

Group Counseling Services as an Effort to Increase Students Confidence in Speaking English: Literature Review

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ABSTRACT

This study aims to examine the role of group counseling services in increasing students' confidence in speaking English. This study uses a qualitative approach with a literature study type of research. Literature study is a method of collecting data through an in depth review of relevant literature and theories. The data sources used in this study are scientific journal articles. Data collection was carried out through documentation studies and literature searches with the following steps: (a) determining search keywords such as group counseling, self confidence, English speaking skills, group guidance and counseling, and student self confidence, (b) searching scientific literature using online databases such as Google Scholar, Research Gate, ERIC (c) selecting and selecting relevant sources based on eligibility criteria, namely sources published in the last five to ten years, scientific in nature, and directly related to the research topic, and (d) recording and classifying the findings according to the discussion theme, for example group counseling theory, factors that influence self-confidence, and empirical findings on the application of group counseling in English learning. The data analysis technique used is content analysis. The analysis steps include: (a) data reduction, (b) data classification, (c) data interpretation, and (d) drawing conclusions. The results of this study indicate that group counseling services have an important role in increasing students' confidence in speaking English through the process of social interaction, self reflection, and emotional support between group members. The dynamics formed in counseling activities help students overcome anxiety, embarrassment, and fear of speaking in public, while also fostering courage to express opinions.

Keyword : *Group counseling services, self-confidence, speaking, English*

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1. INTRODUCTION

English has become an international language that plays a vital role in various areas of life, from education and economics to global communication. Mastery of English, particularly speaking, is a crucial skill for students in the modern era. However, in practice, many students in Indonesia still struggle to speak English confidently. Komala & Hudiyono (2025) state that this barrier stems not only from a lack of mastery of material or vocabulary, but also from psychological factors, particularly low self-confidence when communicating in a foreign language. Self-confidence is a character trait that needs to be cultivated as a form of interaction between individuals and others (Fitri et al., 2018). Individuals with good self confidence tend to be able to express ideas, actively participate in the learning process, and are not afraid to make mistakes. Conversely, students with low self confidence tend to be passive, nervous, and reluctant to speak in public. This condition often arises in English learning, where students feel afraid of mispronunciation, embarrassed by

being laughed at, or worried about being judged by peers. As a result, the process of learning to speak is hampered and students' potential does not develop optimally (Husnaini et al., 2024). To address these issues, schools need to address not only cognitive aspects and material mastery, but also the psychological aspects of students. One approach is through guidance and counseling services. In this regard, group counseling services are an effective alternative because they provide a space for students to learn together, support each other, and build self confidence in a safe and open environment. Group counseling services are one of the main services in the field of guidance and counseling (BK), which aims to help students understand themselves, develop their potential, and improve their social interaction skills. Through group dynamics, students can share experiences, provide input, and learn to face problems in a positive way. In increasing self confidence, group activities can create an atmosphere that encourages students to be more open and bold in expressing opinions without fear or shame (Moscoso et al., 2025). The important role of group guidance services as one strategy that can be used by schools to support students' social and emotional development, particularly in increasing their self confidence (Monika et al., 2025).

Various studies have shown that group counseling has a significant impact on increasing students self confidence. Ghozali et al (2024) says group counseling works through mechanisms such as catharsis, self reflection, and modeling, which help students overcome feelings of insecurity, improve social skills, and gradually build self confidence. Sarazumar et al (2024) stated that a humanistic approach to group counseling is effective in creating a foundation of sustainable self confidence. However, synergy between counselors, teachers, and parents is needed to ensure this effectiveness is maintained in the long term. This suggests that group counseling can be an effective tool in building student self confidence, including in English speaking activities. However, the utilization of group counseling services in English learning in schools is still suboptimal. Many teachers and counselors place greater emphasis on mastering academic material, while often neglecting students' emotional and psychological aspects (Qo'ldoshev et al., 2024). In fact, self-confidence is a crucial factor in successful communication. Therefore, a more in-depth study is needed on how group counseling services can be used to increase students' confidence in speaking English. Through this study, researchers attempt to review various previous research findings related to the effectiveness of group counseling services in improving students' self confidence. This study will explore the theories underlying the relationship between group counseling and self confidence development, and examine how both can be applied to English language learning. This research is expected to provide a comprehensive understanding of the role of group counseling as a psychopedagogical effort to improve students' speaking skills.

The results of this literature review are expected to not only enrich scientific research in the field of guidance and counseling but also provide practical benefits for teachers and school counselors. Teachers can gain new insights into the importance of integrating psychological approaches into the English language learning process, while school counselors can utilize these findings to design service programs that support student self confidence. Thus, English learning is expected to not only focus on cognitive aspects, but also pay attention to the balance between academic and psychological aspects, so that students are able to speak more confidently and effectively in everyday life.

