

## APPLICATION OF SELF-TALK TECHNIQUE TO OVERCOME INTERPERSONAL COMMUNICATION BARRIERS OF BLIND CLIENT H

<sup>\*1</sup>Intan Rahayu, <sup>2</sup>Neni Noviza, <sup>3</sup>Lena Marianti

<sup>\*1,2,3</sup>Universitas Islam Negeri Raden Fatah Palembang

Email: <sup>\*1</sup>intanrahayu99375@gmail.com, <sup>2</sup>neninoviza.uin@radenfatah.ac.id,

<sup>3</sup>lenamarianti\_uin@radenfatah.ac.id,

### Abstract

This study aims to determine the application of *self-talk* techniques in overcoming barriers to interpersonal communication in client "H". Interpersonal communication is a direct interaction between two or more people in which a message can be conveyed and responded to directly. Interpersonal communication barriers occur when communication between two or more people does not go smoothly. This is caused by factors that interfere with one of the stages in the communication process, so that the communication that takes place becomes ineffective. The approach used in this study is a qualitative approach using *the case study* research method. The data collection techniques used in this study are observation, interview, and documentation methods. Meanwhile, the data analysis technique used in this study is the data analysis method of Robert K Yin's case study. The results of this study show that the cause of client "H" having interpersonal communication barriers is that client "H" has limitations in self-expression, uncertainty in message delivery, discomfort in communication, and anxiety about the judgment of others. After applying *the self-talk* technique, there was a significant change in client "H", namely, where client "H" became more confident in expressing his opinion, more able to express his feelings clearly, and more open in establishing relationships with others. Based on the results of the application of *the self-talk technique* to overcome the interpersonal communication barriers of client "H", it can be concluded that this technique is effective or successful in overcoming the barriers to interpersonal communication.

**Keywords:** *Self talk*, interpersonal communication, blind

### Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan teknik *self-talk* dalam mengatasi hambatan komunikasi interpersonal pada klien "H". Komunikasi interpersonal adalah interaksi langsung antara dua atau beberapa orang di mana pesan dapat disampaikan dan ditanggapi secara langsung. Hambatan komunikasi interpersonal terjadi ketika komunikasi antara dua orang atau lebih tidak berjalan dengan lancar. Hal ini disebabkan oleh faktor yang mengganggu salah satu tahap dalam proses komunikasi sehingga komunikasi yang berlangsung menjadi tidak efektif. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan menggunakan metode penelitian studi kasus (*case study*). Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu dengan metode observasi, wawancara, dan dokumentasi. Sedangkan teknik analisis data yang digunakan dalam penelitian ini yaitu metode analisis data studi kasus Robert K Yin. Hasil penelitian ini menunjukkan bahwa penyebab klien "H" memiliki hambatan komunikasi interpersonal adalah klien "H" memiliki

*keterbatasan dalam mengekspresikan diri, ketidakjelasan dalam penyampaian pesan, ketidaknyamanan dalam berkomunikasi, dan memiliki kecemasan terhadap penilaian orang lain. Setelah menerapkan teknik self-talk terlihat adanya perubahan yang signifikan pada klien “H” yaitu dimana klien “H” menjadi lebih percaya diri dalam menyampaikan pendapatnya, lebih mampu mengungkapkan perasaan secara jelas, dan lebih terbuka dalam menjalin hubungan dengan orang lain. Berdasarkan hasil penerapan teknik self-talk untuk mengatasi hambatan komunikasi interpersonal klien “H” dapat disimpulkan bahwa teknik ini efektif atau berhasil dalam mengatasi hambatan komunikasi interpersonal nya.*

