group pretest-posttest that was conducted on ten young mosque activists. The data of this research used the liker scale in checklist form, and the research results were analyzed using the Wilcoxon Signed Ranks Test formula. The result of this research was found that there were significant differences in English communication of young mosque activists before and after the treatment using group guidance services.

Keywords: group guidance; communication ability; English

Abstrak

Penelitian ini dilakukan karena adanya permasalahan remaja aktivis masjid yang tidak menggunakan komunikasi bahasa Inggris dengan benar. Tujuan dari penelitian ini adalah untuk meningkatkan komunikasi bahasa Inggris aktivis muda masjid dengan menggunakan Group Guidance Service. Rancangan penelitian dalam penelitian ini adalah pre-eksperimen: pretest-posttest satu kelompok yang dilakukan pada sepuluh aktivis muda masjid. Data penelitian ini menggunakan skala liker dalam bentuk checklist, dan hasil penelitian dianalisis menggunakan rumus Wilcoxon Signed Ranks Test. Hasil penelitian menemukan bahwa terdapat perbedaan yang signifikan dalam komunikasi bahasa Inggris remaja aktifis masjid sebelum dan sesudah perlakuan menggunakan layanan bimbingan kelompok.

Kata kunci: bimbingan kelompok; kemampuan komunikasi; bahasa Inggris

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling
Website : <https://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2019-10-16 Published: 2019-12-30

*Corresponding Email: hengki@konselor.org, dosi@konselor.org,
Muzdizal68@yahoo.com



This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

Introduction

World transformation developed very fast. The industrial world is now entering a new stage called Industry 4.0, or it is called the fourth world industrial revolution. Besides, technology and information have become the basis of human life (Subekt, Taufiq, Susilo, Ibrohim, & Suwono, 2018). Humans who are living in this era, they have to adapt rapidly, especially for teenagers; they have to adapt it by hard and soft skill—one of soft skill that must be mastered as English communication.

Communication is an inseparable thing in human life because humans are social creatures that require interaction between one another. Communication is a tool to deliver the messages and understanding to others indefinitely (Nursalim, 2013). Teenagers who live in the industrial revolution 4.0 must be able to communicate through English. The ability of teenagers to use English is very important because English is a tool of communication even it applies the technology of communication or communication directly (Handayani, 2016). It means that teenagers who cannot communicate in English, they will be left and they do not compete in this era.

Indonesian English proficiency is lower than other countries; the survey by the English Language Proficiency Index Institute of Education, which was reported on their website www.ef.co.id in 2018, showed that the score of English proficiency of Indonesians is 51.58, is in position 51 of the 88 countries surveyed globally. In the same case is also found in the young mosque activists at the Koto Iman Mosque in Kerinci Regency, Jambi Province is found that their ability to communicate in English is still passive and just some of them can communicate English actively. From this problem, it is important to develop English communication, especially teenagers who are in the era of the industrial revolution 4.0.

However, mastering English for some teenagers is not easy, because communication is a skill that must be used continuously. Then, teenagers are in a transition period, so they have many challenges, even it from inside and outside of the environment that affects them easily (Yandri & Juliawati, 2018). One method that can be used in the practice of communication and interaction is by using group guidance services. Group guidance service is solving problems from an expert to a group of people that can add new insights and knowledge by using group dynamics (Sartika & Yandri, 2019; Ulandari & Juliawati, 2019). In these activities, group members are allowed to participate in responding to the opinions of friends, like they can share experiences, exchange opinions, so that the development of insight, attitudes, and skills of group members in communication (Juliawati, 2014).

Meanwhile, group guidance service proposes to develop the ability of group members to socialize, especially in communication (Erman Amti Prayitno & Amti, 2004). Seeing the main purpose of group guidance services, that is developing the ability to socialize group members through the development of communication or speaking of group members, the purpose of this research is increasing the young mosque activist in English communication by using group guidance service.

Method

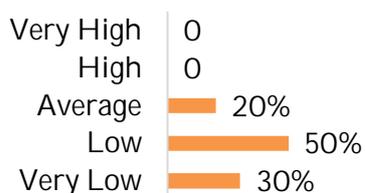
This research used quantitative experiment research on pre-experiment design: the one-group pretest-posttest design—this research conducted in one group without a control group. The first step in this research was giving pretest before treatment and posttest after treatment, so it could be seen the difference in average scores between pretest and posttest after treatment (Ulandari & Juliawati, 2019; Yusuf, 2016). The treatment was given to the experimental group six times with the material or topics that had been arranged in a planned manner based on the results of in-depth literature and based on the research needs.

