

The Relationship between Self-Confidence and Public Speaking Ability of Students of the Faculty of Education Ahmad Dahlan University Yogyakarta

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Abstract

This research was conducted at the Faculty of Psychology, Ahmad Dahlan University Yogyakarta. The purpose of the study was to determine the relationship between self-confidence and the ability to speak in public (Public Speaking). The population in this study were students with characteristics including students of the Faculty of Education, Universitas Ahmad Dahlan Yogyakarta, Class of 2002, 2003, 2004 (Semester III, V, VII), and Male and Female Students. The sampling technique used was Cluster random sampling, namely students of the Faculty of Education semester V and semester VII of Ahmad Dahlan University Yogyakarta while the remaining one semester, namely third semester students were sampled during the trial. The data analysis technique used in this study is Pearson's Product moment correlation. The results showed that there is a very significant positive relationship between self-confidence and public speaking ability, meaning that the higher the self-confidence, the higher the ability to speak in public while the lower the self-confidence, the lower the ability to speak in public.

Keywords: confidence, speaking ability

1. Introduction

Humans are social creatures that will not be separated from their environment and always live in groups ranging from small groups, such as families to large groups such as social organizations. Humans interact in every group, one of them, by communicating with others in their environment.

A community leader, a leader, a leader, students, and educators must have the expertise to present thoughts and ideas through both formal and informal forums. A student no matter how brilliant his achievements are, if he cannot express his knowledge in public or to others, it will be difficult to gain the trust of others.

Students often get assignments from their lecturers related to public speaking, including the presentation of papers to the front of the class. This ability to speak in public is not enough attention, so the ability of students becomes very concerning. Students are the younger generation who are expected to be able to make donations. His thinking and creativity to participate in the success of development. These contributions can be realized in the form of scientific work or their efforts to influence or motivate attitudes and thus the behavior of the surrounding community in a better direction, so that students are required to be able to communicate with others, one example of the ability to communicate that must be possessed by students is the ability to speak in public including if he is needed to be able to speak in public (public speaking).

The ability to be able to do public speaking well is highly demanded of students as prospective leaders of the nation and young intellectuals. Students are required to have better public speaking skills than high school students. Students who study at universities are faced with learning situations that demand independence, activeness and fullness. initiative in seeking information, with a view to preparing themselves to become independent and innovative individuals when involved in the community to devote the knowledge gained in college.

This is where the important role of communication is felt, especially verbal communication. Communication is a medium for individuals (students) to express and express their ideas and opinions, so that others can understand the ideas or ideas that are thought and desired. Ironically, this ability to speak in public is rarely trained, and rarely done well.

Public speaking can be used to express ideas, feelings and imagination. Public speaking is a formal situation so that the speaker will be the center of attention and have many opportunities to be seen by the crowd, both appearance and speech. In addition, in general, it can also increase knowledge and expand the horizon of experience.

The ability to speak in public (public speaking) in each student is different and not everyone can do public speaking well. Low self-confidence can lead to feelings of restlessness, anxiety and tension when speaking in public. Self-confidence is important because self-confidence will facilitate individual adjustment to the environment. People who have high self-confidence tend to be optimistic, confident in themselves, do not attach importance to themselves, and always think positively so that they can accept the presence of others without prejudice. High self-confidence is a positive attitude characterized by a person's ability to know the capacity he has in doing an action without having to compare himself with others, quite ambitious, responsible, optimistic, creative, independent, aware of his limitations with various potentials possessed.

Students who have self-confidence will feel satisfied with the results achieved in accordance with their capacity or ability, namely: the ability of individuals to behave as they need to obtain the expected results, so they no longer feel the need to compare themselves with others.

The ability to speak in public is still a problem among college students. This ability is indispensable for a college student. Many students feel hesitant when they have to make decisions, anxious when appearing in public caused by feelings of uncertainty or distrust in their abilities and appearance.

Public speaking difficulties are still often found in students. The phenomenon of difficulty in doing public speaking well is found when students are required to speak in public, so many students try to avoid public speaking for fear reasons.

Facts at the University that the author encountered through observation and interviews in real life. At one time there was a student who could not present in front of the class just because he was afraid of public speaking or failed every time he did so that the student ignored the success of the student himself. Some cases that the author never forgets are the result of fear of public speaking, a student avoids it. The opportunity to speak in a small meeting, however short, is missed, so the possibility of learning gradually, simply

disappears. Avoidance after avoidance continues what was once just a lack of confidence turned into a real phobia

The ability to speak in public (public speaking) is considered important because it is the ability to convey information, ideas, thoughts orally in public both formally and informally, both in large groups and in small groups. Most students have difficulty in doing public speaking due to lack of confidence so the author is encouraged to conduct research entitled The Relationship between Self-Confidence and Public Speaking Ability in Students of the Faculty of Education, Universitas Ahmad Dahlan.