**Kata kunci:** *Self talk, komunikasi interpersonal, tunanetra*

## INTRODUCTION

Education is a fundamental right that every individual must have, regardless of background, physical condition, or ability. This is no exception for children with disabilities or who are often referred to as children with special needs (ABK). Based on data from the Coordinating Ministry for Human Development and Culture (Kemenko PMK), the number of people with disabilities in Indonesia in 2023 will reach 22.97 million people or around 8.5 per cent of the entire Indonesian population, with the largest number of people with disabilities in the elderly.(Islam et al., 2024). According to Heward, children with special needs or ABK a children with special characteristics that are different from children in general, without always showing mental, emotional, or physical incapacitation.(Fakhiratunnisa et al., 2022). One of the children with special needs who also needs special attention is a blind child. A blind child is a child who has limited or completely lost his or her visual ability, either from birth or due to a condition or disease that occurs. According to Sutjihati in his book Psychology of Extraordinary Children, the blind is defined as an individual whose sense of sight does not function as a channel for receiving information in daily activities, as well as an alert person.(Silitonga et al., 2023). Children with visual disabilities have their own challenges in the learning process and daily life, such as the lack of appropriate learning materials can be an obstacle in the learning process, visual limitations in class interactions, social limitations and lack of independence in daily activities and lack of interpersonal communication skills.

Interpersonal communication is the process of conveying messages between two people or small groups directly, whether verbal (through words) or nonverbal (through facial expressions, tone of voice, gestures and other body language), to obtain *feedback* directly (Ngalimun, 2018). Good interpersonal communication is very important for every individual, including students with visual impairments, in living their daily lives, both in school, family, and community environments. One of the problems faced by visually impaired students is the barriers to interpersonal communication. In general, visually impaired children experience slower development and interaction skills compared to children who can see. They often feel incapable of expressing their thoughts and feelings effectively, which can affect their interpersonal communication skills.

From the results of the researcher's observations in the field, the researcher found an interpersonal communication barrier experienced by one of the students at SLB-A PRPCN Palembang, namely client "H". The obstacle to interpersonal communication that exists in this client is that he has difficulty in composing a sentence, expressing a truth, opinion, or idea. In addition, the communication barrier that exists in this client is that there is a concern about the response or assessment of others towards them, such as what he says and how the person who listens to him responds.

From the case of client "H", who states that the characteristics of such children are children who experience obstacles in interpersonal communication, it is in line with Cangara's opinion that obstacles to interpersonal communication can be seen from individual difficulties in expressing words, composing a sentence, or understanding certain languages (Yudhistira & Trihastuti, 2023). In addition, according to Suranto, communication barriers can occur in the implementation of interpersonal communication. Interpersonal communication barriers are conditions that make communication between two or more people not run smoothly. This interpersonal communication barrier occurs because there is something that interferes with one part of the communication process that is happening, so that the communication process that is carried out is not effective. (Yudhistira & Trihastuti, 2023).

To overcome the barriers to interpersonal communication in the visually impaired student or in the "H" client, the counsellor applies one of the counselling techniques to help the "H" client develop communication skills and increase confidence. One of the techniques applied is *self-talk*. Technique *self-talk* is a technique of talking to yourself in a positive way to boost confidence, overcome challenges, and make decisions. Weinberg defined that *self-talk* allows individuals to keep focus on the task at hand by ignoring past failures and looking to the future. Someone who has *self-talk*, it will not be easy to give up, but will continue to strive to achieve the goal by making mistakes or failures a lesson (Reviliana, 2019; Usup et al., 2023). Through this technique, blind students can learn to manage their thoughts, feelings, and behaviours in communication situations, to improve interpersonal communication skills. Based on this phenomenon, this research is considered important to be carried out, because effective interpersonal communication is very necessary in daily life, especially for students with visual impairments. Deaf children often face obstacles in communicating both in the school, family and community environment. Therefore, it is important to find effective ways to help them overcome their interpersonal communication barriers. Therefore, the author is interested in conducting research entitled "Application of Techniques *Self-Talk* to Overcome Interpersonal Communication Barriers for Clients "H" Visually Impaired at SLB-A PRPCN Palembang".

## **METHOD**

In this study, the researcher used a qualitative approach, with a case study research method (*case study*). According to John W. Creswell, a case study is a study in which researchers explore a certain phenomenon (case) in a time and activity (program, event,

process, institution or social group) and collect detailed and in-depth information using various data collection procedures over a certain period (Assyakurrohim et al., 2022). The data used in this study are primary data and secondary data. In this study, the primary data source was obtained from the results of interviews with client "H" as a student at SLB-A PRPCN Palembang, who had interpersonal communication barriers. While the secondary data source, the researcher uses the second and third secondary data sources, the second secondary data source is obtained from the results of interviews with teachers, parents, and friends of the client "H", while the third secondary data in this study is used namely books, journals, articles.

