

# Achieving the fourth SDGs by developing students' public speaking skills: A practice of behavioral counseling with modeling method

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**Abstract.** Quality education is the main focus of the fourth Sustainable Development Goals (SDGs), which specifies inclusivity in the learning process and improves the quality of students. Therefore, this research used a single subject design with an A-B-A design, engaging five 10th grade students who had low public speaking skills based on observations and guidance counselor reports. Data were collected through direct practice sessions and assessed using a public speaking practice evaluation sheet. The results showed that there was an improvement in the average scores of students' public speaking practice from the baseline phase before intervention (A) to after intervention (A2). The average practice scores for each students during the baseline phase before intervention (A) were 38.33, 36.66, 34.3, 38.6, and 43.6. After the intervention (A2), the average scores increased to 74, 75, 69, 78.6, and 75.6. Based on these results, the introduction of behavioral counseling with modeling strategies effectively enhanced the public speaking skills of high school students. This method could help school counselors develop programs to enhance the public speaking skills of students.

## 1 Introduction

Approximately 193 countries have agreed on the Sustainable Development Goals (SDGs) for the year 2030. Ensuring the success of this agenda not only depend on these countries but also for organizations, local governments, and other sectors. This agenda focuses on several aspects of enhancement, including education, which is integral to the life journey of every individuals, as it contributes to building a conducive social environment and raising awareness about the importance of current actions for the future [1]. The educational process include planning students activities in compliance with relevant regulations. Teachers set objectives to be achieved as well as the tasks to be assigned and also select methods and strategies to engage students in both cognitive and behavioral control such as laboratory activities, counseling sessions, evaluations, and examinations [2].

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The SDGs consist of 17 focal points designed to address various global issues, including poverty, climate change, environmental degradation, peace and justice, as well as education. Education is the fourth SDGs, with the aim of ensuring that all individuals have access to inclusive, comprehensive, fair, and high-quality education [3]. The fourth SDGs focuses on improving inclusive education quality, which plays a crucial role in other sectors. Quality education has a direct contribution to sustainable development, fostering a conducive environment, prosperous communities, and justice for all [4]. However, there is still much to be done to achieve the goals set in the fourth SDGs. This includes aspects such as the learning process, school facilities, supportive learning environments, and students' quality.

Students are individuals who are currently in the process of developing their potential through learning at different educational levels. In Indonesia, one of these stages is high school, where students are in the adolescent phase, transitioning from childhood to early adulthood. Adolescence is filled with various challenges, one of which is the ability to properly communicate with their surroundings. Communication is an activity carried out daily, whether through speaking, writing, or listening. In this context, communication is considered effective when the sender conveys the message well and the receiver understands the message without diminishing its value [5].

Public speaking is defined as the ability to effectively and confidently convey information, ideas, or opinions. The skills contain various aspects, including: 1) communication skills, 2) logical thinking, 3) developing and maintaining arguments, and 4) managing body language and voice to influence the audience [6]. Every individual, particularly students, should have adequate public speaking skills, which are extremely important during the learning process. The skills not only boost confidence but also allow for effective communication and systematic structuring and delivery of ideas or concepts. However, public speakers still encounter several obstacles including nervousness, lack of confidence, difficulty in organizing material, inability to make eye contact with the audience, and time management during presentations [7]. There is a piece of evidence that 1 out of 5 individuals experience anxiety when speaking in public, which can lead to a concern of not being able to adequately communicate their opinions or ideas [8].

In this context, public speaking is the ability to communicate effectively with the purpose of conveying information, messages, ideas, or opinions to a large audience or group of listeners. The skills include influencing and motivating the audience to take effective action. Public speaking can be considered as a branch of the art of communication, where individuals utilize appropriate strategies and methods to speak confidently in front of an audience. Furthermore, the skills include accumulated patterns of thinking from past, present, and future experiences and memories, as well as collaborating with ethics, behavior, science, technology, culture, circumstances, and others to achieve the objective of successful information delivery [9]. There are several indicators that need to be considered by public speakers [10], including:

1. Talk Tools

- a. Connection

The material to be conveyed must be well-received by the audience. Therefore, the ability to create and build a harmonious relationship or connection with the audience is necessary. This can be achieved through ice-breaking, sharing personal experiences, adjusting to the audience's interests, and showing empathy.

