



## Story Telling Techniques in Group Guidance Services to Increase the Self-Confidence of Thai Postage School Students

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### Abstract

Study This study uses a case study approach to explore the application of storytelling techniques in group guidance services to increase the self-confidence of class X students at Thammasat Wittaya Satun School, Thailand. Literature analysis and initial observations show students' low self-confidence, especially in public speaking. This research involves the application of storytelling techniques in group guidance services, by monitoring student reactions and collecting qualitative data through interviews. The results show an increase in students' self-confidence after active participation in storytelling activities.

Keywords: Storytelling techniques , Guidance Group , Self Confidence

### Introduction

One of the important components of students' Independence Competency Standards (SKK) is an attitude of self-confidence. Someone who has self-confidence is very important in everyday life, especially when it comes to solving problems that arise in everyday life. Not only adults who need self- confidence , but also children and teenagers . If someone own attitude believe self This since small , they are will capable decide problem with

Certain without a doubt. A confident attitude is important for a child to fulfill all his own needs, according to Anita Lie in Anggreni (2020). By having a confident attitude, a person considers himself valuable and capable of living life, considering various options, and able to make his own decisions.

Because self-confidence cannot develop quickly, it is very important for students to implement this attitude in their

daily lives. A confident attitude prevents other people from being influenced because they are confident in their decisions and will not hesitate in acting or making decisions (Pranoto, 2018). Every student at school must have self-confidence.

Based on from observation ( study introduction ) conducted by researchers at Thammasat Wittaya Satun School (1) When learning takes place, students are not active in activity learning for example in ask the teacher, (2) When students in give question once for answer questions , students feel embarrassed and nervous moment want to speak or convey the answer, and (3) If asked to write the answer in front of the blackboard, students are afraid and embarrassed if the answer is wrong. As a result, they did not dare to go forward alone.

Based on The results of the interview conducted with the class X teacher of Thammasat Wittaya Satun students can state the following facts. 1) Most students still lack confidence when asking questions in public; (2) Students are anxious and afraid to answer the teacher's questions when called to the front of the class; and (3) Students rarely give their opinions during learning. Based on the description above, it can be stated that students' self-confidence is that their abilities at

Thammasat Wittaya Satun School are still relatively low.

Based on observations made researchers Not all student own courage speak in front of the teacher. Almost all students ask their friends to appear in front of the class but Not many students dare to present themselves in front of the class. Students usually feel embarrassed and afraid to speak in front of the class for several reasons: 1) they are not used to using Indonesian to communicate in everyday life, 2) they are afraid of being scolded by the teacher if they say something wrong, 3) they don't have much vocabulary Indonesian, and 4) they are not confident to speak in front of their friends. Lack of self-confidence will hinder students' ability to participate in the learning process at school.

It is very important to have a self-confident attitude in students because confident students will do well in school. Therefore, there needs to be a solution to ensure that the learning process runs smoothly and students have high self-confidence to take part in lessons at school. One way to overcome students' low self-confidence is to use methods specifically designed to increase students' self-confidence.

In simple terms , *storytelling is an art and form* of communication that conveys stories or information to other

people using storytelling techniques . Winoto and Prijana (2017) stated that "the art of storytelling itself depends on storytelling in describing stories, forming stories, and developing story lines." Storytelling is very common in learning, especially to convey messages and values that must be internalized to students. Students may be more motivated to learn because they hear stories. This is very suitable for affective (values) education, because storytelling can convey moral values to students through moral examples, encouraging them to do good things. According to Prabawardani and Rahayuningdyah (2016) stated that, "*storytelling* in learning can enable students to practice speaking skills, and students are active in following lessons in class, and dare to express opinions." Speaking skills are needed because students become more confident during the learning process and when interacting with their environment. It is hoped that this *storytelling* method can help provide an interesting experience for students so that they can tell about their own experiences or tell something they have heard to increase their self-confidence. Silvia et al. (2020) stated that stories can increase students' self-confidence. One way to tell stories is stories. This method is used to deal with students' social problems. Students are given instructions. Some of them were

given the task of following the storyline, while others acted as observers or listeners. According to Stiles and Kottman in Erford (2020), the ideal age to apply this method is between 9 and 14 years. This is due to the fact that the older the client, the more mature his verbal skills, imagination and life experience become.

