



International Journal of Research Publications

The Effectiveness of Hypno-EFT in Reducing Public Speaking Anxiety in Vocational high school X Jakarta Students

Rifdaturahmi*

Faculty of Psychology Gunadarma University
Street Margonda Raya No. 100, Depok 16424

Abstract

Students majoring in office administration are more afraid of public speaking than examinations. Students feel insecure add to their anxiety to do public speaking. This study aims to empirically examine the effectiveness of Hypno-EFT in reducing public speaking anxiety in vocational high school X Jakarta students. The sample in this study was adolescents in class 10-1 majoring in office administration, vocational high school X Jakarta, with a total of 30 study participants. The research method used was a quasi-experimental one group pretest posttest design. The data analysis technique used in this study was paired sample t-test. Based on the analysis, it is known that there are differences before and after hypno-EFT which shows Hypno-EFT is effective in reducing public speaking anxiety in vocational high school X Jakarta students with a significance value of 0,000 ($p < 0.01$) and $t = 17,168$.

© 2019 Published by IJRP.ORG. Selection and/or peer-review under responsibility of International Journal of Research Publications (IJRP.ORG)

Keywords: *Hypno-EFT, Public speaking, Public speaking anxiety, Vocational High School, Office Administration*

E-mail address: rifdaturahmi@gmail.com.

1. INTRODUCTION

Vocational high school X Jakarta is a vocational high school located in the Duren Kalibata area, South Jakarta. The school consists of three areas of expertise, namely computer and network engineering, multimedia and office administration. Classes with computer and network engineering majors and multimedia majors mostly consist of male students, while office administration is dominated by women. Vocational high school X Jakarta has 31 teachers, 423 male students and 321 female students. The social economic status of students is at the middle to lower economic level. The school has 2 computer and network engineering classes, 3 multimedia classes and 2 office administration classes.

The curriculum used is K-13, Rev. The Ministry of Education and Culture (2014) said that learning is aimed at developing the potential of students to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective, and able to contribute to the life of the community, nation, state and civilization world. In this learning, students conduct learning activities to observe, ask questions, gather information, associate or analyze, and communicate what they have found in the analysis activities.

The learning also applies to all expertise programs or majors in vocational high school X, Jakarta, especially for office administration majors. The department will later work as a secretary who manages meetings or receptionists who need the ability to communicate information to many people. School assignments that mostly require students to communicate information obtained to the front of the class or many people make most students anxious and afraid. Based on preliminary assessments conducted on counselling guidance teachers who are familiar with office administration students at vocational high school X, Jakarta. The initial assessment indicated that many office administration students were afraid or when speaking in front of many people they became nervous. Most of the students are not confident because they do not have the ability or fear to express opinions for fear of being blamed or laughed at.

Besides based on the initial assessment obtained from the guidance counseling teacher, the results of in-depth interviews with two representative students in grade 10-1 office administration showed that students felt nervous, anxious, palpitations and even cold sweat when they wanted to speak in front of the class or many people for presentations. Even though in the future at each grade level, there are many majors that require speaking in front of the class or many people in other classes. Speaking in public can also be called public speaking, Lucas (2009) says public speaking is a way to convey one's ideas in public, share them with others and influence others.

In grade 10, subjects that do a lot of public speaking are civic education lessons. Students will be asked to explain lessons alternately in different classes with the same supporting teacher. For example office administration classes, explaining material in multimedia majors classes. On that occasion there were always many students who were afraid, the voice vibrated while speaking, or was just silent because the material that had been studied was suddenly lost or not remembered. For these students public speaking is not easy, feeling anxious, afraid of saying wrong or not confident makes public speaking frightening. Students are more afraid of public speaking than on examinations. Students also feel that lack of confidence increases their anxiety to do public speaking.