2. Literature Review

(Rogers, 2004) Rogers defines public speaking as the ability to control oneself, control emotions, have the power of speech and openness to a group of people. Public speaking is the process of conveying information that individuals have to a group of people, in detail, detail and globally. With the intention of influencing and raising the spirit that can cause inspiration and emotions of the dengamya (Rakhmat, 2000).

According to (Mukti & Terbuka, 1994) public speaking is the ability to pronounce articulated sounds or say words to express, express something, convey thoughts, ideas and feelings to answer and ask, the listener receives information through a series of words if communication takes place face-to-face, plus the speaker's hand and mouth gestures.

The success of public speaking, according to (Sukadi, 2004) is determined by the preparation that the speaker has, namely a) Long-term preparation, Preparation made to appear to speak in public which is not yet clear in reality. There are three things that need to be done, namely, growing a healthy person, enriching knowledge and experience, training yourself in every available opportunity. b) Short-term preparation Preparation made to deal with a public speaking task that is clear when and where (another day, a week, or a month or two months).

According to (Anwar, 1995) what affects the success of public speaking is a. Physical preparation. Efforts are made to maintain health to stay in top condition. This preparation has a huge influence on personal appearance when speaking in public. On the contrary, the mind is largely determined by physical health. b. Mental preparation: Efforts made to engender courage and confidence in oneself so as to give rise to feelings of being able to speak in public. c. Material preparation, Efforts made to master the material to be delivered in front of the forum systematically so that it is easily understood by others.

Kepercayaan diri atau self confidence menurut The American Heritage Dictionary di definisikan sebagai "consciousness of ones own powers and abilities" yaitu kesadaran akan kekuatan dan kemampuan diri sendiri, sementara Webster's New World Dictionary mendefinisikan sebagai 'reliance on one own powers' yaitu bergantung pada kekuatan diri sendiri (Widarso, 2005)

According to (Lautser, 2001) self-confidence is an attitude or feeling of confidence in one's abilities so that individuals have a sense of security, confidence in one's own abilities, tolerance, normal ambition, independence, optimism. Someone who is confident will not be excessive caution, tends to be a tolerant person and has reasonable ambitions, while people who lack confidence have the characteristics of feeling insecure, afraid, less free and tend to blame external conditions as the cause of the problems they face.

3. Research Method

3.1 Validity and Reliability

Measurement tools in social research in general, must meet two main requirements, namely validity and reliability. The level of confidence in the conclusions of a social study will depend among other things on the relevance and accuracy of the data obtained. The validity and reliability of measuring instruments have a very important role in a research in efforts to develop social sciences in general and psychology in particular. Valid and reliable measuring instruments are reflected in the coefficients of validity and reliability that will produce accurate, objective and accountable information data.

Validity: Validity comes from the word validity which means the accuracy and accuracy of a measuring instrument or test in performing its measuring function. A test can be said to have high validity if the measuring instrument or test can carry out its measuring function, or provide precise and accurate measuring results in accordance with the purpose of the measurement (Azwar, 2001).

Reliability: Reliability is translated from the word reliability (Azwar, 2001) Reliability means the level of reliability of the results of a measurement. Measurements that have high reliability are measurements that are able to provide reliable measurement results, this is referred to as reliable (Azwar, 2001) Reliability has various other names such as reliability, reliability, reliability, consistency, stability and so on, but the main idea in the concept of reliability is the extent to which the results of a measurement can be trusted. Reliability in this study is known by using the reliability of the alpha coefficient.

3.2 Data Analysis Methods

This data analysis method is carried out with the aim that research data that is still in the form of rough data becomes easier to read and interpret. The statistical technique used to analyze the data from this study is the product moment correlation from Pearson. The reason for using statistical analysis techniques is because this study will try to test the hypothesis of the relationship between one independent variable and one dependent variable. Data analysis will be done computationally with SPSS for Windows Release 12.0.

4. Findings and Discussions

The trial was conducted on 50 subjects, from 50 data analyzed using a computer program from SPSS For Window 12.0. This analysis uses an item reliability and validity program that aims to determine the validity of the item and the reliability of the scale prepared. The validity of an item is measured using an item validity test that has an item difference power of 0.30. The results of the analysis of the public speaking scale showed that of the 48 items tested, there were 42 items that could be used with an item difference between 0.3081-0.7423 with the alpha reliability coefficient of the 42 items was 0.9517. The following is the spread of the public speaking scale after item analysis and reliability tests.

