

# Influence Game of Dialogue on the Type of Counseling Communication Skills Students

Gusman Lesmana<sup>a</sup>, M Rajab Lubis<sup>b\*</sup>

<sup>a</sup>Universitas Negeri Padang, Padang, Indonesia

<sup>b</sup>Universitas Negeri Medan, Medan, Indonesia

## Abstract

This research is quantitative research experiments to test a technique applied in or affecting a particular State. The development process procedures Gestalt therapeutic counselling techniques to overcome anxiety dialog game communication based construct Burgon and Rufnerr based on the concept Joyce and Sill. Instruments used by Likert scale model. Test the validity of research instrument through validity test by three experts and also performed using Pearson Product Moment by correlating the item score, total score and the reliability test using Cronbach Alpha formula. Furthermore, the data obtained were analysed using Pearson Product Moment test to answer the hypothesis. The results of this research indicate that prior to the implementation of the application of game dialog (pre-test) the ability to communicate the students tend to be low with an average of 53 and after execution the application of game dialog (post-test) the development of communication skills of students has increased by an average of 59.6. From the results of hypothesis test obtained  $t_{count} = 2.773$  and  $t_{table} = 1.833$  so that the results obtained  $t_{count} > t_{table}$  ( $2.773 > 1.833$ ). Thus it can be concluded that the application dialog gaming services can impact the ability to communicate with students. The research was conducted on Senior High School students Deli Serdang, North Sumatra, Indonesia.

**Keywords:** playing dialogue, counselling gestalt, communication skill.

Received 28 April 2016; Accepted 25 October 2016

## 1. Introduction

As human beings who live alongside each other, demanded on any one individual to another individual in a relationship. Thus, it can be said of human life cannot be separated from communication activities. An individual requires another individual or group of people need to interact [1]. This is an essence that most of the human person is formed from the integration of social with each other. According to Hansen [2], being able to communicate is one of the competencies that should be developed in order to attain the quality of relationships among individuals who live a life that side. Communication skills in question is a qualified way students perform the delivery of information which is important as the content of the discussion to establish a connection to anyone who wants to meet the needs. These skills are considered important because it has an important role on the quality of interactions made by students.

National Education has a function to develop skills and character development as well as developing civilization dignified, more specifically aims to develop students' potentials to be individuals who are faithful and devoted to

God Almighty, noble, knowledgeable, creative, independent, healthy, and can become active citizens and democratic and responsible. Communication activities are a word that cannot be separated from society. Community and communication are the two words that cannot be separated. The community formed by the activities of communication and communication is a condition the implementation of community activities and the absence of society, human beings cannot develop communication activities.

Each person is required to communicate with anyone smart. Therefore, since the school, the students should hone their ability to communicate with anyone. Olson [3] tells about Communication skills must be improved in order to be a supporter of the achievement of educational goals that have been implemented. To achieve the goals that have been implemented, it is necessary to follow the elements of success. It is also important the support of other factors one of which is communication.

For the time being, not just one school many schools including SMA Negeri 1 Percut Sei Tuan in 2013 some students just focused learned lessons according to the curriculum program so that less attention to the quality of everyday students who also actually supports the achievement of the curriculum. For example, just the ability

\* Corresponding author. Tel.: +62811618111

E-mail address: rajabunimed@yahoo.co.id.

DOI: 10.21752/sjppi-ukm/ses/a25102016

to communicate the students are said to still need a lot of coaching and training. Whether it's a way of talking, the pattern of speaking, to whom he spoke to the vocabulary used. Students are individuals who require knowledge and teaching to develop the skills and potential to achieve qualified individuals in the community. Of course to achieve all this requires good communication between teachers and students.

The development of students' ability to communicate in terms of how people process information delivery to a person obtains a certain goal. If the communication skills of students have grown, those changes will be visible from the student's attitude in daily life both at school and in his neighbourhood. Of course, the change is a change for the better and not vice versa. It will be seen the pattern of student learning in school will become more active and he would often issue an opinion if the materials submitted by the teacher still poorly understood, and at some point he will be able to provide some ideas and opinions of what has been taught by his teacher. It's all powered from good communication quality of teachers and students.

Based on the results of preliminary observations, direct observations of students and interviews with Guidance and Counselling teachers in school SMA Negeri 1 Percu Sei Tuan, the conclusion of class XI students have deficiencies in the conduct of effective communication both of pronunciation; grammar; attitude and clarity in submitting information. Seen from issue that seemed to include: Students are less active learning in the classroom. Many students who have difficulty in expressing opinions, often experience weakness in answering the teacher's questions orally. Many students often use language that is difficult to understand, have difficulty in speaking and develop good grammar in communication. It was caused by many things, including a lack of confidence, lack of vocabulary, statement of mood and so forth. In conclusion, the level of communication skills of students at SMA Negeri 1 Percu Sei Tuan tends to be low.

A school is a place for students to develop all the talent and potential as well as fostering the skills and identity to obtain supplies for ready to plunge into the life of the surrounding community. The task of the teacher in addition to delivering science, also provide specific training to students to develop skills and specific skills. Including guidance counsellor or counselling teacher at the school, which can provide a service that can develop children's skills in mastering the skills to communicate effectively [1].