Based on the focus group interviews conducted on grade 10-1 students in the office administration there were 4 major complaints groups felt by the students, including 29 public speaking anxiety from 30 existing students, anxiety choosing a future career of 10 students of the 30 existing students, the lack of ability to adjust as many as 14 students out of 30 existing students and finally lazy to study as many as 16 students from 30 existing students. The complaint with the highest number of students is public speaking anxiety on the grounds that students are not confident in their public speaking abilities, are afraid of being wrong and are afraid of being laughed at. Raja (2017) says lack of self-confidence is the most common reason for fear of public speaking because many students have a gentle nature and they tend to feel uncomfortable when speaking in front of others. The National Social Anxiety Center (2016) says the fear of public speaking is the

most common fear before death, spiders, or heights. The underlying fear is negative evaluation or evaluation by others.

Based on the results of interviews with teachers, students, and focus group interviews shows that there is public speaking anxiety in students in grade 10-1 office administration at vocational high school X, Jakarta who are not confident in good public speaking skills or are afraid of being wrong and afraid of being laughed at. Based on observations, interviews and focus group interviews that have been conducted, 10-1 students experience public speaking anxiety. Interventions that can be done to overcome these problems are providing interventions in the form of Hypno-Emotional Freedom therapy (EFT).

Hypno-Emotional Freedom therapy (EFT) according to Gunawan (2012) is one variant of Meridian Based Therapy (MBT). Gunawan (2009) said that some of the problems that can be solved with Hypno-EFT include anxiety, anger, compulsive behavior, panic disorder, addiction (smoking or drugs), stress and depression, trauma, fear or phobia (height, animals, or certain objects), anxiety in public places, fear of public speaking, headaches or migraines, eliminating negative beliefs, feelings of shame or guilt, insomnia, disappointment or hurt, peak performance, sexual problems, problems in children or women, cancer, allergies and problems.

In his research Boath, Stewart, and Carryer (2013) said one of the interventions that is easy and can be used to reduce public speaking anxiety is hypno-EFT. The results of his research show that hypno-EFT is an effective intervention in reducing public speaking anxiety.

In hypno-EFT, hypnosis used is hypnosis with open eyes or waking hypnosis. There will be some questions that will bring someone into a trance with open eyes. After that hypnosis will be combined with EFT. This technique is similar to acupuncture therapy. The difference is that acupuncture uses needles to stimulate energy points scattered in the meridian pathway, while EFT uses fingers to tap energy points with a certain number of beats and sequences (Gunawan, 2012). Karatzias et al. (2011) say hypno-EFT is a psychological intervention that can be easily taught and managed by itself. Craig (2011) explained that subjects gently tapped their fingertips at acupressure points on the head, chest and hands and related this by making specific statements.

Research conducted by Supardiana, Apriani and Riki (2013) regarding the provision of hypno-eft (emotional freedom technique) to reduce the level of anxiety in patients with chronic kidney failure before hemodialysis revealed that the administration of hypno-eft therapy (emotional freedom technique) can reduce the level of anxiety in kidney failure patients. There is also research conducted by Jones, Jennifer, and Henry (2011) resulting in a significant reduction in public speaking anxiety. EFT was found as a quick and effective treatment for public speaking anxiety.

Various studies have shown hypno-EFT can be used to overcome various psychological problems, one of which is public speaking anxiety. In addition, Hypno-EFT can easily be used in other aspects of student life, such as exam stress and can be used to reduce other psychological problems. The hypothesis in this study is that Hypno-EFT is effective in reducing public speaking anxiety in vocational high school X students, Jakarta.

2. RESEARCH METHODS

The independent variable in this study is hypno-EFT training. While the dependent variable in this study is the tendency of public speaking anxiety, with forms: cognitive, behavioural, and physiological. The population in this study were vocational high school students majoring in office administration from vocational high school X. Samples to be taken in the study were 30 people who were part of the population, namely class 10-1 office administration. The sample collection technique used in this study was purposive sampling. Measurements in this study use the public speaking anxiety scale which will be given to research samples at the pre-test and post-test.

Public speaking anxiety scale is used as a measurement to obtain research data that is directly filled

in by research participants. The scale was adapted from the public speaking anxiety scale developed by Bartholomay and Houlihan (2016). This scale contains 17 items that use the Likert format with four categories which are scored one to four. How to score for public speaking anxiety scale, namely score 1 for strongly disagree, score 2 disagree, score 3 agree and score 4 for strongly agree. The range of scores on this scale is from 17 to 68. The higher the score indicates the higher public speaking anxiety.

