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The Effect of Expressive Writing Therapy to Improve Students' Public Speaking Ability in Front of the Class

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Abstract: Student activity is influenced by motivational factors, emotions, beliefs, and students' expectations of their abilities which can affect the quality of thinking during learning. Thus, high levels of negative emotions prevent students from realizing their potential. Therefore, it is important to implement interventions that help students overcome these problems. Through expressive writing, students reflect on innermost thoughts and feelings about unpleasant or traumatic events. This study aims to help students improve their public speaking skills with group guidance services using expressive writing therapy techniques at SMAN 1 Baros. This study uses a quantitative experimental method. The total population is 275 students with population characteristics aged 15-17 years in class XI at SMAN 1 Baros for the 2022/2023 academic year. The sampling technique used purposive sampling and got 10 students who had a low level of public speaking ability which were then given treatment. The analysis technique used in testing the hypothesis is the Wilcoxon signed ranks test. The results of the study were seen from the implementation of the pre-test and post-test, there was a significant increase from the average value of 66.2 to 104.2. Analysis of the Wilcoxon signed ranks test on the hypothesis decision making process, the value of 0.005 is lower than 0.05, so it can be concluded that the hypothesis is declared accepted. Thus Ha is accepted and H0 is rejected. Based on statistical data, it can be concluded that group counseling with expressive writing therapy techniques can influence the improvement of public speaking skills.

Keywords: Public Speaking, Group Guidance, Expressive Writing Therapy

Introduction

Speaking skills play an important role in social communication, especially for students. Tarigan (1997: 15) states that speaking is a means of conveying ideas that have been compiled and developed according to the needs of the listener. From these limitations it is emphasized that speaking material must be adapted to the listener. In other words, the speaker must understand the listener, to whom he is speaking and for what he is speaking, so that the listener can accept the ideas conveyed, because the essence of speaking is communication (Kridalaksana, 2001: 30). Tarigan defines speaking as the art of conveying messages in spoken language. Listeners receive a message when it is conveyed in a clear, consistent tone.

According to Arsjad (Danarti, 2018: 7) Speaking ability is an ability to say sentences to express something, describe thoughts, opinions and feelings. The more skilled a person is in speaking, the easier it will be to convey his thoughts, opinions and feelings to others, because basically language and ideas reflect the thoughts of the person conveying them (Tarigan 1988: 1). Then Ahmadi (1990: 18) expressed his opinion about the nature of the ability to speak, according to him, the ability to speak is basically the ability to create a flow of articulatory sound systems to convey wants, needs, feelings and desires to others.

Public speaking is part of language competence, especially speaking. As a skill, speaking ability requires process. In other words, this public speaking skill becomes more fluent and successful because the person concerned continues to practice and practice perfecting it. According to McBurney JH and Ernest J. Wrage (Khoriroh, 2018: 29) states that speaking is conveying thoughts and feelings through the use of visible and audible symbols originating from conversations about thoughts and ideas, using sounds, words, changes in tone and gestures. Zarefsky (Setyowati, 2020:9) stated that public speaking is a continuous process of communication, with continuous messages and symbols between the speaker and the listener.

Sirait (Bayhaqi, 2018:5) defines public speaking as an art that combines all of our knowledge and skills. Sirait continued, having the courage to speak in public means being willing to convey a message to people from various backgrounds. A speaker must be able to perform several tasks simultaneously, that is, he must be able to convey information, entertain and convince his listeners. Information provided without insight may be wrong. In addition, without self-confidence, the speaker cannot persuade others to believe. In principle, a good speech is close to success. Zarefsky (Abdimas, 2020: 9) describes public speaking as an interconnected communication process in which the messages and symbols conveyed continue to flow continuously between the speaker and the listener.

Public speaking is necessary in many situations, because almost every activity is synonymous with activities that require a keynote speaker or presenter. In this case, the ability to speak in front of the forum is very important. The art of speaking is not as simple as turning the palm of the hand. One can acquire this skill by practicing it in every activity and continuing to practice. Rhetoric is not necessarily owned by big figures such as presidents, ministers, or senior officials whose speeches are often eagerly awaited at important events, also of course not famous celebrities or artists who often appear on television screens. Public speaking belongs to all citizens (Sirait, 2008: 3), it must also be owned by students at school who need good speaking skills when presenting material in front of the class in a presentation.