According to Silvia, et al (2020) that storytelling techniques can increase self-confidence because all students are required to participate actively, openly and voluntarily in conveying their opinions or stories. The aim of this research is to find out how the storytelling method influences self-confidence, also known as self-confidence, students in class X Thammasat Wittaya Satun School.

## RESEARCH METHODS

This research uses the method qualitative approach with one focused on the influence of storytelling techniques in group guidance services on increasing self-confidence in class X students at Thammasat Wittaya Satun School, Thailand. Approach Qualitative was chosen to deepen understanding of the phenomenon of student self-confidence in the school context.

In the initial stage of the research, literature analysis was carried out to understand the concept of self-confidence and storytelling techniques in the

educational context. Based on this theoretical understanding, the researcher conducted initial observations (preliminary studies) at the school, which included observations of student interactions during the learning process. The results of observations and interviews with teachers provide an overview of the low self-confidence of students at Thammasat Wittaya Satun School.

This research method involves the active participation of researchers in providing group guidance services by applying storytelling techniques to class X students. During the implementation of storytelling techniques, researchers monitor student reactions, levels of participation, and changes in expressions of self-confidence. Apart from that, qualitative data will also be collected through interviews with students, teachers and other related parties to gain a deeper understanding regarding the application of storytelling techniques to student self-confidence.

Data collection was carried out through observation notes, interviews, and analysis of documentation such as student progress notes and teacher feedback. Data analysis will be carried out descriptively to identify changes in students' self-confidence before and after implementing the storytelling technique. It is hoped that the results of this research can contribute

to the development of group guidance services that can increase student *self-confidence* at Thammasat Wittaya Satun School.

## **RESULTS AND DISCUSSION**

### **Low Self- Confidence of Students at Thammasat Wittaya Satun School**

The low self-confidence of students at Thammasat Wittaya Satun School is a major concern, and this is manifested through the lack of active participation in the learning process and the students' inability to speak in public. A low level of participation is an indication of students' reluctance to actively ask the teacher, express opinions, or contribute to class discussions. This factor shows concerns about being judged by friends and teachers, as well as students' inability to overcome the shyness and self-doubt that arise in formal communication situations.

Special attention should also be paid to students' inability to speak in public, especially when they are asked to answer questions or give presentations in class. The embarrassment and lack of self-confidence seen at these moments shows the urgent need to improve public speaking skills as a strategic step in increasing students' self-confidence. These skills are not only important in the learning context, but are also a key aspect in developing students' interpersonal and social abilities,

which play an important role in forming individuals who are confident and ready to face various challenges in the future (in Mollah, 2019).

Facing the complexity of this problem, planned and sustainable efforts are needed to create a learning environment that supports the development of student self-confidence. Through programs specifically designed to improve active participation and public speaking skills, it is hoped that students can overcome their shyness and self-doubt. As a result, it is hoped that students will not only be academically successful, but also have strong self-confidence to face the challenges of daily life and build positive social interactions (in Pritama, 2015).

The results of interviews with teachers and in-depth observations provide a more detailed picture of several factors that may be the cause of students' low self-confidence at Thammasat Wittaya Satun School. One of the factors that emerged was the lack of habit of using Indonesian in students' daily lives. The impact is seen in a lack of formal communication skills, which becomes a challenge in learning situations that require clear and structured verbal expression.

Not only that, other factors that influence students' low self-confidence include fear of criticism from teachers and classmates. The fear of being judged or

criticized causes students to be reluctant to express opinions or speak in public. Meanwhile, the lack of Indonesian vocabulary is also an obstacle in communicating well and convincingly. Coupled with a lack of training in public speaking, students have difficulty overcoming nervousness and lack of confidence when asked to participate in formal interactions.

The impact of low self-confidence is not only limited to interpersonal aspects, but can also hinder the effectiveness of the learning process. Students who lack self-confidence tend to be reluctant to actively participate in learning, limiting their ability to explore ideas, and hindering the development of social skills that are important in the real world. Therefore, there is a need for learning strategies that not only strengthen students' self-confidence but also build formal communication skills and public speaking abilities to prepare them to face future challenges (in Riyadi, 2019).

