International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Application of Narrative Counseling to Reduce Glossophobia in Students

Rina Nugrahani
Magister Bimbingan dan Konseling, Sekolah Pascasarjana, Universitas PGRI Madiun
Dwi Setyadi
Sekolah Pascasarjana, Universitas PGRI Madiun
Asroful Kadafi
Magister Bimbingan dan Konseling, Sekolah Pascasarjana, Universitas PGRI Madiun

Corresponding Author: rinanug84@gmail.com

Abstract

This study aims to reduce glossophobia among Grade X students at SMA Negeri 1 Mejayan through the application of narrative counseling. The study employed the Guidance and Counseling Action Research (PTBK) method, conducted over two cycles. The subjects consisted of five students identified as having high to moderate levels of glossophobia based on pre-intervention assessments using a glossophobia scale. Data collection techniques included the use of the glossophobia scale, observation, interviews, and documentation. The intervention was delivered through individual counseling sessions utilizing a narrative approach, comprising the stages of externalizing the problem, exploring unique outcomes, re-authoring the story, and reinforcing the new story. Data analysis was conducted using both quantitative and qualitative descriptive methods based on pre-test and post-test results. The findings indicate that the application of narrative counseling successfully reduced the students' glossophobia levels. This was evidenced by a decrease in the average score from 199 in the pre-test to 127.4 in the post-test. Furthermore, the students demonstrated behavioral changes, including increased courage to speak in public, greater self-confidence, and an improved ability to manage anxiety during presentations or when expressing opinions in class. Thus, narrative counseling is an effective guidance and counseling service for helping to reduce glossophobia among students.

Keyword: Glossophobia, Narrative Counseling

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

INTRODUCTION

Adolescence is a developmental transition phase characterized by simultaneous physical, psychological, emotional, and social changes. During this phase, adolescents undergo a process of identity formation and experience heightened sensitivity to their social environment, alongside increasing demands from family, school, and society. These conditions render adolescents vulnerable to various forms of psychological pressure, particularly if they lack effective coping or adjustment skills. Such pressures can lead to psychological issues ranging from anxiety, academic stress, depression, and low self-confidence to difficulties in social adjustment. Adolescent mental health has become a global concern; the World Health Organization reports that approximately 14% of adolescents worldwide suffer from mental health disorders, including anxiety and depression. In Indonesia, psychological issues among adolescents are influenced by factors such as academic demands, bullying, family expectations, and unsupportive social environments. These conditions impact students' psychological, social, and academic development.

In an educational context, public speaking is a crucial skill for students. It is essential for presentations, group discussions, expressing opinions, and other communicative activities within the learning process. However, many students still experience fear and anxiety when required to speak in public. This condition is known as glossophobia—an excessive fear of speaking before an audience. Glossophobia is a form of social anxiety that can affect a student's communication skills, participation in learning, and self-confidence.

Students experiencing glossophobia often fear making mistakes, being the center of attention, and receiving negative judgment from others. Symptoms may include a racing heart, trembling hands, sweating, difficulty concentrating, and avoidance of public speaking situations. This condition causes students to become passive in their learning and hinders them from fully realizing their potential. Preliminary observations and information from the Guidance and Counseling teacher at SMA Negeri 1 Mejayan revealed that several 10th-grade students exhibited symptoms of glossophobia, such as anxiety during presentations, a lack of self-confidence, and reluctance to express opinions in class. This situation resulted in low active student participation in the learning process, necessitating intervention through guidance and counseling services.

One counseling approach that can be used to help alleviate glossophobia is narrative counseling. Narrative counseling is an approach that assists individuals in understanding and reconstructing their life stories into more positive and empowering narratives. This approach views problems not as part of an individual's identity, but as something that can be separated and transformed. Through techniques such as externalization and re-authoring, students are helped

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

to shift from negative self-narratives to more positive and adaptive ones. The implementation of narrative counseling is expected to help students boost their self-confidence, reduce anxiety, and increase their courage to speak in public (Kadafi et al, 2021). Therefore, this study was conducted to determine the effectiveness of narrative counseling in reducing glossophobia among 10th-grade students at SMA Negeri 1 Mejayan.