- b. Narration

Appropriate narration will effectively convey the message or information to the audience. Additionally, appropriate narration helps to create an engaging flow in public speaking, capturing the audience's attention and aiding their memory retention.

- c. Explanation

- The ability to properly explain to the audience is a key process in public speaking. To ensure that the audience better understands what is being conveyed, metaphors, examples, analogies, and reflections of current realities can be used.
- d. Persuasion  
Naturally, audiences with various backgrounds have their perspectives. To unify these perspectives and ensure that information is well-received, persuasive skills are necessary. These skills aim to invite the audience to see information from a different point of view.
  - e. Revelation  
Public speakers should look for strategies to communicate information in a way that arouses the audience's curiosity, making them interested in the ongoing discussion.
2. Preparation Process
    - a. Visual  
The preparation process includes the use of supporting media such as images, videos, graphics, and others, with the aim of enhancing audience engagement and presentation effectiveness. However, excessive or irrelevant use of media is not recommended.
    - b. Scripting  
There are several suggestions for delivering a public speaking script or material effectively:
      1. Familiarize yourself with the content of the material or script
      2. Practice with the prepared material or script
      3. Use notes to stay on topic
      4. Maintain eye contact with the audience
      5. Don't hesitate to deviate from the material or script when necessary
    - c. The opening and closing  
The opening and closing are crucial moments that will determine the success of the public speaking process. An engaging opening will capture the audience's attention, while a good closing will leave a positive impression on the audience
      1. An interesting opening can begin with sharing a short story, intriguing facts, or even challenging questions that can ignite the audience's enthusiasm.
      2. The closing can be filled by summarizing the main points or important aspects of the presentation, as well as delivering an inspirational message
  3. On Stage
    - a. Wardrobe (Appearance)  
Public speakers are certainly prioritized in their appearance while delivering message to the audience. They are to wear neat clothes, select colors according to the theme of the event, or even follow the predetermined dress code. This is because appearances will help in increasing the confidence of public speakers.
    - b. Mental Prep  
Feelings of nervousness or fear will certainly arise when standing on stage, which can give rise to a "fight or flight" response. To reduce this, public speakers are to practice consistently, regulate their breathing, engage in physical activity to reduce tension, and have enough water needs.
    - c. Setup  
Mastery of stage settings when performing public speaking needs to be considered. The use of supporting properties can add value when presenting information. The main focus should be the arrangement of the delivery of information
    - d. Voice and Presence

One of the aspects that are interrelated and have an equally large contribution to the public speaking process is the management of voice and body language. In terms of voice regulation, the main concern should include,

1. Volume
2. Tone and rhythm of speech
3. Speech speed
4. Intonation and suppression of voices.

In the point of body language, there are also several points that need to be considered, including:

1. Standing position
2. Posture
3. Hand movements.

An observation was conducted at SMA Hang Tuah 5 Sidoarjo between October 26th and November 20th, 2023. It was discovered that several students, particularly those from the 10th grade lacked public speaking skills. This set of students was hesitant to clarify, hurried their speaking, and were unable to effectively manage the classroom situation. A follow-up observation was conducted at the same school between February 20th and 29th, 2024. Throughout this observation, students were observed during classroom learning, presentations, and discussions with their peers. Some students still struggled to express their opinions during discussions, hesitated when asking questions, felt embarrassed to explain to peers, and pointed to each other to answer questions posed. Those who are shy when speaking in public generally show visible symptoms, such as blushing, trembling, palpitations, and nervousness. Other cognitive symptoms may include avoiding social situations, avoiding input from others, and withdrawal. This issue is often encountered by students during public speaking exercises. Students with shyness tend to have lower self-esteem, thereby becoming less likely to participate in school activities and struggle to communicate with peers [11].