In facing this challenge, strategic and measurable steps need to be taken to increase students' self-confidence. The introduction of storytelling techniques is considered a promising alternative. Through active participation in storytelling activities, it is hoped that students can gain positive experiences that can gradually build their self-confidence. *Storytelling*

techniques not only provide an interesting learning experience, but also provide space for students to practice speaking skills, overcome shyness, and build their self-confidence in a broader context (in Pratiwi, 2016).

### **Factors that Influence Student Self-confidence**

The factors that influence the low self-confidence of students at Thammasat Wittaya Satun School can be seen from various aspects revealed through interviews with teachers. One significant factor is students' unfamiliarity with using Indonesian in everyday life. As a school in Thailand, most students tend to communicate more often in Thai, so the minimal use of Indonesian makes them less skilled in formal communication, especially in the context of classroom learning.

Another factor that plays a role is students' fear of criticism from teachers. Students tend to feel reluctant to speak or express opinions because they are afraid of judgment or criticism from their teachers. This creates an atmosphere that is less supportive for developing students' self-confidence, because they are more focused on worrying about mistakes or disagreements rather than daring to express ideas or opinions.

Limited Indonesian vocabulary is also an obstacle in expressing oneself effectively. Students may find it difficult to convey ideas or answers well due to minimal mastery of vocabulary. This limits their ability to communicate clearly and convincingly, which in turn can affect their self-confidence.

Apart from that, the lack of confidence to speak in front of friends is also a serious concern. Students may feel embarrassed or afraid of making mistakes when asked to speak in front of the class. This inability to overcome nervousness can hinder students' participation in the learning process and contribute to their overall low self-confidence. Therefore, understanding and overcoming these factors is key in designing effective strategies to increase student self-confidence in the learning environment at Thammasat Wittaya Satun School.

Fear of criticism from teachers is another factor that plays a role in reducing students' self-confidence. The fear of being assessed or criticized by the teacher creates psychological pressure on students, causing them to be reluctant to actively ask questions, express opinions, or even participate in class discussions. This triggers self-confidence which can affect students' academic performance and overall social development (in Sari, 2018).

Apart from that, lack of confidence in speaking in front of friends was the last factor discovered through interviews. Students' shyness and uncertainty when asked to appear in front of the class reflects the urgent need to strengthen their public speaking skills. In this situation, students feel less confident because they are afraid of making mistakes, afraid of being evaluated by classmates, and tend to avoid roles that require appearing in public.

The impact of this lack of self-confidence is not only limited to academic aspects, but can also have a significant impact on students' social development (in Rahayu, 2019). Students who lack confidence in speaking in front of friends tend to experience limitations in building social relationships. They may be reluctant to join discussion groups or group projects, feel unable to convey their ideas clearly, or even have difficulty developing healthy interpersonal relationships.

To overcome this challenge, there needs to be a holistic approach to building student self-confidence. Teachers and schools can design learning programs that focus on developing public speaking skills, creating a supportive environment in the classroom, and providing constructive feedback. Apart from that, involving parents in supporting the development of their children's social and speaking skills at home can also make a positive contribution

in building students' overall self-confidence. Thus, an in-depth understanding of the factors that influence student self-confidence is an important first step towards improving and developing the quality of learning at Thammasat Wittaya Satun School.

Overall, the factors that influence students' low self-confidence at Thammasat Wittaya Satun School include lack of Indonesian language practice, fear of teacher criticism, limited Indonesian vocabulary, and lack of confidence in speaking in front of friends. The lack of daily practice of Indonesian in an environment that tends to use Thai creates difficulties for students in developing formal communication skills in Indonesian. In addition, the fear of criticism from teachers causes significant psychological stress, limiting students' active participation in class discussions and communication-based learning.

A deep understanding of these factors is an important basis for designing effective learning strategies to increase students' self-confidence and facilitate the development of their speaking skills and formal communication abilities. Learning programs that target improving public speaking skills, provide appropriate psychological support, and create an environment that supports active participation can be an effective solution.

Providing constructive feedback and developing social skills are also important steps to help students overcome their self-doubt. With a holistic approach that includes language, psychological and social aspects, it can be hoped that students' self-confidence will increase, having a positive impact on the quality of their learning and personal development at Thammasat Wittaya Satun School.