This scale has an Alpha Cronbach coefficient of 0.938 while the reliability test results that the examiner did obtained a reliability coefficient of 0.755. This means that the measuring tool public speaking anxiety scale (PSAS) has good consistency.

The research design used was a quasi-experimental design model with the One-Group Pretest-Posttest Design. This design is used because there is a pretest before being treated, the results of the treatment can be known to be more accurate because it can be compared with the situation before being given treatment. This design can be described as follows:

Pretest	treatment	Posttest
O1	X	O2

Table 1. One-Group Pretest-Posttest Design

Information:

O1 = Pretest value before being given treatment

O2 = Posttest value after receiving treatment

X = Treatment by intervening using hypno-EFT

Data analysis technique used in this study is to analyze paired sample t-test data, then intervention will be given with Hypno-EFT. Hypno-EFT aims to overcome problems related to negative emotions, one of which is anxiety and fear. Hypno-EFT modules and steps are arranged based on Hypno-EFT steps proposed by Gunawan (2012)

This research was conducted in several stages of activities, First, the preparation of measuring instruments and modules. At this stage the researcher prepares the measuring instruments and training modules. The public speaking anxiety scale uses a public speaking anxiety scale, developed by Bartholomay and Houlihan (2016). The training modules are compiled based on the Hypno-EFT steps proposed by Gunawan (2012). The modules and measuring devices are then tested first through professional judgment.

Second, trainer preparation. The trainer is the person who will deliver the training material in 2 sessions. Third, the selection of research participants. The research participants netted directly came to vocational high school X, Jakarta

Fourth, the pretest data collection. Initial data monitoring is carried out before the training, which uses the public speaking anxiety scale. To determine the level of anxiety before given treatment. Pretest data were taken one week before training. Fifth the implementation of the training. The training was carried out with hypno-EFT given to the experimental group for 3 sessions.

The training takes 100-160 minutes for each session, which is divided into two days. As for the activity of each session, the first session aims at conditioning participants to be ready for training, namely by introducing games, learning contracts (informed consent) and understanding the importance of public speaking in schools and the world of work. The second session aims to have students have hypno-EFT skills to reduce various problems related to the emotions of public speaking anxiety.

Sixth, posttest. The second data collection is posttest conducted a week after the training ends.

3. RESULTS AND DISCUSSION

Based on the results of the evaluation of learning that has been done through pre-test and post-test it can be concluded that there are significant changes regarding public speaking anxiety experienced by 10th grade AP 1 students, vocational high school X, Jakarta. Before the public speaking anxiety intervention that was experienced by 10th grade AP 1 students of vocational high school X Jakarta had public speaking anxiety with an average of 51.13 found at a high level. After the intervention, the average anxiety decreased to 31.36.

Based on paired sample t-test, the significance value is 0.000 ($p < 0.01$) with t is 17,168. These results indicate that there are differences in public speaking anxiety before and after hypno-EFT intervention is given. The results of this study are in line with research conducted by Boath, Stewart, and Carryer (2013) regarding EFT can reduce anxiety and improve academic performance at University students in which discussing public speaking anxiety. The results showed a significant decrease in public speaking anxiety in students after being given EFT.