Morereale, Spitzberg & Kahn (Hardiani, 2019: 14) defines speech anxiety as fear or anxiety related to real or imagined speech situations. Vye & Welch (Nasir, 2018: 13) adds that anxiety moves along a continuum from normal to disturbed levels. Anxiety is classified as a disorder when it prevents a person from realizing their true potential and accomplishments.

Rogers (Saputri 2021: 5) revealed that there are three components to fear of public speaking, namely physical, mental or cognitive and also emotional. The physical component refers to the body's response to a situation that causes anxiety, worry and anxiety, such as a fast heartbeat, shortness of breath, trembling voice, trembling legs, sweaty body, cold hands, and so on. with cognitive processes, are responses related to thinking skills with types in performance situations, such as difficulty remembering facts and is a very important problem. The emotional component is the emotional response associated with anxiety, such as feelings of inadequacy, helplessness in dealing with speaking situations, panic, and confusion after the end of a conversation.

Factors according to Morreale, Spitzberg and Barge (Hardiani, 2019: 16) that cause anxiety in public speaking are a sense of threat to self-esteem, wrong models, unrealistic expectations and attitudes, personality factors and negative self-concepts in presentation situations. in the classroom.

The learning process with student centered learning can facilitate mastery of oral communication skills through group discussion and presentation methods. But in reality, not all students can be active in this client-centered method. According to Santrock (Wibowo, 2020: 11) student activity is influenced by several factors including: motivational factors, emotions and beliefs, as well as students' expectations of their abilities, which can strengthen or weaken the quality of thinking and information processing during learning. Thus, high levels of negative emotions prevent students from realizing their potential. One situation that encourages fear of failure is when students are required to speak in front of the class when presenting presentation material, which can increase students' anxiety, which can affect their ability to speak in front of the class.

Data collected by the official website of the Central Statistics Agency (BPS) in 2018 regarding the participation of residents aged 10 years and over in forums or meetings in the community and schools. The difference between male and female residents who were large enough to provide advice on meeting activities was 42.63% compared to 30.51%. From this it can be seen that male residents tend to be more active in expressing their opinions in forums compared to women. This shows that there are still many residents who cannot express their opinions and suggestions openly, both men and women.

Therefore, it is important to implement interventions that help students overcome these problems. Expressive writing is one of the interventions used to overcome anxiety. Through written expression, a person reflects deepest thoughts and feelings about an unpleasant or traumatic event. This reflection helps individuals to change their perception and emotional regulation for the better, becomes a means of catharsis, obtains new energy, directs attention, relieves emotional stress, and provides an opportunity to focus on goals and behavior.

Abbas (Situmorang, 2018: 166) suggests that students can express their thoughts, opinions and feelings to other parties through written language and in the form of conversations, directions and stories. This is in accordance with students who like journals to express their feelings. Therefore, written media is considered suitable to provide opportunities for students to express their thoughts, feelings, and emotions. Expressive writing is a form of responsive service, namely providing support to students with urgent needs and problems (Diah, 2018: 37).

Pennebaker's first study, in 1986, concluded that expressive writing can reduce stress in a person. Pennebaker adds that rewriting past experiences allows a person to process their thoughts and feelings and recreate them. After that, a person becomes more aware of the experiences they are having and about themselves. According to Pennebaker (Hamdiyah, 2019: 82), expressive writing means recording one's feelings in a book through narrative. According to Pennebaker's research, so-called focused writing can have a very positive effect on people who are sick as well as depressed. At the beginning of his research, Pennebeker expanded his research results to include experiments in the psychosocial field, namely in social relations and love relationships (Sindoro, 2018: 96).

Raja (Atieka, 2019: 3) shows that writing becomes useful when one writes about memorable, interesting and sometimes challenging experiences. King also claims that writing makes a person more aware and able to self-regulate. In addition, a person is increasingly able to control emotions and interpret the values of each experience. One of the advantages of expressive writing therapy is that it allows counselors to express all kinds of fears in their writing without having to pay attention to normal or proper written language.

Guidance and counseling services that can be carried out by counseling teachers in schools in an effort to improve students' public speaking skills are by carrying out orientation services, information services, group guidance services and also content mastery. These services are applied to students, of course, in accordance with the problems being faced by these students. Gunadi (Mustamu 2018: 209) explains that students' public speaking skills can be improved through several services, namely orientation services, information services, group guidance services, and also content mastery services. Based on this statement, it can be concluded that there are quite a number of services that can be used to improve students' public speaking skills in front of the class.