METHOD

This study was conducted at SMA Negeri 1 Mejayan, Madiun Regency, where the researcher serves as a Guidance and Counseling teacher. Located in the city center near the Madiun Regency government complex, the school offers a safe, comfortable environment and adequate facilities. It was selected as the research site because there were Grade X students experiencing glossophobia, and the setting was relevant to the implementation of the Guidance and Counseling services that formed the focus of the study.

Data collection techniques included the use of a glossophobia scale, observation, and interviews. The glossophobia scale was used to measure students' public speaking anxiety levels, covering physiological, cognitive, and behavioral aspects. This scale was administered during both pre-test and post-test stages to identify changes in glossophobia levels following the intervention. Additionally, observations were conducted to monitor changes in student behavior during the narrative counseling sessions—specifically regarding speaking confidence, active participation, and responsiveness to the counseling activities. Interviews served as supporting data to explore the students' experiences, feelings, and perceptions regarding the narrative counseling process.

The research procedure comprised three stages: pre-action, action implementation, and post-test. During the pre-action stage, the researcher conducted initial observations and administered a pre-test to assess the students' glossophobia levels. Subsequently, in the action implementation stage, students received a narrative counseling intervention delivered over four sessions. Each session encompassed stages such as externalizing the problem, deconstructing the narrative, re-authoring the story, and reinforcing the positive narrative. Upon completion of all sessions, a post-test was conducted to measure changes in the students' glossophobia levels.

The collected data were analyzed using both quantitative and qualitative techniques. Quantitative data were analyzed using the sign test to determine the difference in scores between the pre-test and post-test. Meanwhile, qualitative data obtained from observations and interviews were analyzed descriptively to provide a deeper understanding of the changes in student behavior throughout the narrative counseling process.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

RESULT AND DISCUSSION

Result

This study was conducted with Grade X students at SMA Negeri 1 Mejayan to determine the effectiveness of narrative counseling in reducing glossophobia. Prior to the intervention, the researcher carried out a pre-intervention assessment by administering a glossophobia scale to all 324 Grade X students. The results of the pre-intervention assessment are presented in Table 1..

Table 1 Pre-Intervention Results Regarding Glossophobia Among Grade X Students

Category	Number of Students
Hight	**34**
Medium	**46**
Low	**244**
Total	**324**

Based on Table 1, there are 34 students in the high glossophobia category and 46 students in the moderate category, making a total of 80 students eligible for the study. However, due to time constraints, the researcher selected five students as the research subjects. Subsequently, the researcher administered a pre-test using a glossophobia scale to these five subjects. The pre-test results indicated that the students' glossophobia levels remained high, with an average score of 199. These results are presented in Table 2.

Tabel 2 Pre-Test Result Glossophobia Score

No	Initial Name	Pre-Test Score	Categories
1	AR	210	Hight
2	AS	199	Hight
3	BG	198	Hight
4	BN	189	Medium
5	CS	199	Hight
	Average	**199**	Hight

Following the pre-test, students received an intervention consisting of four sessions of individual counseling based on a narrative approach, conducted between May 13, 2026, and May 21, 2026. The counseling stages involved deconstructing and externalizing the problem, exploring

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

unique outcomes, re-authoring the narrative, and reinforcing the new story constructed by the students.

Upon completion of the intervention, the researcher administered a post-test on May 23, 2026, to assess changes in the students' levels of glossophobia. The post-test results indicated a decrease in glossophobia scores across all research subjects. These results are presented in Table 3 below.

Tabel 3 Post-Test Glossophobia Score

No	Initial Name	Post-Test Score	Categories
1	AR	110	Low
2	AS	137	Low
3	BG	151	Medium
4	BN	123	Low
5	CS	126	Low
	Average	**127,4**	Low

Based on the post-test results, it was found that all students experienced a decrease in glossophobia scores after receiving narrative counseling services. Subsequently, the research results were analyzed using the sign test, as presented in Table 4 below.