### **Using *Storytelling Techniques* as a Solution**

*storytelling* techniques as a solution to increase students' self-confidence at Thammasat Wittaya Satun School is recognized as a strategic step that has proven successful. The literature review provides an in-depth understanding of the potential of *storytelling techniques* in stimulating student development in various aspects.

In the learning context, *storytelling techniques* not only function as a tool to convey stories or information, but also as an effective means of creating interesting and memorable learning experiences (in Dewi, 2023). Through stories, students can be actively involved, understand moral values, and identify themselves with the characters in the story. Increasing self-confidence is one of the various positive benefits that students can obtain, because they are empowered to speak, share ideas,

and become more confident in expressing themselves.

The results of implementing *storytelling techniques* in various educational contexts show that this is not only an effective teaching method but is also able to build students' social and emotional skills. The application of this technique at Thammasat Wittaya Satun School has proven that students become braver and more active in speaking in public after being involved in *storytelling activities*. Therefore, choosing *storytelling techniques* as a solution to increase students' self-confidence at this school is the right decision and has a real positive impact on students' personal and academic development.

Basically, *storytelling techniques* are the art of telling stories that involve creativity in conveying information or stories to other people. According to previous research, this technique has been proven effective in increasing student motivation, speaking skills, and strengthening good values. Prabawardani supports this by stating that by using stories in learning, students can improve their speaking skills, become an active part of the class, and dare to voice their opinions. (in Maknun, 2023).

In the context of Thammasat Wittaya Satun School, the application of *storytelling techniques* is a strategic choice



to overcome students' low self-confidence. The advantage of this technique lies not only in its ability to increase self-confidence, but also in the way the story can open the door to discussion, reflection, and identification of important values. By inviting students to be actively involved in the storytelling process, teachers can create a more dynamic and constructive learning environment, where each student feels valued and motivated to contribute to their learning.

*storytelling* techniques can build students' self-confidence and provide an interesting learning experience. In this context, students are not only passive listeners, but also actively involved in storytelling activities. This process provides space for students to share experiences and convey their own ideas, increasing their confidence in public speaking. The use of storytelling techniques can also provide strong educational value, because students can learn through examples in the stories told.

In the context of Thammasat Wittaya Satun School, the application of *storytelling techniques* has produced a visible positive impact in increasing students' *self-confidence* . Through observations and interviews, it can be observed that students who take part in *storytelling activities* become braver, speak more actively, and feel less embarrassed

when interacting in class. Therefore, the successful implementation of storytelling techniques at this school shows that this method can be an effective solution to overcome students' low self-confidence and improve the quality of learning at Thammasat Wittaya Satun School.

Regarding educational value, stories told through *storytelling techniques* can play a key role in shaping students' character and morals. Through narratives that contain positive values, students can learn about ethics, honesty and other values that are important in personality formation. In addition, the experience of listening to and telling stories can stimulate students' imagination and creativity, enriching their learning experience in an interesting and interactive way (in Ramdhani, 2019).

The continued application of *storytelling techniques* can also help create an inclusive learning environment, where every student feels valued and has an important role in the learning process. This can strengthen the sense of community among students, reduce the fear of public speaking, and improve their interpersonal communication skills. Thus, the use of storytelling techniques is not only about increasing self-confidence, but also developing aspects of social and moral skills that are important for students' overall development.

## CONCLUSION

Low self- confidence of students at Thammasat Wittaya Satun School is reflected in minimal participation active in learning and difficulties student in speak up front general . Contributing factors including lack of practice colloquial Indonesian , fear will critics from teachers, limitations vocabulary Indonesian , and lack thereof believe self For speak up front friends . The impact No only limited to aspects academic , but also influencing development social student .

Election storytelling techniques as solution For increasing students' self- confidence at Thammasat Wittaya Satun School is considered as step successful strategy . Storytelling techniques do not only effective in increase students' self- confidence , but can also build Skills their social , emotional , and moral Through experience interesting and interactive learning , students can feel appreciated , motivated For participate , and develop ability Interpersonal communication is important .

Continuity application storytelling techniques are expected can create environment inclusive learning and strengthens the sense of togetherness among student . Apart from increasing self- confidence, storytelling techniques can also be used form student character

and morals as well as stimulate imagination and creativity they . With Thus , approach This No only about increased self- confidence, but also about development Skills social , emotional , and moral importance for development comprehensive student .

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