The data collection techniques used by the researcher are observation, interviews and documentation. The observations made by the researcher in this study are included in the type of passive participation observation (*passive participation*), that is, in this case, the researcher only came to the place of the person or client activity observed, but did not participate in the activity (Sugiyono, 2020). Furthermore, the interviews in this study are using unstructured or free interviews where the researcher does not use interview guidelines that have been systematically and completely developed for data collection. The interview guidelines used are only in the form of outlines of the problems that will be asked (Sugiyono, 2020). The documentation used in this study is to obtain complete data about client 'H', who has obstacles in their interpersonal communication. In this study, the researcher used the data analysis method of Robert K Yin's case study. Robert K Yin divides three analysis techniques for case studies, namely pattern matching, which compares patterns based on empirical data with predicted patterns. If the two patterns have similarities, these results can corroborate the internal validity of the case study being studied. After matchmaking, the researcher performs data explanation, which is a way to explain a phenomenon, namely looking for the relationship between the phenomenon and other phenomena, then the relationship is interpreted with the researcher's ideas or ideas sourced from the literature. Then, the last researcher conducts a time series analysis, namely, chronological analysis or analysis of an event (Iswadi et al., 2023; K Yin, 2003).

### RESULTS AND DISCUSSION

Based on the results of observations and interviews conducted by researchers with research subjects. The researcher obtained the results of observations and interviews regarding interpersonal communication barriers in client "H".

**Table 1.** Observation Results

YES	ASPECTS OBSERVED	OBSERVAT ION RESULTS	
		Yes	No
1	The client expresses his opinion or feelings openly and without hesitation.		✓
2	The client is hesitant to convey his thoughts or ideas.	✓	
3	Clients give a smile or a friendly response when talking.	✓	

4	Clients respond to questions or comments enthusiastically.	✓
5	Clients show avoidance or lazy talk.	✓
6	The client provides support or motivation to the interlocutor	✓
7	The client speaks in a tone that is equivalent to the interlocutor	✓
8	Clients look confident when communicating	✓
9	The client looks hesitant to express his opinion, even though it is different from the interlocutor	✓
10	The client listens attentively as the interlocutor expresses his or her feelings	✓

The results of the above observations are in line with the results of interviews with the research subjects regarding the barriers to interpersonal communication in client "H". The following is a recapitulation of the results of interviews with the research subjects.

**Table 2.** Interview Results

ASPECTS	INDICATOR	RESULT
<b>OPENNESS</b>	Expressing opinions openly without hesitation	Client "H" is a child who never expresses his feelings or thoughts when he is in trouble, even to his parents; he tends to be a closed and independent child.
	Understanding and understanding each other	Some people do not understand or understand what client "H" is saying because of his small tone and a little stammer or convoluted when explaining something impromptu
<b>POSITIVITY</b>	Positive response in communicating with others	Client "H" feels happy and appreciated when someone gives him a positive response and accepts his opinion
	A sense of comfort in receiving and responding	Client "H" rarely gives his response or opinion because he does not dare to convey and is afraid that his opinion will not be accepted by others. in addition, this "H" client rarely gets the opportunity to give responses or opinions which makes him very little experience in giving responses or opinions to others
<b>SUPPORT</b>	Providing support from the environment	Client "H" is happy when there are people who support him when he or she has difficulty communicating
	Be passionate about doing activities to achieve goals	Client "H" feels motivated to overcome difficulties when communicating when someone gives him support, although sometimes he often feels nervous, convoluted when expressing it

<b>EQUALITY</b>	A sense of comfort when interacting	Client "H" feels uncomfortable when communicating with others during situations where this client communicates with teachers, and with new people, he feels awkward and doesn't know what kind of conversation to start
	Ability to put oneself in the same position	Client "H" is still treated the same by his themes, even though he tends to be a quiet person, but his friends still treat him the same way they treat others
<b>EMPATHY</b> ( <i>EMPATHY</i> )	Ability to sense the emotional state of others	Client "H" never tells her feelings or her problems, so others don't know if she's sad, because of her quiet attitude that keeps people from knowing about her.
	Ability to understand each other	Some people understand what is conveyed by client "H", and there are also some people who do not understand, such as when he wants to explain the material, there are still teachers who do not understand what he is saying. But for his family and friends, he already understood a little what client "H" was saying.