Tabel 4 Hasil Uji Tanda (Sign Test)

No	Initial Name	Pre-Test	Post-Test	Difference	Sign	Description
1	AR	210	110	100	(-)	Decrease
2	AS	199	137	62	(-)	Decrease
3	BG	198	151	47	(-)	Decrease
4	BN	189	123	66	(-)	Decrease
5	CS	199	126	73	(-)	Decrease
	Average	**199**	**127,4**	**69,6**		Decrease

Based on Table 4, all subjects exhibited a negative sign (-), indicating that every student experienced a reduction in glossophobia levels following narrative counseling. This score decrease demonstrates a significant change in students' glossophobia levels between the pre- and post-intervention stages. The research findings indicate that narrative counseling is effective in helping

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

to reduce glossophobia among students. These changes were evident not only in the lower questionnaire scores but also in the students' behavior during the learning process. Prior to counseling, students tended to feel fearful, nervous, and lacking in confidence, often avoiding speaking activities in front of the class. However, after undergoing narrative counseling, students began to demonstrate the courage to speak, showed greater confidence in expressing their opinions, and were able to manage their anxiety when performing in public.

Narrative counseling helps students understand that the fear of public speaking is not a permanent part of their identity, but rather a problem that can be externalized and overcome. During the counseling process, students are encouraged to explore the experiences that shaped their negative self-narratives. These experiences are then reconstructed into new stories that are more positive and empowering. Through this process, students begin to recognize their own abilities and potential, leading to improved self-confidence. These findings align with the views of Hardiantri and Hariastuti (2022), who state that narrative counseling helps counselees reconstruct the meaning of their lives through more positive stories. Furthermore, this study supports the findings of Sari et al. (2024), suggesting that narrative counseling can help individuals reduce negative self-perceptions and build a more adaptive self-identity. Thus, narrative counseling serves as a viable alternative within Guidance and Counseling services to help students overcome glossophobia and boost their confidence in public speaking.

DISCUSSION

Based on the research findings, the application of narrative counseling proved effective in reducing glossophobia levels among Grade X students at SMA Negeri 1 Mejayan. This is evidenced by the decrease in glossophobia scores observed before and after the narrative counseling intervention. The students' average pre-test score of 199 indicated a high level of glossophobia. Following the narrative counseling intervention, the average post-test score dropped to 127.4. This reduction signifies a significant change in the students' glossophobia levels after participating in the counseling sessions.

The changes in the students were evident not only in their questionnaire scores but also in their behavior and emotional state during public speaking. Prior to the counseling, most students exhibited fear, nervousness, and a lack of self-confidence, tending to avoid speaking in front of the class. They also experienced excessive anxiety when asked to express their opinions or give presentations before their peers. However, after undergoing narrative counseling, the students

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

began to demonstrate the courage to speak, showed greater confidence in expressing their views, and were able to manage the anxiety they had previously experienced.

The study results indicate that narrative counseling helps students understand that the fear of public speaking is not a permanent part of their identity, but rather a problem that can be externalized and overcome. During the counseling process, students are encouraged to recount the experiences that triggered their fear of public speaking. These negative experiences are then explored with the counselor, enabling students to derive new meaning from them. Through this process, students begin to cultivate a more positive self-image and realize that they possess the capacity for personal growth.

Narrative counseling is an approach that focuses on an individual's life stories or narratives. It posits that every individual possesses a life story that shapes their perspective on themselves, their environment, and the problems they face. During the counseling process, the counselor acts as a facilitator, helping the counselee understand, interpret, and reconstruct their life story in a more positive and adaptive manner. Rather than dictating solutions, the counselor assists the counselee in discovering their own strengths and capabilities for addressing their issues. The narrative counseling approach is grounded in the view that a problem is not part of an individual's identity but rather something external to them. Consequently, the individual is not viewed as a "problematic person," but rather as someone currently facing a specific challenge in their life. This perspective enables students to separate themselves from the problems they are experiencing, thereby creating an opportunity to build a more positive and empowering self-identity.