The sample of this research was ten young mosque activist of Koto Iman in Kerinci Regency, Jambi Province, that were taken through a purposive sampling method based on requirements in group guidance service based on certain characteristics were considered to have specific characteristics of the population (Arikunto, 2009; Yandri, 2017). The results of research in English communication of young mosque activists were collected through observation, recording with the concepts of measurement, generalization, and hypothesis, and with further testing (Jorgensen, 1989; Mania, 2017). The observation used in this research was the checklist form to get an overview of the young mosque activist English communication before and after treatment use group guidance service. Then, to describe the young mosque activist in English communication used the Irianto reference score analysis formula (2010), Than to look the differences in young mosque activist in English proficiency before and after the treatment of group counseling services was used a level test technique marked Wilcoxon (signed ranks test) because researchers want to see differences in young mosque activist in English communication after the treatment was given (Santoso, 2012; Yandri, 2017).

Result and Discussion

English communication is a skill that should be mastered by teenagers of the Industrial Revolution era 4.0, but not all teenagers do. Besides, a method was needed to be able to increase communication in English. One of the methods that group guidance services because this method can activate group dynamics so that group members feel interested in expressing their opinions, ideas, thoughts, and feelings in groups (Juliawati, 2014). Moreover, indirectly it makes the English communication of group members involved in it. The results of the pretest of this research showed that the average English communication of young mosque activists was a low category, with an average score of 145.3.

For more detail, it can be seen as the following Graphic:

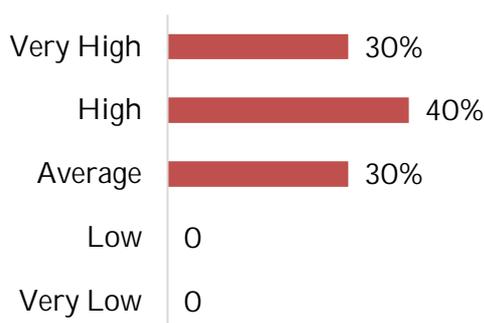


Graphic 1. The pretest result of the English communication ability of young mosque activists.

Many factors caused the people to have low English communication, such as the results survey conducted by the [English Language Proficiency Index Institute Education First \(2018\)](#) stated that a weak education system and high level of economic inequality hinder efforts to improve English communication skills. Then the results of research conducted by [\(Megawati 2016\)](#) showed that the factors that cause the people weak in communication English are lack of English vocabulary, difficulty memorizing, difficult pronunciation because it is very different from Indonesian, afraid of making mistakes, afraid of being laughed by friends, and lack of Grammar knowledge and their lack of fondness of reading English references.

Meanwhile, the lack of practice English communication and psychological problems will inhibit someone in communicating in English correctly [\(Afisa & Yolanda, 2015\)](#). Then the people's learning condition also makes someone have different abilities in using English communication such as differences in English accents, so understanding of listening activities is not optimal; this has an impact on the pronunciation of the target language [\(Paakki, 2013\)](#). From the factors above, the people who were low ability in English communication have to overcome by the treatment of increasing English communication, especially teenagers. One treatment that researchers do to overcome the problem was group guidance services. From this treatment, there was an increase in the communication skills of young mosque activists in communication English with an average group score of 195.6.

For more details, we can see in the following chart.



Graphic 2. The posttest result of the English communication ability of young mosque activists.

After the treatment was given, the young mosque activists in English communication skills showed a positive because developments increase by 35%. Then from the Wilcoxon Signed Rank Test results showed that the probability of Sig (2- Tailed) English communication ability of young mosque activists is 0.002, or the probability is below alpha 0.05 ($0.002 < 0.05$). Thus, the hypothesis tested in the research can be accepted where there were differences in the English communication of young mosque activists in English before and after we're given the treatment of group guidance services.

The results of this research were supported by research conducted by [\(Aswida, Marjohan, & Syukur, 2012\)](#) stated that the level of communication anxiety of students decreased from high to low levels of communication anxiety levels after being given group guidance services. The same thing was also stated by [\(E A Prayitno, 1995\)](#). The purpose of group guidance services is to increase the ability of group members to speak in front of many people, able to express opinions, ideas, suggestions, responses, feelings to many people. Besides, group guidance services are able to increase group member understanding so that they can overcome excessive social anxiety [\(Cornish & Wade, 2010\)](#).