With the conditions that need more attention to the quality of individual communication in day-to-day devoted to students, researchers are developing action by using one of the techniques of Gestalt counselling to see the effects on the development of game quality student dialogue itself. The game dialog will train individuals in formulating the words to be spoken with the purpose of conveying information to the interlocutor thereby creating a communication that elicits a certain goal between the two sides. This dialog game greatly affects the ability of students to communicate in everyday life. The more often

the student's practice, the more it will thrive well as the ability to communicate.

Based on the description of communication skills in the field, researchers wanted to examine how the effect of the group counselling services with dialogue playing techniques to increase the level of communication skills of students. This is why the author to conduct a study titled "The Effect of Implementation Dialogue game against Student Communication Skills".

## 2. Research Method

This study uses a quantitative approach to the types of experiments quasi. The study will describe how the quality level communication skills of students and how things if given the action with game dialogue as one of the techniques of counselling. The population in this study is a class XI SMA Negeri 1 Percu Sei Tuan. The sample in this study was students of class XI IPS 1 taken some students 2013/2014. Instruments used by Likert scale model. Test the validity of research instrument through the test content validity by three experts and also performed using Pearson Product Moment by correlating the grain score and the total score and the reliability test using Cronbach Alpha formula. Furthermore, the data obtained were analyzed using Pearson Product Moment test to answer the hypothesis that has been determined in this study.

## 3. Result and Discussion

### 3.1. Results

#### 3.1.1. Pre-test Data Communication Skills Students

The results of pre-test data calculation after calculation the result of research by the number of research subjects are 10 lowest score and the highest score = 46 = 62, with a mean (M) = 53 and standard deviation (SD) = 6.306. The intentional can be seen in appendix 10.

#### 3.1.2. Post-test Data Communication Skills Students

The results of pre-test data calculation after calculation the result of research by the number of research subjects are 10 lowest score and the highest score = 55 = 67, with a mean (M) = 59.6 and the standard deviation (SD) = 4, 19. The intentional can be seen in appendix 11.

#### 3.1.3. Hypothesis testing

Hypothesis testing is done by calculating t test. From the calculation results obtained  $t = 2.773$ , for a number of respondents were 9 people obtained table = 2.042. In accordance with the criteria for acceptance and rejection of the hypothesis, then the hypothesis is accepted at the significance level of 5%.

Thus declared counselling service game techniques dialogue has contributed to improving communication

skills of students of class XI IPS 1 SMA Negeri 1 Percut Sei Tuan. This is evident from the acquisition of the average score of students' ability to communicate in pre-test  $M = 53$  whereas after counselling services engineering group game dialogue (post-test) has obtained an average score of students' communication abilities  $M = 59.6$ .

### 3.1.4. Discussion Research

Based on the data obtained and the results of hypothesis testing, it has been known that the application of engineering counselling service dialog game affects the ability to communicate class XI IPS 1 SMA Negeri 1 Percut Sei Tuan. This means that the dialogue was important playing techniques implemented by guidance and counselling teachers and anyone in an effort to improve students' communication skills and communication skills anyone to be more effective in their everyday lives and are formed from the process of exercise every day.

Counselling services performed by utilizing the technique of playing the dialogue is one of the efforts to improve the communication skills of students.

Implementation of the service with the technique of playing the dialogue is not to be done by the guidance and counselling teacher [8]. Anyone is able to perform simple activities to anyone to improve the communication skills of an individual or group of individuals qualified to become intelligent in the act and polite in communicating [10].

In addition, it is necessary to develop services counselling others in an effort to improve communication skills of students in the various circumstances in their daily lives such as information services regarding effective communication, service orientation into the skills and the habit of using language to communicate, placement and distribution, mastery of content services, individual counselling and mediation services. With so, communication skills will continue to increase over all of the services that have been programmed.

### 3.2. Effects of Games Dialogue on Communication Skills Students

Gestalt therapy emphasizes on learning to appreciate what's happening as now [7]. It focuses on the past which is considered as a way to avoid action now fully. If the personal interaction between the counsellor and the counselee is the core of the therapy process, the techniques can be useful as a tool to help the counselee to obtain a fuller awareness, resolve problems that hamper. The techniques used in Gestalt therapy according to the personal style of the therapist. One technique in Gestalt therapy is a game dialog.

According to Levitsky and the Press, one of the techniques of Gestalt is a game dialog and applied using the empty chair [4], coherently explained that the game dialog (the top dog-underdog application through a vacant seat) is one of the techniques in counselling Gestalt, effective sharpening ability to communicate with students in the learning process and carried out in a group atmosphere pleasant. In this technique, two chairs are placed in the

middle of the room, the counsellor asks the counselee to sit in chair one and play the role of the top dog, then moved to another seat and turned into the underdog. Dialogue can take place between the two sides of counselling [9]. Basically, the empty chair technique is a technique of playing the role that all the role played by counselling. Gestalt therapy paid great attention to the separation of the functions of personality. The main thing is the separation between the top dog and the underdog. Treatment is often focused on the opposition between the top dog and dog under it. Top dog was fair, authoritarian, moralities, prosecutes and manipulates, while the underdog playing the role of victim, defensive, weak and does not have powers.