2. RESEARCH METHOD/MATERIAL AND METHOD/LITERATURE REVIEW

This study uses a qualitative approach with a literature study type of research. Literature study is a method of collecting data through an in-depth review of relevant literature and theories (Maharaksa et al., 2025). The main objective of this method is to gain a more comprehensive understanding of how group counseling services can play a role in increasing students confidence in speaking English. The data sources used in this study are scientific journal articles. Data collection was carried out through documentation studies and literature searches with the following

steps: (a) determining search keywords such as group counseling, self confidence, English speaking skills, group guidance and counseling, and student confidence, (b) searching scientific literature using online databases such as Google Scholar, Research Gate, and ERIC (c) selecting and selecting relevant sources based on eligibility criteria, namely sources published in the last five to ten years, scientific in nature, and directly related to the research topic, and (d) recording and classifying the findings according to the discussion theme, for example, group counseling theory, factors that influence self confidence, and empirical findings on the application of group counseling in the context of language learning. The data analysis technique used is content analysis. The analysis steps include: (a) data reduction, (b) data classification, (c) data interpretation, and (d) drawing conclusions.

3. RESULTS AND DISCUSSION

Group guidance and counseling services are facilities provided by schools to help students apply the knowledge they have learned as a result of their studies, thus providing benefits for the future (Darmayanti, 2024). Group counseling services can create a social dynamic that allows students to learn from each other and provide emotional support. The interaction process that occurs within the group fosters a sense of togetherness, openness, and self-acceptance (Hannush, 2021). This makes group counseling effective in helping students experiencing psychological challenges such as anxiety, inferiority, or low self confidence. In schools, group counseling is typically implemented in several stages, starting with group formation, goal setting, conducting counseling sessions, and then evaluating them. Through discussions and sharing experiences, group members are encouraged to express their feelings and thoughts openly. Through this process, students learn to accept themselves, respect others, and develop confidence in their own abilities. (Bhardwaj et al., 2025).

English speaking ability depends not only on linguistic mastery, such as grammar and vocabulary, but is also greatly influenced by affective factors, particularly self confidence. Students with high self confidence are more likely to participate in speaking activities in class, actively ask questions, and are not afraid to make mistakes (Olena et al., 2025). Conversely, students with low self confidence tend to be passive, afraid of making mistakes, and prefer to remain silent even when they have adequate skills. Shaalan et al (2025) stated that self confidence or self efficacy plays a significant role in determining a person's confidence in their ability to perform a task. In English learning, students with high levels of self efficacy are more motivated to speak and practice. Therefore, increasing students' self confidence is a crucial step in developing effective speaking skills.

From various literature reviews, it was found that group counseling services significantly contribute to increasing student self confidence. Several studies have shown that the group dynamics created through counseling can create a supportive environment for students to recognize their potential, express their feelings, and receive social support from their peers. Research by Ghozali et al (2024) says group counseling works through mechanisms such as catharsis, self-reflection, and modeling, which help students overcome feelings of insecurity, improve social skills, and gradually build self confidence. Sarazumar et al (2024) stated that a humanistic approach to group counseling is effective in creating a foundation of sustainable self confidence. However, synergy between counselors, teachers, and parents is needed to ensure this efficiency is maintained in the long term.

Furthermore, group counseling activities facilitated by discussion and role playing methods have been shown to improve students' communication skills. Through these activities, students practice expressing ideas and feelings in situations that mimic real-life situations. Ye & Hu (2025) stated that this not only improves speaking skills but also fosters self-confidence because students feel supported and accepted by other group members. Based on these various research findings, it can be concluded that group counseling services play an effective role in building and enhancing students' self-confidence through self reflection, emotional outreach, and experiential learning

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among group members. The humanistic approach applied in group counseling helps create a foundation for sustainable self confidence. However, the effectiveness of these services requires the support and harmonious collaboration of counselors, teachers, and parents to ensure the developmental outcomes are maintained and provide long term positive impacts for students.

Overall, the results of this literature review indicate several important things, namely (a) group counseling services have been proven effective in increasing students' self-confidence through positive social interactions, emotional support, and self reflection processes, (b) self-confidence is an important factor in the success of speaking English, because it influences students motivation, participation, and courage in communicating, (c) integration between group counseling and English learning can be an effective strategy to overcome speaking anxiety and strengthen students' activeness in class, (d) the role of teachers and school counselors is very important in creating a supportive learning environment, where students feel safe to practice speaking without fear of being judged.

Based on these findings, it can be confirmed that group counseling services have significant potential as part of a strategy for developing English speaking skills in schools. This effort can strengthen students' psychological well-being while simultaneously improving the quality of learning, making it more enjoyable, communicative, and meaningful.

4. CONCLUSION

Based on the results of the literature review, it can be concluded that group counseling services play a significant role in increasing students' confidence in speaking English through social interaction, self reflection, and emotional support among group members. The dynamics created in counseling activities help students overcome anxiety, embarrassment, and fear of public speaking, while fostering the courage to express their opinions. A humanistic approach and methods such as discussion and role-playing have been proven effective in strengthening students' communication skills gradually and sustainably. The success of this program depends heavily on collaboration between counselors, teachers, and parents in creating a positive and supportive learning environment, so that group counseling can be an effective strategy in developing students confidence and English speaking skills at school.

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