

SELF-TALK AND THOUGHT STOPPING GROUP COUNSELING EFFECTIVENESS TO REDUCE ACADEMIC ANXIETY IN STUDENTS WITH THE BROKEN HOME FAMILY

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ABSTRACT

Students with broken home family who do not gain enough attention and support from their parents are vulnerable to various kinds of pressures. One of which is in academic matters such as having to achieve academic targets, grades, and results that are out of reach for them. These pressures cause serious problems, namely, academic anxiety. This problem has an impact on motivation, encourages students to commit cheating such as plagiarism. The cheating was done to ease their perceived anxiety. Furthermore, to reduce the academic anxiety, efforts are being made, namely, providing *group counseling services for self-talk and thought stopping* techniques. The purpose of this study was to test the effectiveness of group counseling services with self-talk and thought stopping techniques in reducing academic anxiety of students with broken home family. This study used an experimental *repeated measure design*. The research subjects in this study involved 14 students who were selected by purposive sampling from 91 students with broken home family at State Junior High School 6 Metro. The subjects were selected using purposive sampling technique. It was based on the criteria of academic anxiety obtained from the results of the academic anxiety scale score. The instrument was adapted from the *Academic Anxiety Questionnaire*. The Sphericity and ANOVA tests were used as data analysis technique. Based on the results of statistical tests, it showed that group counseling of self-talk and thought stopping techniques are effective in reducing academic anxiety of students with broken home family at State Junior High School 6 Metro ($F_1 = 411.32, p < 0.01$). This is based on the significant changes shown by each given technique. In addition, the comparison of the level of group effectiveness states that self-talk group counseling is more effective than thought stopping techniques to reduce academic anxiety of students with broken home family ($F_3 = 9,889, p = 0.008 < 0.05$).

Keywords: Self talk, thought stopping, academic anxiety.