Based on the results of the above observations and interviews, the researcher found that the picture of interpersonal communication barriers in client "H" i.e. client "H" has limitations in self-expression, where client "H" tends to be closed related to personal problems and it is difficult to express the feelings he is feeling, even to the closest people such as his parents, so that his interpersonal communication is hampered. Furthermore, client "H" has ambiguity in the delivery of messages, namely where client "H" has a small tone of voice, speaks stammered and convoluted in expressing opinions or explaining material so that it is difficult for others to understand. Furthermore, client "H" has discomfort in communicating, namely where client "H" feels uncomfortable when communicating with teachers or new acquaintances, which can affect his ability to build interpersonal relationships, and lastly client "H" has anxiety about the judgment of others, that is, client "H" thinks too much about other people's judgments of him when communicating so that fear arises, restless and anxious when wanting to express feelings and opinions or explain something. This can hinder their courage and confidence in communicating. From the above problem, this is in line with the opinion It is important to note that barriers to interpersonal communication can be seen from the individual's difficulty in expressing words, composing a sentence, or understanding a certain language (Yudhistira & Trihastuti, 2023).

To overcome the barriers to interpersonal communication in client "H", the counsellor/researcher applies *self-talk*. Technique *self-talk* It is known to be easy to understand and has great benefits if applied in everyday life. The purpose of the researcher



is to apply the technique *self talk*. This is to recognize and change negative mindsets that can hinder client interaction, as well as replace them with positive statements that can increase confidence, openness and the ability to communicate effectively. This goal can be achieved by inviting client "H" to think rationally through positive statements. This technique helps to change negative thoughts and statements that can damage the "H" client's mindset, so that the "H" client can learn by thinking positively by composing positive statements. After applying the technique *self talk*, client "H" has begun to show significant changes, namely where client "H" becomes more confident in expressing his opinions, more able to express his feelings clearly, and more open in establishing relationships with others. Through techniques *self talk*, the client learns to replace negative thoughts and statements that previously hindered communication with positive, supportive statements. This helps the "H" client to think more rationally, manage his emotions well, and face communication situations with a more optimistic attitude. From the results of the application of the technique *self self-talk* to overcome the barriers to interpersonal communication in client "H" it can be concluded that the techniques applied to client "H" are effective or successful in overcoming barriers to interpersonal communication.

Based on the process of applying techniques *self-talk* above, the statement This is supported by research conducted by Durrotun Niswah entitled "Effectiveness of the Technique *Self Talk* To improve interpersonal communication class VII. B Integrated MTS Manba'ul-Ullum Students", that the condition of students' interpersonal communication before being given technical treatment *self -talk* was in the low category with an average percentage of 50.625%, and after being treated with the *self-talk* increased to the moderate category with an average percentage of 76%, the difference between the results of the average pre- and post-treatment percentage was 25.375%, so it can be concluded that the *self-talk* effective in improving students' interpersonal communication (Niswah, 2021; Reviliana, 2019).

## DISCUSSION

Based on the observations and interviews conducted by the researcher with the research subject, a number of important pieces of information were obtained that describe the interpersonal communication barriers experienced by client "H." From the observations conducted with the client, it was found that the client did not express his opinions or feelings openly and without hesitation. The client appeared hesitant when expressing his thoughts or ideas, indicating that there were barriers to his courage to speak. However, the client still showed some positive responses such as smiling or responding politely when talking to others, although responses to questions or comments were not enthusiastic. The client also showed a tendency to avoid or speak in a lazy tone, indicating a reluctance to engage in active communication. Nevertheless, in some situations, the client is able to provide support or motivation to the other person, indicating that under certain conditions he is capable of responding positively. However, he does not speak with the same intonation as the other person and does not show confidence in

communicating. The client appears hesitant to express opinions, especially if they differ from those of the interlocutor, and tends to keep his thoughts or feelings to himself. In terms of listening, the client appears willing to listen when the interlocutor expresses their feelings, which indicates that in two-way communication, the client still shows potential for further development of interpersonal skills.

