

Influence of Group Counseling on Gifted Students' Argument Skill

Sugiarti, Rini^{1*}Riana, Rati² Erlangga, Erwin³

¹*Faculty of Psychology University of Semarang, Semarang, Central Java, Indonesia*

^{2,3}*Faculty of Psychology University of Semarang, Semarang, Central Java, Indonesia*

**Corresponding author. Email: riendoe@usm.ac.id*

ABSTRACT

This study aimed to test the influence of group counseling empirically on gifted students' argument skill. The method used in this study was experimental, with one-group pretest-posttest design. The population in this study was gifted students of Mardi Siswa Junior High School Semarang. The parameter used was Scale of Argument Skill. Data were analyzed by comparing the pretest and posttest results of the experiment subjects. The result of t-test testing with significance rate of 5% shows that $t_{\text{value}} = 7.077 > t_{\text{table}} = 2.179$. Therefore, H_a was accepted and H_0 was rejected. This means that argument skill of gifted students of Mardi Siswa Junior High School Semarang increased after given group counseling service.

Keywords: *argument skill, gifted students, group counseling*

1. INTRODUCTION

Human is basically an individual creature that also acts as a social creature. As a social creature, an individual has a need to communicate to each other in daily life so that other individuals can understand what he/she thinks, feels, and desires. In everyday life, most communication is in spoken language instead of written one. This spoken communication is then what we call speaking.

Speaking skill is so important that it is not only taught to a child in a family environment but also taught at schools and it has become part of the school curriculum. The goal of mastering this skill is that gifted students will be able to actualize themselves in society with the skills they have, and one of the skills is the argument skill.

Argumentation is giving an argument in order to strengthen or to reject an opinion while arguing is debating by defending or rejecting argument of each side. Wahdan (2017) stated that 'arguing' means to offer series of reasons or proofs in supporting a conclusion. An argument is not only a statement about a certain view, and it is also not merely a disagreement. Argumet is an effort to support certain view with reasons.

Argument skill which includes in speaking skills is still considered a difficult skill by gifted students. The difficulty to argue is reflected in how clueless gifted students are about what should be said, why they should say it, and how to say it. In addition, this condition is worsened by the lack of variation in the way the teachers teach the students. If this keeps happening, the goal of learning to speak will never be achieved. Students will still feel afraid to talk. Therefore, we need media which

can lead and transfer ideas stated by students and can stimulate them to actively speak, particularly in giving argument. The development of critical attitude and integrall care can be achieved by building scientific competence through habit (Pudjantoro, 2015).

The symptom or the low level of argument skill is shown in students of Mardi Siswa Semarang. During discussion session in class presentation, the students tend to force their opinion in order for the opinion to be accepted by others.

Group counseling is an assistant given by counseling teachers to students through certain procedure, ways, and tools in order to help the students to be independent. The process of individual indepenec cannot be separated from communication in socialization process in the environment where the individual lives. Communication through group counseling media has a big role in the shaping of an individual personality. By communicating, an individual can live his/her life, either in family environment, school, or in the society. In school environment, students are demanded to communicate well with all people at school, either teachers, administration staff, peer frineds, or other school personnels.

The effort to improve gifted students' argument skill can be done by holding group counseling service activity. In this activity, the participants discuss common topic with other participants. Each of the participants states their opinion, gives ideas or suggestion, and gives response. Communicating each other with the group creates group dynamic for selfdevelopment, which is practising how to giv argument or state an opinion. Research using group

counseling service method is expected to be effective to improve Mardi Siswa Junior High School gifted students' argument skill. Group counseling service is suitably used as one form of counseling and guidance services for gifted students who have argument skill in class. This method is expected to be able to help the students to experience positive changes and to reach significant improvement after participating in group counseling activity. Gifted students who join group counseling activity can directly practise creating group dynamic, i.e. practising speaking, responding, listening, and tolerating in group circumstance.

According to Wahdan (2017), to argue is to offer series of reasons or proofs to support a conclusion. An argument is not only a statement about a certain view, and it is also not merely a disagreement. It is important to argue because it is an effort to figure out which view is better than the others.

In the context of guidance and counseling stated in *Depdiknas 2007*, in order to help reach the standard of students' independence competence, one of the services conducted by counselors in Comprehensive Counseling and Guidance service program is giving group counseling service which is a component in basic service given to all students in order to help them reach an optimum development task. Group counseling activity will be alive if there is group dynamics in it. Group counseling gives a chance to the counselees to express any feeling that may

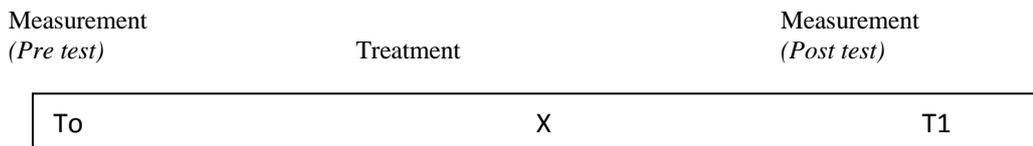
contradict, to explore self-doubt, and to realize the intent to share with other group members (Corey, 2012).