Prayitno (Fadilah, 2019: 7) describes that orientation means looking towards something new. This is important with regard to various situations and conditions that occur and the existence of an opportunity that is wide open in one's life. Based on this, orientation services can basically change students' views towards the future towards new things, including views on how to speak in public.

Prayitno (Fadilah, 2019: 8) states that the process of group guidance services in schools is an activity of providing information to students in helping them to develop a plan and make an effective decision. According to Nurishan (Fadilah, 2019: 11) group guidance is a process of assistance given to individuals which is carried out by utilizing the atmosphere and dynamics of the group.

Qomariyah (Purnomo, 2018: 3) states that group guidance is a type of counseling service delivery activity that is carried out in groups by relying on group dynamics so that it can help students in solving their problems, provide various types of information they need and develop norms. certain things that are useful for their daily lives, both as individuals and as members of social groups. Another thought from Tohirin (Maulana and Indrayana, 2015: 53) explained that in general group guidance services have the goal of

developing the potential for dissemination, especially for the potential for correspondence between group members/students.

In accordance with the opinion of Sudrajat (Atieka, 2019: 10) stated that the task of the counseling teacher is to assist students in developing personal life, social life, learning abilities, and developing understanding of the student's career. The BK teacher must be able to solve any problems that are happening to students related to a matter, which in this case is to improve students' public speaking skills in front of the class.

Based on the results of a preliminary study conducted by the researcher through simple discussions with the counseling teacher named Mr. Yusuf Sastra Suganda S.Pd at Baros 1 Public High School regarding students' public speaking abilities, it can be seen that students' public speaking skills are still low, they have difficulty being able to speak in front of common way to express ideas and thoughts to others. This problem often occurs due to the inability of students when dealing with other students in public, students feel worried when they are in public because they are afraid of being criticized or judged negatively and are worried about having an unpleasant experience. During the teaching and learning process in the classroom students are required to be active in every learning activity both discussion and answering questions. In expressing opinions the students were instructed by the teacher to stand or speak in front of the class, but many of these students felt anxious when speaking in front of the class, therefore students became shy and only spoke soberly when expressing opinions in front of the class.

Strengthened by the results of research conducted by Sputri and Indriawati (2017: 425) the anxiety rate obtained in students showed that the majority of students had an average high anxiety of public speaking, namely as much as 59.4% with the number of students reaching 107 students from the total subject is 180 class XI students of SMAN 3 Sukoharjo. Also reinforced by research conducted by Juni Yanti (2019: 64) the level of anxiety of public speaking in the intervention group of 10 respondents stated that there were 6 people in the heavy category (60%) and 4 people in the moderate category (40%). In the control group, 10 respondents stated that the heavy category was 5 people (50%) and the moderate category was 5 people (50%).

Research conducted by Lujun Shen and Lei Yang (2018) entitled Benefits Of Expressive Writing In Reducing Test Anxiety: A Randomized Controlled Trial In Chinese Samples. Based on the results of the research that has been done, it can be concluded that overall, Chinese high school students show moderate to high exam anxiety. Expressive writing can effectively reduce exam anxiety by using insightful words and expressing positive emotions. Because the timing of application of this method is flexible and there are no specific requirements regarding the location or use of a psychological counselor, it can be considered an easy, inexpensive, and convenient method for managing test anxiety for students with severe test anxiety. In addition, this intervention method can be used simultaneously with more than one student; given this high efficiency, it would be invaluable to be promoted in schools

Judging from the many opinions of experts and the results of the research above, the service efforts carried out by the Guidance and Counseling teachers in improving students' public speaking skills in front of the class at SMAN 1 Baros are group guidance services using expressive writing therapy techniques.

Based on the background of the problems above, the researcher intends to conduct further studies on how expressive writing therapy influences students' public speaking skills in front of the class.

Method

Contains how data is collected, data sources and methods of data analysis. This research uses quantitative research methods. Sugiyono (Fatah, 2020: 37) explains the quantitative research method, which means a research method based on the philosophy of positivism, which is used to research certain populations and samples. Sample selection is usually chosen at random, collecting data utilizing research instruments. Data analysis is quantitative or descriptive statistics which aims to test the hypotheses that have been designed.