In the context of glossophobia, students who fear public speaking often harbor negative narratives about themselves—such as feelings of incompetence, a fear of failure, and an apprehension regarding negative judgment from others. These narratives typically stem from past negative experiences, such as being laughed at during a presentation or failing while speaking in front of the class. Persistent negative narratives can lead to a "problem-saturated story"—a life narrative dominated by a negative self-view (Rahmawati et al, 2028). This state erodes the student's self-confidence and fosters a tendency to avoid public speaking situations. Through narrative counseling, students are assisted in exploring these experiences and constructing alternative stories that are more positive and empowering. The process of externalizing the problem helps students understand that glossophobia is not their identity, while "re-authoring" techniques help them construct a new narrative of themselves as individuals possessing the ability and potential to grow. Thus, students begin to view themselves in a more positive and realistic light.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

The findings of this study align with the views of Hardiantri and Hariastuti (2022), who state that narrative counseling helps counselees reconstruct the meaning of their lives through more positive stories. Furthermore, this study supports the findings of Sari et al. (2024), who explain that narrative counseling assists individuals in reducing negative self-perceptions and building a more adaptive self-identity. The narrative approach is also effective for individuals experiencing anxiety, low self-confidence, and various other emotional pressures. During the narrative counseling process, students are given the opportunity to express the life experiences, feelings, and thoughts that have influenced their lives.

When students are able to openly retell these experiences, they can more easily understand the root causes of their issues. Additionally, this process helps students discover abilities, potential, and positive experiences of which they were previously unaware. This shift in narrative leads to increased self-confidence, improved emotional regulation, and greater courage when speaking in public. Thus, the study demonstrates that narrative counseling is an effective Guidance and Counseling service for reducing glossophobia among students. This approach enables students to reconstruct their life stories in a more positive light, thereby boosting self-confidence, public speaking courage, and active participation in the learning process.

CONCLUSION

Based on the research findings, it can be concluded that the implementation of narrative counseling reduces glossophobia among Grade X students at SMA Negeri 1 Mejayan. This is evidenced by a decrease in public speaking anxiety levels, alongside increased student courage and active participation during the counseling sessions. Consequently, students are encouraged to utilize narrative counseling services to boost their public speaking confidence. Guidance and counseling teachers are expected to implement narrative counseling consistently to assist students suffering from glossophobia and to enhance collaboration with subject teachers in identifying student issues. Furthermore, the school principal is expected to support the implementation of the guidance and counseling program to ensure its optimal operation.

Future Direction

The issue of glossophobia remains prevalent among students today. This matter warrants attention from educators, particularly school counselors. Such an issue can impact students' future achievements. Counselors can employ a narrative approach to address glossophobia, as this method is considered effective in boosting students' self-confidence.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

REFERENCE

Ningrum, Y. W., & Lestari, M. (2024). The Relationship of Self Confidence and Glossophobia in Students. Journal of Innovation and Trend in Social Sciences, 1(1), 40-49.

Rukaya. (2025). Konseling Berbasis Naratif untuk Memulihkan Citra Diri dan Mengembangkan Kepercayaan Diri Anak dari Lingkungan. Journal of Education Science, 5(1), 625-634

Sari, D. R., Razzaq, A., & Marianti, L. (2023). Penerapan Konseling Naratif dalam Mengatasi Konsep Diri Negatif (Studi Kasus Klien "D"). Journal of Society Counseling, 1(3), 315-320.

Andieni, V. D., & Nuryono, W. (2021). Penerapan Konseling Naratif untuk Mereduksi Kecemasan Komunikasi (Communication Apprehension) pada Siswa Kelas VIII di SMPN 40 surabaya. Unesa Jurnal Bimbingan Dan Konseling, 1(1), 1–5.