2. RESEARCH METHOD

Research method used in this study was experimental research. In this research, the researcher did some manipulation with the group counseling service and then the influence was seen after the group counseling activity was done. Meanwhile, the measurement was conducted before and after group counseling activity. The researcher compared the result of pretest and posttest obtained from the experiment group (Soegiyono, 2012). The population in this research was gifted students of Mardi Siswa junior high school Semarang.

The population in this research was gifted students of Mardi Siswa junior high school Semarang. The samples were collected using purposive sampling. This technique is considered more effective and efficient because this technique is a sample collection technique that is based on certain purpose (Soeryabrata, 2013). In this research, the researcher gave pretest to class "X", and from the result of the pretest, the samples of 12 students who had low score were taken.

The researcher used One Group Pre-test and Post-test design. In this design, the subjects were treated with 2 times measurement (Soeryabrata, 2013). The first measurement was conducted before the service of group counseling given, and the second measurement was given after the group counseling given to research subjects. The design can be described as follows:



Information:

T0: first measurement, gifted students' argument skill before the treatment was given. The treatment was measured using argument skill scale instrument.

X: The implementation of group counseling

T1: The second measurement, gifted students' argument skill after the treatment in the form of group counselling service was given. The measurement was done using the same instrument as in the first measurement.

DATA ANALYSIS

Argument Skill Scale

Variable	Sub Variable	Indicator	Number
Argument Skill	Understand each other	a. open to other people	4
		b. able to recognize, accept, and admit self-thought and feeling	4
		c. able to listen attentively	4

		d. understand other people perspective	4
	able to communicate mind and feeling	a. Express mind and feeling	4
		b. develop and maintain communication	4
	accept and give each other	a. able to respond other people complain	4
		b. the attitude of understanding and willing to help	4
	Able to solve problem	a. able to solve personal problem	4
		b. know how to solve problem	4
Number			40

Recapitulation of Pre-test Result Skala Kemampuan Berargumentasi

No	Respondent code	Number	category
1	FJ	70	Low
2	BJ	89	Enough
3	FK	86	Enough
4	JK	78	Enough
5	AK	77	Enough
6	LK	83	Enough
7	MN	12	Enough
8	GH	84	Enough
9	MO	72	Enough
10	JK	81	Enough
11	NK	87	Enough
12	MA	99	Enough
mean		88.667	Enough

Criteria of Argument Skill Level of (Pre-test)

Category	Interval	Frequency	Percentage
Very low	39-59	0	0 %
Low	60-80	1	7.18 %
Enough	81-101	11	91.67 %
High	102-122	0	0 %
Very high	123-143	0	0 %

As we can see in the table, there were 12 gifted students having different level of argument skill. 1 person is categorized low and 11 were categorized enough. In general, in the first meeting all members of the group has understood the game. The next discussion process ran well. Every member of group counseling experienced developing argument skill. Every member of group

counseling experienced an increase of argument skill. The development of every member of the group is not the same, but it is different depending on the students' needs. After given group counseling service for five meetings, then posttest was given to the subjects. The result of posttest after given group counseling is as follows:

Recapitulation of Argument Skill Scale Post-test Result

No	Respondent code	Number	Category
1	FJ	97	High
2	BJ	101	High
3	FK	85	Enough
4	JK	98	Very high
5	AK	78	Enough
6	LK	98	High
7	MN	76	Enough
8	GH	101	High
9	MO	87	Enough
10	JK	111	High
11	NK	112	High
12	MA	102	High
mean		121.833	High

Result of Post-test

Category	Interval	Frequency	Percentage
Very low	39-59	0	0 %
Low	60-80	0	0 %
Enough	81-101	2	23.33 %
High	102-122	8	58.33 %
Very high	123-143	2	10.33 %

According to the table, there were 12 gifted students experiencing an increase in argument skill. From the data generated by the pretest which had been done in order to know the picture of the gifted students before they were given group counseling service, overall all students gained 88.667 score on the average which includes in enough category. After given group counseling service, posttest result overall shows that the mean score of students' argument skill increased to 106.833, which includes in high category. Therefore, gifted students who had been given group counseling service experienced an increase in argument skill by 20.49.

After the data was collected from the result of argument scale, the next step was to analyse the data using statistic parametrix method. The result of t-test testing with 5% significance rate shows that $t_{value} = 7.77 > t_{table} = 2,179$. Thus, H_a was accepted and H_o was rejected so that it can be said that gifted students' argument skill in Mardi Siswa junior high school Semarang increased after they were given group counseling service.

From pretest result, data obtained show that there were some students with low score. From here, the researcher tried to develop the students' argument skill through group counseling service. Group counseling is considered suitable to develop argument skill for some reasons. One of the reasons is, seen from the goal of group counseling in general, to develop students' potential.