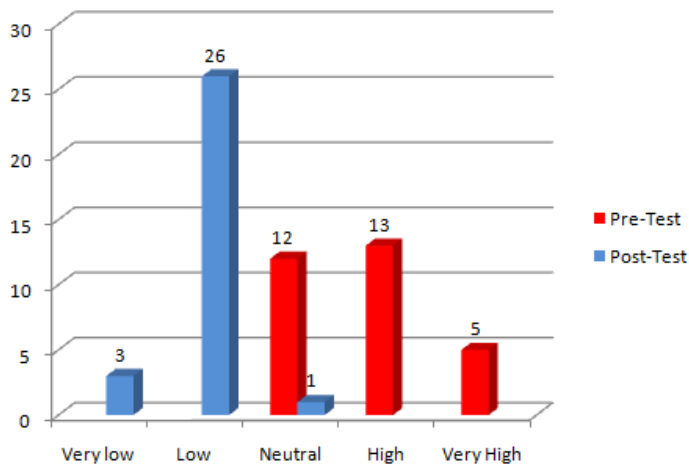


Diagram 1. evaluation of results

Research conducted by Salafas (2016) shows hypno-EFT is effective in reducing anxiety reduction, but in trimester III pregnant women with p value 0.0001 < 0.05 and t value 9.279. Research conducted by Kwak, Eun, Jong, Hyo, and Sun (2019) comparing the effectiveness of EFT and progressive musclerelaxation technique (PMR) shows that the EFT and PMR programs have a moderate increase in psychological symptoms, including anxiety and anger, in research subjects. , but a significant increase in physical symptoms was only seen in the EFT group.

Siska, Sudardjo, & Purnamaningsih (2003) stated that the cause of anxiety in public speaking is negative thoughts that he is incapable, will not succeed, and will be judged negative by others. In line with this opinion, Rachmat (2008) states that someone who is inferior will have difficulty expressing his opinion, actually because of the fear of being blamed by others. This is very related to the use of hypno-EFT in overcoming psychological problems.

In addition to the results of the evaluation of learning also evaluates the participants' reactions. Participants were given nine items in the form of a Likert scale statement. The assessment is based on alternative answers Very Appropriate (VA), Appropriate (A), Unsuitable (U), Very Unsuitable (VU).

The nine statement items are as follows: 1) Overall the training is well organized, 2) The training session is as needed, 3) The time for giving material is sufficient, according to the proportions, 4) The activities carried out help me in understanding the material, 5) Adequate training facilities, 6) Trainer mastering training materials, 7) Trainer is open with questions and opinions of participants, 8) The material presented can be understood easily, 9) Activities and materials in this session are useful for my life.

Based on the nine reaction evaluation questions given to the intervention participants, it can be concluded that almost all aspects asked have agreed and strongly agreed answers. This means that the interventions provided are good and in accordance with needs.

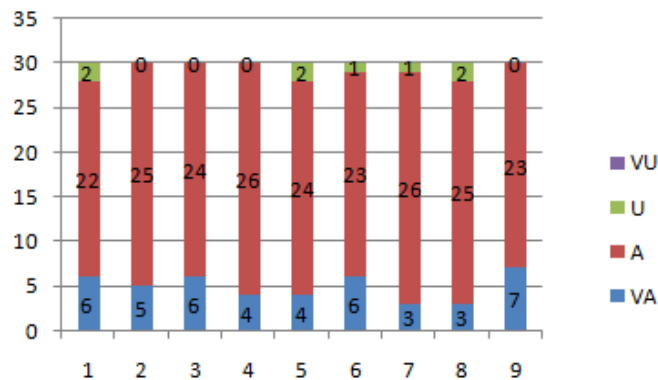


Diagram 2. reaction evaluation results

Information:

VU= Very Unsuitable

U = Unsuitable

A = Appropriate

VA= Very Appropriate

Based on the results of the evaluation of learning and reaction evaluation it can be concluded that hypno-EFT is the right way that can be used to reduce various psychological disorders. Craig (2011) said there are various psychological problems that can be overcome using hypno-EFT such as anxiety, stress, phobias, trauma to grow self-confidence, motivation and so on.

Besides hypno-EFT is also an easy psychological intervention. Karatzias et al. (2011) said that hypno-EFT is a psychological intervention that can be easily taught and managed alone. Clond (2016) says EFT has the ease and efficacy to overcome various problems in its use.

4. CONCLUSION

Based on the results of the interventions that have been made, it appears that there are significant changes in public speaking anxiety experienced by students of grade 10-1 vocational high school X, Jakarta. After the Hypno-EFT group intervention. Therefore it can be concluded based on the interventions that have been carried out and the nine questions evaluating the reactions given to the intervention participants to get the results that the interventions provided are good and in accordance with needs.

Based on the results of the intervention, the suggestions that can be given are office administration students to implement the strategies or suggestions that have been made during the intervention. This is so students can reduce their anxiety and improve their ability in public speaking. The school is also expected to

be able to continue the programs that have been conducted to improve public speaking skills to other students and provide information on the importance of public speaking for academic needs as well as in the world of work later.