The provision of guidance and counseling in schools is one of the efforts to provide facilities for students to achieve their optimal personal development. When students encounter difficulties, the school counselor is expected to provide assistance. This includes not only encouraging problem-solving solutions, but also supporting them throughout the process of change. School counselor can provide various forms of services, depending on the priority needs of the students, ranging from personal, social, academic, to career-related issues. The provision of services is based on the level of priority of the issues that need to be addressed. Assistance in resolving the issues experienced by students include giving them the opportunity to undergo counseling, particularly individual counseling [12]. As defined in Permendikbud No. 111 of 2014, individual counseling is a therapeutic activity carried out individually between the counselor and students to assist in resolving current issues. Counseling starts with identifying the problem, understanding the root cause, creating problem-solving solutions, and making responsible decisions to address it. According to Nurihsan [13], individual counseling is an effort to provide assistance to students through an interpersonal process. Therefore, counseling enables the students to enhance self-understanding and awareness of their surroundings, as well as to make effective decisions and objectives.

Counseling services include the use of various methods to assist students in addressing their issues. One of these methods is behavioral or behaviorist counseling, developed by B.F. Skinner, which specifies every human behavior result from stimuli and responses. Behavioral counseling focuses on modifying behavior using a variety of methods to develop desired behavior while minimizing or eliminating unwanted ones [14]. The method is based on the concept that individuals are shaped and determined by the environment, and their behavior is a result of learning. Furthermore, behavioral counseling focuses on behavior modification

using learning theories, claiming that behavior can be operationally defined, observed, and measured [15].

Bandura defines the modeling method as a process of observing models as examples in order to develop new cognitive patterns and behavior for future guidance [16]. It was discovered that behavior can be shaped through both direct and indirect learning processes. By observing others' behavior, experiences, or emotional reactions, students can acquire learning without directly experiencing it [17]. For instance, seeing someone being stung by a bee might lead to avoiding similar situations in the future. This strategy is based on observing the behavior exhibited by a model and the consequences of that behavior [18]. There are several factors that can influence students' ability to imitate the model using the modeling method, including (1) the counselor's attentiveness to observations, (2) recall of the exhibited model, (3) ability to transform memory into new behavior or response, and (4) the motivation to imitate the model [19]. School counselor can use the modeling method to provide individual counseling services to students, particularly when there is a behavior that needs to be modified or improved.

Reducing anxiety alone is insufficient to improve public speaking skills. Therefore, confidence and demonstration are the use of the skills in both formal and non-formal activities are necessary [8]. Several reviews have investigated the use of modeling method to improve speaking skills [20], communication skills [21], and the ability to express opinions [22]. To contribute to previous reviews, this research aims to determine the effect of behavioral counseling using modeling method on students' public speaking skills.

## **2 Methods**

Research using a quantitative method included collecting and analyzing numerical data on public speaking skills of high school students. The quasi-experimental method used was the single-subject design, which was commonly adopted to observe behavioral changes resulting from continuous interventions within a specified timeframe [23]. The A-B-A method was one of the single-subject design used in this research. The letter (A) represented the baseline condition or initial state before the intervention, (B) represented the situation after the intervention, and the second (A) acted as a baseline condition after the intervention that could be compared to the initial baseline.

The research was conducted at SMA Hang Tuah 5 Sidoarjo, with a total population comprising 10th grade students who were registered and active at the school. Purposive sampling was used, with the sample criteria, including (1) stuttering, (2) hesitant to express opinions, and (3) not confident to speak in front of the class. Data were collected by observing students' behavior during public speaking practices. This was accomplished using an assessment sheet based on public speaking indicators [10]. Data was analyzed visually using graph presentations, as well as in-condition and inter-condition analysis [24]. The research method centered on the modeling process in the form of public speaking demonstrations in front of students. In this modeling process, the counselor acted as a model who demonstrated, while the students played the role of observers and practitioners.

## **3 Results and discussion**

The research on the adoption of behavioral counseling using modeling method began on March 18th - March 22nd, 2024, with the aim of collecting data on students' public speaking skills during the baseline phase. The results obtained included the following.