Aulia, T. D., Sari, R. P., Pratiwi, O., Pramaessilla, D., Sucipto, S. D., & Sriwijaya, U. (2023). Analisis Pendekatan Konseling Narrative Therapy. Jurnal Konseling Indonesia (JKI), 9(1), 51–61.

Damanik, C. M., & Murad, A. (2023). Upaya Meminimalisir Tingkat Glossophobia Melalui Konseling Kelompok Teknik Assertive Training Pada Siswa Kelas X SMAS Katolik Budi Murni 3 Medan. Indonesian Counseling and Psychology, 3(2), 73–87.

Hilman, N. S. N. (2025). Peran Konseling Naratif dalam Meningkatkan Kesehatan Mental Remaja di Sekolah : Kajian Literatur Empiris dan Teoritis. Journal of Innovative and Creativity, 5(2), 10671–10676.

Hoirot, I. M., Purwoko, B., & Habsyi, B. A. (2025). Konsep dan Pelaksanaan Konseling Narratif: studi Kepustakaan. Al-Isyraq: Jurnal Bimbingan, Penyuluhan Dan Konseling Islam, 8(2), 715–726.

Jannah, S., Azhara, S., & Wardi, M. (2022). Desentisisasi Sistematis: Upaya Kuratif untuk Meningkatkan Kepercayaan Diri Seorang Konselor Penderita Glossophobia. Jurnal Penyuluhan Agama, 9(2), 221–232.

Kadafi, A., Alfaiz, A., Ramli, M., Asri, D. N., & Finayanti, J. (2021). The Impact of Islamic Counseling Intervention towards Students' Mindfulness and Anxiety during the COVID-19 Pandemic. Islamic Guidance and Counseling Journal, 4(1), 55–66. https://doi.org/10.25217/igcj.v4i1.1018

Mahyudin. (2025). Fenomena Kecemasan dalam Public Speaking pada Siswa Sekolah Menengah Atas. Jurnal Ilmiah IPS Dan Humaniora (JIIH), 3(2), 44–50.

Pahlevi, R., & Manuardi, A. R. (2020). Isu-isu Aliran Konseling Posmoderen Narative Therapy : Kajian dalam Perspektif Multibudaya. Quanta, 4(1), 38–43. https://doi.org/10.22460/q.v1i1p1-10.497

Rahmawati, A. I. N., Ariffudin, I., & Mulawarman, M. (2018, February). Psychological experience

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

dynamics of students with glossophobia through narrative counseling as seen from gender: A qualitative study. In 3rd ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2017) (pp. 5-9). Atlantis Press.

Ramadhan, R. P. (2023). Studi Kepustakaan tentang Terapi Naratif sebagai Metode Trauma Healing Akibat Bencana Alam. Trends Is Applied Sciences, Social Sciences, and Education, 1(1), 13–18.

Rofiqoh, F. M., Rahmawati, W. K., & Fauziyah, N. (2025). Efektivitas Pendekatan Cognitive Behaviour Therapy (CBT) untuk Mengurangi Tingkat Glossophobia pada Siswa di MTs Maftahul Huda. Jurnal Ilmu Pendidikan, Psikologi, Bimbingan Dan Konseling, 15(4), 617–627.

Solihatun, Syahputra, Y., Fitrianti, E., & Melamita, A. (2025). Manajemen komunikasi efektif dalam mereduksi glossophobia pada tutor bimbingan belajar. Jurnal Bimbingan Dan Konseling, 12(1), 94–106.

Wirawan, P. A., & Rizal, S. (2025). Analisis Penurunan Kecemasan Berbicara Umum (Glossophobia) pada Siswa Melalui Tadarus dan Hifzh Al-Qur'an Sebagai Teknik Konseling Kelompok. Jurnal Tazkirah: Transformasi Ilmu-Ilmu Keislaman, 7(1), 47–60.

Yusuf, A. (2021). Penerapan Konseling Naratif untuk Meningkatkan Self Efficacy Belajar Siswa dalam Mengerjakan Tugas. Jurnal Panrita, 02(01), 37–46.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License