Group counseling is effective to increase students' argument skill because in this activity students are asked to practice to interact with other gifted students in a group that discuss a counseling material. From this activity, gifted students gain various experiences, knowledge, and ideas. Also from the counseling topic, gifted students can

learn to develop values and apply shared steps in order to graps the topic discussed in the group counseling.

The result of data analysis shows that there was an increase in the development of argument skill between before and after the group counseling was conducted. Pretest data of 12 gifted students show low and enough argument skill, 11 students out of 12 had low argument skill and only 1 student had enough argument skill.

The result of posttest shows that there was an increase in the mean of argument skill in A respondents, which previously scored 67, low criteria, increased to 103 which includes in high category. The researcher, in an effort to test the significance using t-test testing with 5% significance rate, shows that $t_{value} = 7.077 > t_{table} = 2.819$. This result shows that gifted students' argument skill increased after they were given group counseling service.

3. THE RESULT OF THE RESEARCH

Based on the result of data analysis, group counseling that had been conducted is an effective service particularly for gifted students of junior high school. This is because the subjects of the research after participating in group counseling, based on the data obtained, show an increase in argument skill significantly on the average. The increase of argument skill is indicated by the improvement shown by gifted students in terms of confidence. Gifted students who used to lack confidence now are confident to perform in public although they still feel nervous.

Andrews (2014) stated that 'to argue' means to offer series of reasons or proofs in order to support a conclusion. An argument is not only a statement about a certain view, and it is also not merely a disagreement. Argument is an effort

to support certain view with reasons. In defending or rejecting an opinion, the students has been able to show their ability. Moreover, the students are also able to realise the ideas or suggestion to argue well.

The result of this research is in accordance with previous research by Omar, et.al. (2015) reporting that the increase of argument skill through training is essential especially for students in various classroom activities. Argument skill is necessary particularly to discuss knowledge-based materials. Manz (2014) also mentioned in his research that argument skill is highly necessary in various academic activities in classrooms.

4. CONCLUSION

We have conducted a study aimed at analyzing the effectiveness of gifted students' argument in Mardi Siswa Junior High School Semarang. This research was developed through group counseling. The data were obtained from the observation of group counseling activity. The quality of gifted students' arguments was better in spoken than in written. Gifted students' argument skill has developed well, especially their communicative and tolerant attitude. Thus, group counseling is effective to increase gifted students' argument skill. Based on the result of the reseach conducted in Mardi Siswa Semarang Junior High School, it can be concluded that :

Group Counseling Service is effective in increasing gifted students' argument skill covering the feeling of self confidence and firmness, convincing listeners, defending or rejecting an opinion, and proving the truth of a statement. This is shown by the changes of behavior of gifted students in every session of group counseling. The changes lead to the increase of better argument skill than before.

5. SUGGESTIONS

Here are some suggestions for future researches:

1. Counseling teachers should actively implement group counseling service activity in an effort to increase and develop gifted students' argument skill so that they can develop themselves and show the potential that they have.
2. Counseling teachers should have inisiative and be able to find the right time to perform group counseling activity so that the activity can be performed well.
3. Counseling teachers should give group counseling service for their gifted students who still lack

argument skill. This activity may become media to develop the students' argument activity.

REFERENCES

- [1] Andrews, R. (2014). *A Theory of Contemporary Rhetoric*. New York: Routledge
- [2] DepDikNas. (2007). *Rambu – Rambu Penyelenggaraan Bimbingan Konseling dalam Jalur Pendidikan Formal*. Jakarta : Departemen Pendidikan Nasional.
- [3] Corey, M.S., Corey, G. & Corey, C.,(2012). *Theory and Practice of Group Counseling*. Belmont, CA: Brooks / Cole.
- [4] Manz, E. (2014). Representing Student Argumentation as Functionally Emergent From Scientific Activity. *Review of Educational Research*. DOI: 10.3102/0034654314558490 published online 12 November 2014
- [5] Omar., Acar., Patten, Bruce, & White, Arthur. (2015). Prospective Secondary Science Teachers' Argumentation Skills and the Interaction of These Skills with Their Conceptual Knowledge. *Australian Journal of Teacher Education* Vol 40, 9, September 2015. 132 –
- [6] Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta
- [7] Suryabrata, S. (2012). *Metodologi Penelitian*. Jakarta: PT. RajaGrafindo Persada
- [8] Wahdan, Wiwit Z.W., Sulistina, O., Sukarianingsih, D. (2017). Analisis Kemampuan Berargumentasi Ilmiah Materi Ikatan Kimia Peserta Didik SMA, MAN, dan Perguruan Tinggi Tingkat I. *Jurnal Pembelajaran Kimiua* Vol.2, No. 2, Desember 2017, Hal. 30 – 40 Universitas Negeri Malang.
- [9] Pudjantoro, P. (2015). Penerapan Metode Debat Guna Mengembangkan Sikap Kritis dan Keterampilan Berargumentasi Mahasiswa. *Jurnal Pendidikan Pancasila & Kewarganegaraan*, Th. 28, Nomor 2, Agustus 2015.