The development process procedures Gestalt therapeutic counselling techniques to overcome anxiety dialogue game communication-based constructs Burgon & Rufner based Joyce & Sill [5] the process of therapy / counselling Gestalt game techniques dialogue occurs in certain stages. Counselling techniques have been in the implementation of group guidance as appropriate to the issues discussed are the development of students' ability to communicate. By training in the implementation of this dialogue game, students are trained to speak well in the attitudes, the use of language and techniques to communicate properly.

## 4. Conclusion

Based on the findings and discussion of the research results, it can be noted the conclusions of the study. 1. Communication skills of students XI IPS 1 in SMA Negeri 1 Percut Sei Tuan given engineering services dialogue games tend to be low in the negative sense that with an average of 53.00. 2. Having given service with dialogue playing technique, the ability to communicate class XI IPS 1 SMA Negeri 1 Percut Sei Tuan increase in the positive sense with an average of 59.60. 3. There is an effect of group counselling services engineering dialogue game against the ability to communicate class XI IPS 1 SMA Negeri 1 Percut Sei Tuan. It is shown from the results of the different test ( $t$ ) with the acquisition of  $t = 2.773 > table = 2.042$ . This means getting better and often students are given the services using game techniques dialogue, concluded that the communication skills of students will be growing as well. This means that the technique can be used as containers dialogue games exercises communication skills of students to improve their skills in everyday life. Games that do will form habituation to the students to process and classify of procedures in communicating with anyone in his life.

## 5. Implication

These findings indicate that most students already have good communication skills in his daily life is characterized by a smooth service done to the students. However, this needs to be maintained for the sake of his personal qualities

to plunge into the life of the community. Guidance and counselling to teachers so that students can continue to perceive the Guidance and Counselling teachers' skills better.

Communication skills of students in everyday life presented in this study are in the low category in the moments before the service rendered Guidance and Counselling with dialogue playing techniques. But after a given service with game techniques dialogue, communication skills increased student turns out to be better evidenced from the results of the study who has a significant change of the data prior to the service with data generated subsequent to the service. But after doing this research there is need to take action in view of the results obtained can vary within a certain time. As for some of the actions that need to be done by the teacher Guidance and Counselling is as follows.

Guidance and Counselling teachers can be more active to provide services and assistance to clients who require faster in order encouraging the optimal development of students with the skills to communicate. It hopes about teachers are advised Guidance and Counselling able to keep and maintain the state of the quality of services to students and develop techniques and services devoted to the topic communication skills both for personal development and the development of the client to achieve the maximum in the application of both verbal and nonverbal communication.

Guidance and Counselling Teacher can develop their creativity in providing information to the students as his client so that students have appeal and a greater curiosity for new information on the Guidance and Counselling. It is suggested to all students of Guidance and Counselling who read this research to be able to prepare themselves with the skills communication held to prepare for the process of

service and outside service process so that client as a participant service guidance and counselling and cannot imitate how communication quality effective in their daily lives.

Guidance and Counselling Teacher can better accept all students as clients are promiscuous and more intelligent control emotions in providing services to anyone.

Guidance and Counselling Teacher should also be more open to suggestions from anyone whether it is private or performance to the level of student services become more qualified.

## References

- [1] H. Cangara, Pengantar Ilmu Komunikasi, Raja Grafindo Persada, Jakarta, Indonesia, 2012 (in Bahasa).
- [2] S.W. Hansen, Counseling Theory and Process, Allyn and Bacon, Boston, USA, 1977.
- [3] Hergenhahn, M.H. Olson, Theory of Learning, Kencana, Jakarta, Indonesia, 2008.
- [4] G. Corey, Teori dan Praktek Konseling & Psikoterapi, Refika Aditama, Bandung, Indonesia, 2009 (in Bahasa).
- [5] T. Safaria, Terapi dan Konseling Gestalt, Graha Ilmu, Yogyakarta, Indonesia, 2005, (in Bahasa).
- [6] S. Arikunto, Prosedur Penelitian Suatu Pendekatan Praktis, PT. Rineka Cipta, Jakarta, 2006, (in Bahasa).
- [7] W.S. Winkel, H. Sri, Bimbingan dan Konseling di Institusi Pendidikan, Media Abadi, Yogyakarta, 2004 (in Bahasa).
- [8] A.S. Enjang, Komunikasi Konseling, Nuansa, Bandung, Indonesia, 2009 (in Bahasa).
- [9] S.W. Sofyan, Konseling Individual Teori dan Praktek, Alfabeta, . Bandung, Indonesia, 2004 (in Bahasa).
- [10] D.S.S. Hartina, Konsep Dasar Bimbingan Kelompok, Refika Aditama, Bandung, Indonesia, 2009, (in Bahasa).
- [11] O.F. Papalia, Human Development, Ten Book America, Mc Graw Hill, USA, 2008.