References

- Bartholomay, E. M., & Houlihan, D. D. (2016). Public Speaking Anxiety Scale: Preliminary psychometric data and scale validation. *Personality and Individual Differences*, 94, 211-215.
- Boath, E., Stewart, A., & Carrye, A. (2013). Tappingfor success: A pilot study to explore if emotional freedom techniques (EFT) can reduce anxiety and enhance academic performance in University students. *Innovative Practice in Higher Education*. 1(3), 1-13.
- Bodie, G.D. (2010). A Racing Heart, Rattling Knees, and Ruminative Thoughts: Defining, Explaining, and Treating Public Speaking Anxiety. *Communication Education* 59(1),70-105.
- Clond, M. (2016). A systematic review with meta-analysis. *The Journal of Nervous and Mental Disease*.204, 388-395.
- Craig, G. (2011). *The EFT Manual (2nd Ed.)*. Energy Psychology Press.
- Furmark, T. (2002). Social phobia: Overview of community surveys. *Acta Psychiatrica Scandinavica*. 105, 84-93
- Gunawan, A. W. (2009). *Hypnotherapy workbook*. Surabaya: Quantum Hypnosis Indonesia
- Gunawan, A. W. (2012). *Hypnosis: the art of subconscious communication*. Jakarta: Gramedia Pustaka Utama.
- Kementrian Pendidikan dan Kebudayaan Republik Indonesia. Retrieved August, 4, 2019 .
<https://www.kemdikbud.go.id/kemdikbud/dokumen/Paparan/Paparan%20Wamendik.pdf>.
- Kholisin. (2014). Kecemasan berbicara ditinjau dari konsep diri dan kecerdasan emosional, *Jurnal Ilmu Dakwah*. 34, 77-102
- Jeffrey, N.S., Rathus, S.A., & Greene, B. (2005). *Psikologi abnormal* jilid 1. Jakarta : Erlangga.
- Jones, S. J., Jennifer A. T., & Henry B. A. (2011). Efficacy of emotional freedom techniques (eft) in reducing public speaking anxiety: A randomized controlled trial. *Energy Psychology*. 3 (1), 19-32
- Lucas, S. E. (2009). *The art of public speaking (10thed)*. New York: McGraw Hill.
- National Social Anxiety Center .(2016). *Public speaking anxiety*. Retrieved May, 24, 2019.
<https://nationalsocialanxietycenter.com/social-anxiety/public-speaking-anxiety/>.
- Raja, F. (2017). Anxiety level in students of public speaking: Causes and remedies. *Journal of Education and Educational Development*. 4, 94-110.
- Rakhmat, J. (2008). *Psikologi komunikasi* remaja. Bandung: Rosda Karya.
- Safalas, E. (2016). Efektifitas hypno-eft dan pernafasan yoga dalam menurunkan kecemasan ibu hamil di BPM Ny. Sri Kustinah. *Jurnal Ilmiah Kebidanan*. 2, 84-93.
- Siska, Sudardjo, & Purnamaningsih, E. H. (2003). *Kepercayaan Diri dan Kecemasan Komunikasi Interpersonal pada Mahasiswa*, *Jurnal Psikologi*. 2, 67-71.
- Supardiana. R. D., Apriyani. P. H., & Riki. R. (2013) Pemberian *Hypno-Eft* untuk Mengurangi Tingkat Kecemasan pada Klien dengan Gagal Ginjal Kronik Sebelum Dilakukan Hemodialisa. *Jurnal Kesehatan Hesti Wira Sakti*. 2(3).
- Wahyuni, E. (2015.) Hubungan *Self-Efficacy* dan Keterampilan Komunikasi dengan Kecemasan Berbicara di Depan Umum, *Jurnal Komunikasi Islam*, 5 (1), 51-82.
- Kwak, Y.H., Eun, J.C., Jong, W.K., Hyo, W.S., Sun, Y.C. (2019). Effect of the emotional freedom techniques on anger symptoms in Hwabyung patients: A comparison with the progressive muscle relaxation technique in a pilot randomized controlled trial. *Elsevier*. 00, 1-8.