In this study using the experimental method, according to Sujarweni (Henti, 2019: 39-40) experimental research is research that seeks to find the effect of a variable on other variables under conditions that have been carefully controlled with the aim of finding a causal link between these variables. In this study, using a pre-experimental approach. Pre-experiment is research in the experimental field that only uses a research group without a control group and respondents are selected according to desired criteria. Furthermore, this

study used a *one group pre-test and post-test design* . In this study, a pre-test was carried out using a public speaking ability questionnaire on students. Then the object gets treatment using expressive writing therapy techniques through group guidance services. After that, a post-test was carried out to find out the results whether group counseling services using expressive writing therapy techniques had an effect on improving the public speaking skills of class XI students of SMAN 1 Baros in the 2022/2023 academic year.

The quality of research is largely determined by the quality of the data that researchers obtain and collect. Therefore researchers need to carefully plan the process of data collection activities (Andriani, 2019: 48). The data collection technique used in this study was a questionnaire. The scale used is a Likert scale with 5 alternative answers that are used to reveal students ' *public speaking ability variables.* The form of the Likert scale questionnaire used is a statement accompanied by a measurement scale, where the scale is a choice of attitudes regarding statements that can be chosen by respondents according to their attitude towards these statements (Suasapha, 2020: 28)

Table 1. Public Speaking Skills Instrument Grid

Indicator	Sub-Indicators		Σ
The process of learning and practicing	1.	Reading book	5
	2.	Take training	5
	3.	Actively speaking in class	6
Conducive environment	1.	Family environment	5
	2.	Community environment	5
	3.	School environment	6
Talent	1.	Natural talent	5
	2.	Trained talent	5
Amount			42

Testing the validity of the instrument for *public speaking skills* was carried out by the BK UNTIRTA lecturer and then testing again on 27 students of class XI SMAN 1 Baros. The results of calculations using SPSS 29 found only 30 items that were said to be valid or usable. This instrument reliability test uses the *Cronbach Alpha calculation method* and gets a result of 0.900 with a high yield interpretation. Once feasible the instrument will be distributed.

Results and Discussion

Result

The research was conducted at SMAN 1 Baros in the odd semester of the 2022/2023 school year. The population used was all students of class XI consisting of 8 classes, namely XI MIPA 1, XI MIPA 2, XI MIPA 3, XI MIPA 4, XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4 with a total of students 275.

Descriptive statistical analysis was designed to obtain a profile of the public speaking abilities of class XI students in the odd semester of SMAN 1 Baros for the 2022/2023 academic year. The research data was obtained through a public speaking ability questionnaire instrument that had been filled in by students which was distributed through the Google Form. Furthermore, after the data is collected, the data will be processed to answer the researcher's questions. The following are the results of the pre-test questionnaire that was filled in by class XI students of SMAN 1 Baros for the 2022/2023 academic year as many as 216 students out of a total population of 275 students, the remaining 27 students have filled in for the validity test, namely class XI IPS 4, then 12 people were taking part in the Student Leadership Basic Training (LDKS) organized by OSIS, and 20 students were not coming to school when the pre-test was held.

Then, after knowing the level of public speaking ability of class XI students of SMAN 1 Baros for the 2022/2023 school year, the researcher processed the data so that students could be categorized according to the level of categorization that had been previously designed as follows:

Table 2 Categorization of Students' Public Speaking Ability Levels

Category	Criteria	Frequency	Percentage
Low	$X<70$	16	7.4%
Currently	$70 \leq X < 110$	140	65.6%
Tall	$X \geq 110$	60	27%
Amount		216	100%

Based on table 4.2 out of a total of 275 students, 216 students filled out the pre-test questionnaire with the results obtained in the low category totaling 16 students with a percentage of 7.4%, in the medium category there were 140 students with a percentage of 65.6%, and in the high category totaling 60 students with a percentage of 27%. Treatment will be carried out on 10 students in the low category who are willing to take part in the treatment process.

Table 3 Research Sample *Pre-Test Results*

No	Name	*Pre-test* score	Category
1.	GZ	69	Low
2.	SR	68	Low
3.	UM	67	Low
4.	SN	68	Low
5.	AT	65	Low
6.	MH	63	Low
7.	LS	63	Low
8.	AK	63	Low
9.	MA	69	Low
10.	Mr	67	Low

Based on table 4.3 it can be concluded that the results of the pre-test on the research sample are included in the low category, there are 10 students who are willing to take part in the treatment process, namely: GZ, SR, UM, SN, AT, MH, LS, AK, MA, and MR . After the pre-test, the research sample will be given 5 treatments using group guidance with *expressive writing therapy techniques* . After the researcher carried out the *treatment* , the next step was to carry out a *post-test* and the results were as follows:

Table 4 Post-Test Results of Research Samples

No	Name	*Post-test* score	Category
1.	GZ	108	Currently
2.	SR	96	Currently
3.	UM	90	Currently
4.	SN	118	Tall
5.	AT	121	Tall
6.	MH	96	Currently
7.	LS	100	Currently
8.	AK	94	Currently
9.	MA	109	Currently
10.	Mr	92	Currently

Based on table 4.3 it can be concluded that the results of the *pre-test* on the research sample are included in the low category, there are 10 students who are willing to take part in the *treatment process* , namely: GZ, SR, UM, SN, AT, MH, LS, AK, MA, and MR . After *the pre-test* , the research sample will be given 5 *treatments* using group guidance with *expressive writing therapy techniques.*

The hypothesis testing in this study used the SPSS 29.0 application through the *Wilcoxon Signed Ranks Test* which is included in the non-parametric statistics group, with the results as follows:

Table 5 Wilcoxon Signed Rank Tes

		N	*Mean rank*	*Sum of ranks*
	Negative ranks	0[a]	0.00	0.00
Post-Test Pre-	*Positif ranks*	10[b]	5.50	55.00
Test	*Ties*	0[c]		
	Total	**0**		

Keterangan :

a = Post-test < Pre-test

b = Post-test > Pre-test

c = Post-test = Pre-test

From the presentation of the data above, it can be seen that the value of *negative ranks* is 0, both in the value of N, the *mean rank* and the *sum of rank* , meaning that a value of 0 indicates that there is no decrease (reduction) from the *pre-test* value to the *post-test value* . Furthermore, the *positive rank* s is 10, which means that the 10 subjects have increased from *pre-test* scores to *post-test scores* , the *mean rank* or average increase is 5.50, while the total positive ranks or *sum ranks are* 55.00. Furthermore, *ties* are the similarity values of the *pre-test* and *post-test* values, there is a *tie value of* 0 which means that there is no equal value between the *pre-test* scores and *post-test values* .

The following are the results *of the Wilcoxon signed ranks test statistics:*

Table 6 Results of the Wilcoxon Signed Rank Test Statistics

Test Statistics [a]	
Score	*Pre-test Post-test*
Z	*-2,803b* –
asymp. Sig. (2-Tailed)	*0.005*

Information :

a = Wilcoxon Signed Ranks Test

b = Based on Positive Ranks

Hypothesis decision-making process:

- If the *Asymp. Sig (2-tailed)* < 0.05 then the hypothesis is accepted (H $_a$)

- If the *Asymp. Sig (2-tailed)* > 0.05 then the hypothesis is rejected (H $_0$)

Judging from the results of data calculations using SPSS 29.0 using the *Wilcoxon Signed Ranks Test analysis* , it is known that the *Asymp value. Sig. (2-tailed)* is 0.005. Referring to the hypothesis decision-making process, the value of 0.005 is lower than 0.05, it can be concluded that the hypothesis is declared accepted. The results

show that group guidance services using the *Expressive Writing Therapy technique* can improve *public speaking skills* in class XI students of SMAN 1 Baros in the 2022/2023 academic year.

The following is an overview of the results calculation values or scores of the experimental group before and after being given treatment with the *Expressive Writing Therapy technique* :

Table 7 Comparison results of Pre-test and Post-test values

No	Name	Results		gains	Information
		Pre-Test	Post-Test		
1	GZ	69	108	39	Increase
2	SR	68	96	28	Increase
3	UM	67	90	23	Increase
4	SN	68	118	50	Increase
5	AT	65	121	56	Increase
6	MH	63	96	33	Increase
7	LS	63	100	37	Increase
8	AK	63	94	31	Increase
9	MA	69	109	40	Increase
10	Mr	67	92	25	Increase

Based on the table of results of the comparison of pre-test and post-test values above, it can be seen that there is a significant difference between the pre-test scores and the post-test scores. Before being given treatment the average value of the subject was in the low category. Then after being given treatment all subjects were in the medium and high categories. It can be seen that students with the initials AT have the highest gain scores among other group members, namely 56 points, this is supported by their activeness during the treatment. Meanwhile, students with the initials UM experienced the lowest increase in gain scores among members of the other groups, namely 23 points. Then other students had different increases in scores. Students with the initials GZ experienced an increase of 39 points, students with the initials SR experienced an increase of 28 points, students with the initials MR experienced an increase of 25 points, students with the initials SN experienced an increase of 50 points, students with the initials MH experienced an increase of 33 points, students with the initials LS experienced an increase of 37 points , students with the initials AK experienced an increase of 31 points and students with the initials MA experienced an increase of 40 points.