**Table 1:** Students' public speaking practice scores

Students	Meeting 1	Meeting 2	Meeting 3
Student 1	40	37	38
Student 2	37	39	38
Student 3	34	34	35
Student 4	43	39	34
Student 5	40	44	47

The intervention phase carried out in this research consisted of 7 meetings. In the first meeting, problem identification and rationalization of the modeling method were conducted. During the second meeting, there was a demonstration of public speaking tasks for opening presentations and establishing a connection with the audience, as well as guided practice. In the third meeting, there was a focus on intonation, volume, and speaking style, along with demonstrations and guided practice. During the fourth meeting, there was a demonstration of public speaking tasks related to hand and body movements, total appearance, and stage presence, along with guided practice. In the fifth, sixth, and seventh meetings, students independently practice public speaking, and their performance would be assessed. The results obtained included the following.

**Table 2:** Students' public speaking practice scores

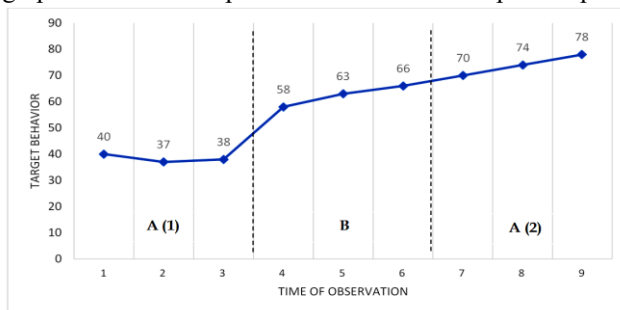
Students	Meeting 1	Meeting 2	Meeting 3
Student 1	58	63	66
Student 2	60	61	77
Student 3	48	54	67
Student 4	67	68	80
Student 5	64	63	78

The value of public speaking practice was further collected for the second baseline phase or post-intervention. The results were obtained included the following.

**Table 3:** Students' public speaking practice scores

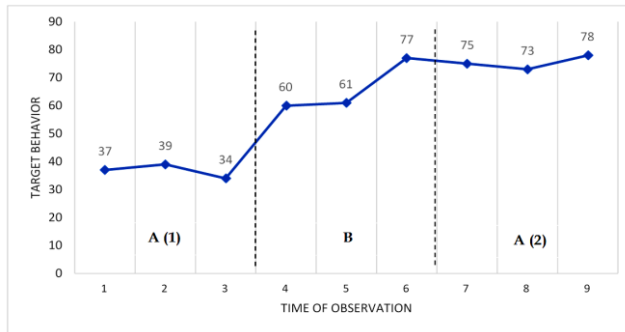
Students	Meeting 1	Meeting 2	Meeting 3
Student 1	70	74	78
Student 2	75	73	77
Student 3	68	67	72
Student 4	78	74	84
Student 5	74	74	79

The following graph showed the improvement of students in public speaking skills.



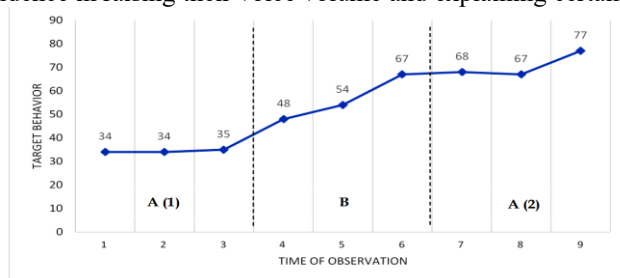
**Fig. 1.** Score of public speaking practice student 1

There was a significant improvement in the public practical skills of student 1. The average score rose from 38.3 in the baseline phase (A) to 74 in the second baseline phase (A2). Observations during the counseling process and direct practice showed differences in students' behavior. Initially, the students appeared unsure when explaining a predetermined topic by the counselor. After being guided by the model during the use of behavioral counseling method, students gained new experience through practice. They seemed more relaxed when explaining the material, appeared more confident, and had less hesitation when expressing opinions through various hand and body movements.