Conclusion

The conclusions of the results of this research were as follows: (1) the English language skill of young mosque activist before gave a group guidance service treatment are in a low category, (2) the English language skill of young mosque activist after gave a group guidance service treatment are in the high category, (3) There is a significant difference in the English proficiency of young mosque activist before and after the treatment of group guidance services is given with Asmyp probability. Sig. (2-tailed) of 0.002.

Funding

The authors have no funding to report.

Acknowledgments

The authors have no support to report.

References

- Afisa, P., & Yolanda, S. (2015). *The students' difficulties in speaking at the tenth grade of SMA Negeri 1 Sine in 2014/2015 academic year*. Muhammadiyah University of Surakarta.
- Arikunto, S. (2009). *Manajemen Penelitian*: Jakarta: Rineka Cipta. *Anjaryani, WD*.
- Aswida, W., Marjohan, & Syukur, Y. (2012). Efektivitas Layanan Bimbingan Kelompok dalam Mengurangi Kecemasan Berkomunikasi pada Siswa. *Konselor*, 1(2). <https://doi.org/10.24036/0201212697-0-00>
- Cornish, M. A., & Wade, N. G. (2010). Spirituality and religion in group counseling: A literature review with practice guidelines. *Professional Psychology: Research and Practice*, 41(5), 398–404. <https://doi.org/10.1037/a0020179>
- Handayani, S. (2016). Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong ASEAN Community 2015. *Jurnal Profesi Pendidik*, 3(1), 102–106.
- Jorgensen, D. (1989). *Participant Observation*. <https://doi.org/10.4135/9781412985376>
- Juliawati, D. (2014). *Efektivitas Layanan Bimbingan dan Konseling untuk Mengurangi Prokrastinasi Akademik Siswa*. Tesis tidak diterbitkan. Padang: UNP.
- Mania, S. (2017). Observasi Sebagai Alat Evaluasi dalam Dunia Pendidikan dan Pengajaran. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 11(2), 220–233.
- Megawati, F. (2016). Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. *PEDAGOGIA: Jurnal Pendidikan*, 5(2), 147. <https://doi.org/10.21070/pedagogia.v5i2.246>
- Paakki, H. (2013). Difficulties in speaking English and perceptions of accents: A comparative study of Finnish and Japanese adult learners of English. *Unpublished Master's Thesis, University of Eastern Finland*.
- Prayitno, E A. (1995). *Layanan Bimbingan dan Konseling Kelompok (Dasar dan Profil)*. Jakarta: Ghalia Indonesia.
- Prayitno, Erman Amti, & Amti, E. (2004). *Dasar-dasar bimbingan dan konseling*. Jakarta: Rineka Cipta.
- Santoso, S. (2012). *Aplikasi SPSS pada statistik parametrik*. Jakarta: PT Elex Media Komputindo.
- Sartika, M., & Yandri, H. (2019). Pengaruh layanan bimbingan kelompok terhadap konformitas

- teman sebaya. *Indonesian Journal of Counseling and Development*, 1(1), 9–17.
- Subekt, H., Taufiq, M., Susilo, H., Ibrohim, I., & Suwono, H. (2018). Mengembangkan Literasi Informasi Melalui Belajar Berbasis Kehidupan Terintegrasi Stem Untuk Menyiapkan Calon Guru Sains Dalam Menghadapi Era Revolusi Industri 4.0: Review Literatur. *Education and Human Development Journal*, 3(1).
- Ulandari, Y., & Juliawati, D. (2019). Pemanfaatan layanan bimbingan kelompok untuk meningkatkan kecerdasan emosi siswa. *Indonesian Journal of Counseling and Development*, 1(1), 1–8.
- Yandri, H. (2017). Efektivitas dirasah pengembangan diri melalui pelayanan konseling dalam membentuk kecerdasan emosi mahasiswa Ma'had Al Jami'ah IAIN Kerinci. *Tarbawi: Jurnal Ilmu Pendidikan*, 13(1), 1–10.
- Yandri, H., & Juliawati, D. (2018). Profile of the problem of the adolescent with parents as Indonesian migrant workers. *Konselor*, 7(4), 160. <https://doi.org/10.24036/0201874101452-0-00>
- Yusuf, A. M. (2016). *Metode penelitian kuantitatif, kualitatif & penelitian gabungan*. Prenada Media.