Discussion

Based on research conducted on class XI students of SMAN 1 Baros for the 2022/2023 school year, the results showed that a total of 216 respondents who filled out the *pre-test questionnaire* obtained 16 students in the low category, 140 students in the medium category and 60 students in the high category. The results *of the pre-test* can be concluded that the level *of public speaking ability* of class XI students of SMAN 1 Baros for the 2022/2023 academic year is in the low, medium, and high categories.

After getting the results of the *pre-test the* researcher carried out the *treatment* of the 10 selected samples with five meetings. During the treatment the students took it well and they were always present at every meeting without anyone being unable to attend. Overall there was a significant change from each meeting starting from the activeness of each group member and also in following the instructions given by the researcher. Even though at the beginning of the meeting the group members still looked shy and nervous when they had opinions and spoke. However, this gradually improved and slowly disappeared during the *treatment process* . After 5 *treatment processes,* group members were given a *post-test questionnaire* and the results found an increase in the average value of 102.4 from the previous 66.2.

Individually, the increase also occurred quite significantly. namely members of the group with the initials GZ before being given treatment the results obtained were 46%, and after being given *treatment there* was an increase of 72%. Members of the group with the initials SR before being given *treatment* , the results obtained were 45%, and after being given *treatment* , they experienced an increase of 64%. Members of the group with the initials UM before being given *treatment* , the results obtained were 44%, and after being given *treatment ,*

the results increased by 60%. Group members with the initials SN, before being given *treatment* , the results obtained were 45%, and after being given *treatment , the results* increased by 78%. Group members with the initials AT, before being given *treatment* , the results obtained were 43%, and after being given *treatment* , they experienced an increase of 80%. Group members with the initials MH, before being given *treatment* , the results obtained were 42%, and after being given *treatment* , they experienced an increase of 64%. Members of the group with the initials LS, before being given *treatment* , the results obtained were 42%, and after being given *treatment* , they had an increase of 66%. Group members with the initials AK, before being given *treatment* , the results obtained were 42%, and after being given *treatment* , they had an increase of 62%. Members of the group with the initials MA before being given *treatment* achieved an increase of 46%, and after being given treatment there was an increase of 73%. Group members with the initials MA, before being given *treatment* , the results obtained were 44%, and after being given *treatment* , they experienced an increase of 61%.

The results of statistical hypothesis testing that has been carried out after the implementation of the treatment through the Wilcoxon test. With the aim to determine the effect of group guidance with *expressive writing therapy techniques* to improve students' public speaking skills in front of the class.

a.   Working Hypothesis (Ha): Group Guidance with *Expressive Writing Therapy* Techniques Can Improve Students' Public *Speaking Ability* in Front of *the Class.*

b.   Null Hypothesis (H0): Group Guidance with *Expressive Writing Therapy Techniques* Cannot Improve Students' Public *Speaking Ability* in Front of the Class

Decision making based on probability < 0.05, then the hypothesis is accepted and if the probability > 0.05, then the hypothesis is rejected. seen from the calculation of the data using SPSS 29.0 using the analysis of the *Wilcoxon Signed Ranks Test* , it is known that the value of *Asymp. Sig. (2-tailed)* is worth 0.005. As seen in the hypothesis decision-making process, the value of 0.005 is lower than 0.05, it can be concluded that the hypothesis is declared accepted. Thus Ha is accepted and H0 is rejected, meaning that group counseling with *expressive writing therapy techniques* can improve students' *public speaking skills* in front of the class. Supported by the results of the *pre-test* and *post-test,* there was a significant increase after being given *treatment* .

Conclusion

Based on the results of research that has been conducted regarding the effect of *expressive writing therapy* to improve students' *public speaking skills* in front of the class, it can be concluded that the overall picture obtained from the research results shows that there are 16 students who have low public speaking ability scores, 140 students have medium scores and 60 students have high scores. Then 10 samples of students who had low category scores were taken to be given *treatment.* Then the application of group guidance with *expressive writing therapy techniques* to improve students' *public speaking skills* in front of the class was carried out 5 times before the *UAS was* held, every time they came home from school and on Saturdays. And the results of group guidance with *expressive writing therapy techniques* can influence students' *public speaking skills* in front of the class as evidenced by the results of the *pre-test* and *post-test.*

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