**Fig. 2.** Score of public speaking practice student 2

There was a significant improvement in the practical skills of public speaking demonstrated by student 2. The average score rose from 36.6 in the initial baseline phase (A) to 75 in the second baseline phase (A2). Observations during counseling sessions and direct practice showed noticeable changes in students' behavior. Initially, students were afraid to speak and explain the prepared material, as well as having soft voices, making it difficult to hear and understand. After being guided using behavioral counseling method, students began to have more confidence in raising their voice volume and explaining certain words.

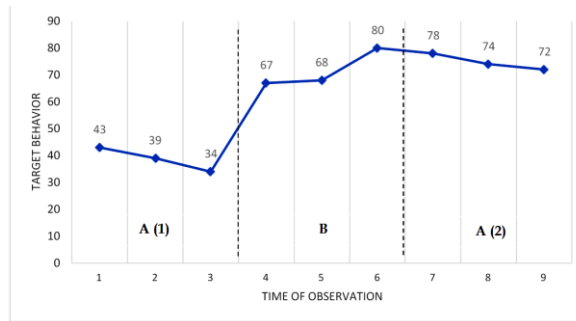


**Fig. 3.** Score of public speaking practice students 3

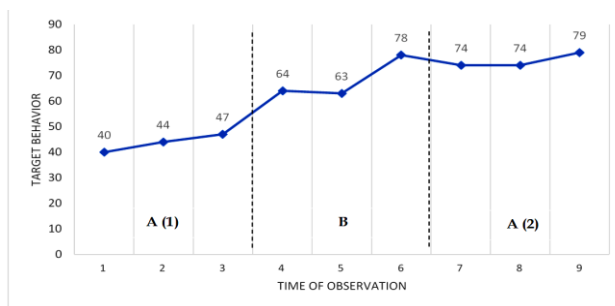
Based on the Figure 3, there was a significant improvement in the practical skills of public speaking by students 3. The average score rose from 34.3 in the first baseline phase (A) to 69 in the second baseline phase (A2). Through observations of behavior during counseling sessions and direct practice in public speaking, changes have been observed in students 3. Initially, the students were very quiet and spoke softly, as well as appearing stressed and hesitant in explaining the given topic by the counselor. After receiving behavioral counseling method, the students showed improvement during practice. Although not yet optimal, there was noticeable progress in explaining the material.

Based on the Figure 4, there was a significant improvement in the practical skills of public speaking by students 4. The average score rose from 38.6 in the first baseline phase (A) to 78.6 in the second baseline phase (A2). Through observations of behavior during counseling

sessions and direct practice in public speaking, there was a noticeable change in the students' behavior. Initially, the students were confident in explaining the prepared material by the counselor, but appeared cautious and hesitant in speaking, as if afraid of making mistakes in pronunciation. After receiving behavioral counseling using modeling method, the students appeared more confident and self-assured in explaining the material. They also demonstrated greater ease in using hand gestures while explaining. Additionally, the students used tone and emphasis on certain words considered important in the material.



**Fig. 4.** Score of public speaking practice students 4



**Fig. 5.** Score of public speaking practice student 5

Students 5 had an average score of 43.6 in the first baseline phase (A) and 75.6 in the second baseline phase (A2), suggesting a major improvement in their public speaking skills. Initially, the students appeared hesitant to start explaining the prepared material by the counselor. After receiving behavioral counseling using modeling method, the students became more comfortable when explaining. Although not yet optimal, they had significantly improved by being able to explain the material effectively.