In line with the observation results, interviews conducted with the client also reinforce the picture of interpersonal communication barriers faced. In terms of openness, client “H” is a child who never expresses his feelings or thoughts when facing problems, even to his parents. He tends to be a closed and independent person, which directly impacts the lack of information exchange in his social interactions. In addition, the client has difficulty conveying information. Some people find it difficult to understand what the client is saying because his voice is soft and he stutters a little and speaks in a roundabout way, especially when he has to explain something spontaneously. This certainly worsens the effectiveness of interpersonal communication, especially in the context of learning or social interactions that require clarity in conveying messages.

In terms of positivity, the client feels happy and appreciated when others respond positively and accept his opinions. However, he rarely responds or expresses his own opinions because he feels afraid to do so and fears that his opinions will not be accepted by others. The lack of opportunities given to the client to express his opinions limits his communication experience, thereby reinforcing the interpersonal communication barriers he experiences. In terms of social support, clients feel happy when someone supports them, especially when they face difficulties in communicating. This support motivates clients to overcome communication difficulties, although they sometimes still feel nervous and have difficulty expressing their thoughts in a structured manner. This motivation needs to be supported by the surrounding environment so that clients can gradually develop communication skills and confidence.

The aspect of equality also provides an interesting picture of the client's interaction with his surroundings. The client feels uncomfortable when he has to communicate with teachers or new acquaintances. In such situations, the client feels awkward and does not know how to start a conversation. However, in his interactions with peers, even though he is known as a quiet person, his friends treat him the same way they treat other friends. This shows that there is an element of inclusivity in the client's social environment, which is an important asset in the development of his interpersonal communication. The aspect of empathy shows that the client rarely talks about his feelings or problems. This closed attitude makes it difficult for others to know whether he is sad or under pressure, because he rarely shows his emotions openly. However, some people can understand what the client wants to say, especially family and close friends who are used to interacting with him. However, there are still teachers or other people who find it difficult to understand what the client is communicating, especially when the client is trying to explain lesson material. This indicates that empathy and the ability to understand the client's



communication still depend heavily on the closeness of the relationship and the frequency of interaction.

Based on the results of the observation and interviews, the researcher concluded that the interpersonal communication barriers experienced by client “H” included several main aspects. First, there were limitations in self-expression, where the client tended to close himself off when it came to personal problems and found it difficult to express his feelings, even to those closest to him, such as his parents. This certainly affected the client's ability to establish healthy interpersonal relationships. Second, the client experiences ambiguity in conveying messages, characterized by a soft tone of voice, stuttering, and convoluted explanations, making it difficult for others to understand the message being conveyed. Third, the client experiences discomfort in communicating, especially when interacting with teachers or new acquaintances, which impacts their ability to build effective interpersonal relationships. Finally, the client experiences anxiety about being judged by others. This anxiety makes the client prefer not to speak or express their opinions for fear of being rejected or misunderstood by others. This is reinforced by the client's acknowledgement that they feel their opinions may not be important or will not be heard.

Despite facing various obstacles, the client shows growth potential, especially if they receive support from their surroundings. Therefore, Accroding Habsy et al., (2024) the application of certain techniques, such as self-talk, can be a relevant solution to help the client overcome these obstacles. Self-talk, which is the process of talking to oneself positively, can help clients increase their self-confidence, reduce anxiety, and strengthen their motivation in facing communication challenges. With self-talk, clients can learn to regulate their internal thoughts and emotions so that they can appear more open and confident when communicating with others. In its implementation, self-talk techniques need to be given gradually and tailored to the conditions and needs of the client. This intervention can begin with an introduction to the concept of self-talk, practising positive affirmations, and strengthening self-confidence when facing communication situations that previously caused anxiety. In addition, the involvement of close people such as family, teachers, and peers is also very important in creating an environment that supports the development of the client's interpersonal communication. Support from the surrounding environment will reinforce the effects of self-talk and help clients internalise positive thinking habits in dealing with everyday social situations. Through a consistent and empathetic approach, it is hoped that clients will experience changes in their perspective on interpersonal communication and build stronger self-confidence. This transformation will not only benefit their social life, but also their learning and overall personal development.

## CONCLUSION

Based on the results of the research that has been conducted by the researcher on "The Application of *Self-Talk Techniques* to Overcome Interpersonal Communication Barriers for Clients "H Visually Impaired at SLB-A PRPCN Palembang. Therefore, it can be

concluded that the description of interpersonal communication barriers in client "H" is that they have limitations in self-expression, client "H" has ambiguity in conveying messages, client "H" has discomfort in communicating, and client "H" has anxiety about the judgment of others. However, after being given the application of *the self-talk* technique, client "H" has undergone significant changes, namely where client "H" becomes more confident in expressing his opinion, more able to express his feelings clearly, and more open in establishing relationships with others, so it can be concluded that the technique applied to client "H" is effective or successful in overcoming obstacles to interpersonal communication.

## REFERENCES

- Assyakurrohim, D., Ikham, D., Sirodj, R. A., & Afgani, M. W. (2022). Case Study Method in Qualitative Research. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 1–9.
- Fakhiratunnisa, Aura, S., Pitaloka, Putriana, A. A., & Ningrum, T. K. (2022). Konsep Dasar Anak Berkebutuhan Khusus. *Masaliq*, 2(1), 26–42. <https://doi.org/10.58578/masaliq.v2i1.83>
- Habsy, B. A., Febiyanti, D., Arsalan, F. I. P., Maulana, H., & Arfianti, Y. P. (2024). BASIC CONCEPTS OF THE GROUP APPROACH IN GUIDANCE AND COUNSELING. *Jurnal Kajian Pendidikan Dan Psikologi*, 1(3 April), Article 3 April. <https://doi.org/10.61397/jkpp.v1i3.122>
- Islam, A. D., Timorochmadi, F., Fakhrudin, M. Y., Yoseptry, R., Ratnawulan, T., & Rahayu, N. S. (2024). Pemenuhan Kebutuhan Pendidikan bagi Penyandang Disabilitas di Kota Bandung. *Jurnal Pendidikan Dan Kewirausahaan*, 12(1), 362–377. <https://doi.org/10.47668/pkwu.v12i1.1175>
- Iswadi, I., Karnati, N., & Andry B, A. (2023). *STUDI KASUS Desain Dan Metode Robert K. Yin*. Penerbit Adab.
- K Yin, R. (2003). *Studi Kasus Desain dan Metode: Desain & Metode*. PT. Raja Grafindo Persada.
- Ngalimun. (2018). *Komunikasi Interpersonal* (Edisi Pert). Pustaka Belajar.
- Niswah, D. (2021). Keefektifan teknik self talk untuk meningkatkan komunikasi interpersonal kelas VII B Siswa MTS Terpadu Manba,uL- Ulu Klepek-Sukosemu-Bojonegoro. *Doctoral Dissertation, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro*.
- Reviliana, M. (2019). Penggunaan Teknik Positive Self-Talk Untuk Membantu Mengembangkan Motivasi Belajar. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Silitonga, T., Purba, Y., Munthe, H., & Herlina, E. S. (2023). Karakteristik Anak Berkebutuhan Khusus. *Nucl. Phys.*, 13(1), 104–116.

Sugiyono. (2020). *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D* (Edisi Ke 2). Alfabeta.

Usup, U., Madi, M. S., Hataul, S., & Satiawati, C. (2023). Pengaruh Teman Sejawat Terhadap Anak Berkebutuhan Khusus (ABK). *Jurnal Pendidikan Indonesia*, 4(02), 196–204. <https://doi.org/10.59141/japendi.v4i02.1612>

Yudhistira, G. A., & Trihastuti, M. C. W. (2023). Hambatan Komunikasi Interpersonal Selama Proses Pembelajaran Jarak Jauh. *Jurnal Psiko Edukasi*, 21(1), 13–27. <https://doi.org/10.25170/psikoedukasi.v21i1.4351>