This research used counseling method based on the opinion expressed by Nursalim that counseling helped students solve or alleviate issues [25]. In this context, students are those who had a normal level of consciousness, was related to behavioral change, and had philosophical and theoretical foundations. As a result, the counseling method used in this research was related to improving public speaking skills. The method required students to meet the criteria and made direct behavioral changes. This counseling method frequently included direct practice of public speaking, where students explained predetermined material assessed by the counselor. Students reported a variety of challenges, including lack of self-confidence, doubts about their abilities or understanding of certain topics, and feeling judged by peers when speaking in front of the class. In this regard, the counselor assisted students in building self-confidence, maintain positive thinking, and practice breathing methods to avoid panic attacks. The modeling process was divided into several tasks in each session, providing



examples that the students subsequently showed. The tasks assigned included 1) opening the presentation and establishing a connection with the audience, 2) adjusting intonation, volume, and speaking style, as well as 3) managing hand and body movements, maintaining a neat appearance, and mastering the stage. This practice was also useful for receiving feedback to avoid misunderstandings and developing habits. The model provided feedback on the students' performance to correct any mistakes they might have made. It was discovered that practicing using the model's observations, improved the students' public speaking skills, as evidenced by examples from previous sessions. According to Bandura in Nursalim, practicing after observing a model aimed to enhance new skills acquired through observation and reinforce self-confidence. Students did practical public speaking activities that provided impactful direct learning experiences [25].

These experiences produced new knowledge that students independently manage and adapt to when engaging in public speaking. Both experience and learning were processes capable of bringing about changes in attitude and behavior [26]. The processes of practice and learning collaborated to create continuous improvement in students' behavior [27]. The learning process influenced and motivated students to replicate the modeling method [28]. This was in line with the observation of Idrus & Alaydrus, who found that modeling method could improve speaking or communication skills [29]. Similarly, Manan reported that the use of the modeling method was to increase the average score of students' speaking skills and language skills [30]. This provided an overview and reinforcement that the method was used to effectively improve public speaking skills. Public speaking included the past, present, and future thought patterns, as well as ethics, behavior, knowledge, technology, culture, environmental conditions, and others [9]. Public speakers must have strong communication skills, critical thinking, and self-confidence. Effective message delivery, rapid information management, and confident public performance developed alongside their experiences [31]. Therefore, public speaking was linked to cognitive skills in language and body movement regulation. Public speakers must be able to quickly respond when speaking and acting, and this was noticeable. In addition to the training and demonstrations shown by the model, self-confidence and self-efficacy played a crucial role in improving public speaking skills. Both internal and external contributions from students would impact their behavior [32].

The purpose of this research was to develop the educational learning process in order to improve students' quality. In accordance with the fourth SDGs, which focused on quality education from early childhood to higher education. The fourth SDGs had seven main targets, including (4.1) ensuring access to basic and secondary education, (4.2) providing quality early childhood education, (4.3) promoting access to all levels of education, (4.4) increasing the number of students with relevant skills, (4.5) eliminating educational discrimination, (4.6) ensuring that all students had literacy and numeracy skills, and (4.7) promoting education for sustainable development and global citizenship [3]. This research supported targets 4.7 and 4.4, which focused on developing skills relevant to job requirements. In the current era, public speaking skills were crucial for most careers, particularly those that need interpersonal communication. Developing public speaking skills for high school students would greatly assist them in building relationships in university or the workforce. Meanwhile, target 4.7 focused more on the development of education for sustainable development. This signified that education not only imparted knowledge, but also provided skills that would benefit the students in the future. Developing students' public speaking skills helped to achieve target 4.7 by promoting both sustainable development and peaceful global citizenship. Students with adequate public speaking skills could facilitate the spread of cultural understanding without violence, appreciate the diversity of cultures in different regions, and create a conducive environment.

## 4 Conclusion

In conclusion, this research showed that there was noticeable changes in the behavior of students. It was observed that the sessions helped students improve their public speaking skills. Students had the ability to master the use of hand and body movements, adjust intonation and voice volume, as well as develop relationships with the audience. The existence of a model that provided examples made it easier for students to transfer behavior to learn and imitate until new behavior was formed. The visual analysis results showed a tendency in the direction or footprint of the data in a positive direction, signifying that there was an increase in value at each meeting. The percentage of overlap in each students indicated a value of 0%, suggesting that the smaller the overlap value, the greater the role of the intervention in changing students behavior. Therefore, behavioral counseling modeling method was used to improve students' public speaking skills. Through public speaking skills, students would be able to enhance other skills that support self-improvement, assisting them in fulfilling job opportunities and the planned achievement of SDGs.

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