Tabel 1. Distribution of scale items after trial

Aspects	Aitem Favorable				Aitem Unfavorable				Total
	Valid	Number	Knockout	Number of	Valid	Number	Knockout	Number of	

	item	of Valid Items	items	Deciduous Items	item	of Valid Items	items	Deciduous Items	
Self-Control	4,8,9,2 9,41	5	35	1	11,26, 31,48	5	34	1	12
Controlling Emotions	16,18,2 0,25,27	5	42	1	44,2,3 6,47,1 7	5	43	1	12
The Power of Speaking	1,7,5,2 3,24,37	6	-	-	13,15, 19,30, 32,33	6	-	-	12
Openness	3,6,10, 12,38	5	28	1	14,22, 39,45, 46	5	40	1	12
Total		21		3		21		3	48

Research data collection tools as many as 42 items with distribution in table 2

Table 2. Distribusi Skala Public speaking skills

Aspects	Favorable item		Aitem Unfavorable		Total
	Item No	Sum	Item No	Sum	
Self-Control	4,8,9,29,41	5	11,26,21,31, 48	5	10
Controlling Emotions	16,18,20,25,2 7	5	44,2,36,47,17	5	10
The Power of Speaking	1,7,5,23,24,37	5	13,15,19,30,32,3 3	6	12
Openness	3,6,10,12,38	6	14,22,39,45,46	5	10
Total		21		21	42

The validity of an item is measured using an item validity test that has an item difference power of 0.30. The results of the confidence scale analysis of the 48 items tested there are 35 items that can be used with an item difference between 0.399 - 0.644 with the alpha reliability coefficient of the 35 items is 0.9136. The following is the deployment of the confidence scale after item analysis and reliability trials.

Table 3. Distribution of scale items after trial

Aspects	Favorable item				Aitem Unfavorable				Total
	Valid	Number of Valid	Knockout	Number of Deciduous	Valid	Number of Valid	Knockout	Number of	

	item	Items	items	Items	item	Items	items	Deciduous Item	
A Sense of Security	3,15,35,37	4	-	-	17,14	2	16,48	2	8
Confident in one's own abilities	24,28,45,46	4	-	-	26,39	2	19,32	2	8
Tolerance	4,8,9,11	4	-	-	7,14	2	33,47	2	8
Normal ambition	38	1	25,34,36	3	2,27,29,30	4	-	-	8
Independence	6,10,31	3	20	1	12,21,42	3	40	1	8
Optimistic	1,5,41	3	23	1	13,18,43	3	22	1	8
Total		19		5		16		8	48

Research data collection tools as many as 35 items with the following dissemination:

Table 4. Distribution of self-confidence scales

Aspects	Aitem Favorable		Aitem Unfavorable		Total
	Item No	Sum	Item No	Sum	
A Sense of Security	3,15,35,37	4	17,14	2	6
Confident in one's own abilities	24,28,45,46	4	26,39	2	6
Tolerance	4,8,9,11	4	7,14	2	6
Normal ambition	38	1	2,27,29,30	4	5
Independence	6,10,31	3	12,21,42	3	6
Optimistic	1,5,41	3	13,18,43	3	6
Total		19		16	35

Descriptive data on public speaking skills and confidence are shown in the following table:

Tabel 5. Statistical description of research data

Variabel	Σ Item	Empirical score				Hypotenic score			
		Mi n	Ma k	Rerata	SD	Mi n	Mak	Rerata	SD
Confidence	35	77	126	100,97	8,9 9	35	140	87,5	17, 5
Public Speaking	42	101	134	111,74	6,6 7	42	168	105	21

Based on the description of the data shows that the empirical average of public speaking ability is 111.74 with standard deviation (SD) = 6.67. In terms of confidence, the empirical mean is 100.97 with standard deviation (SD) = 8.99. Researchers then grouped the scores of the public speaking scale and the confidence scale into three. categories, namely low, medium and high by dividing the standard deviation (SD) into three parts. Level categorization aims to place individuals into separate groups in tiers according to a continuum based on the measured attributes (Azwar, 2003).

$(M + 1\alpha) \leq x$ = Tall
 $(M - 1\alpha) \leq x < (M+1\alpha)$ = Keep
 $X < (M-1\alpha)$ = low

Ket :

M = Mean empirik

A = Standar deviasi

Confidence

$X < [100,97-1(8,99)] = 92$
 $[100,97 - (8,99)] \leq X [100,97+1(8,99)] - 92 \leq X < 110$
 $[100,97 + 1 (8,99)] \leq X = 110$

Table 6. Categories Empirical score of self-confidence variables based on normal distribution

Interval	Frekuensi	Presentase (%)	Kategori
$X < 92$	8	11,42	Low
$92 < X \leq 110$	52	74,28	Keep
$X \leq 110$	10	14,28	Tall

Based on the table above, it can be concluded that most subjects have moderate self-confidence, while based on the empirical average of self-confidence (M = 100.97) see

table 7, then if classified in the self-confidence scale categorization table, it is medium. Speaking of these two data, it can be concluded that the research subjects have a moderate level of confidence.

Public speaking scale

$$X < [111, 74 - (6, 67)] = 105$$

$$[111, 74 - (6, 67)] \leq X < [111, 74 + 1(6, 67)] = 105 \leq X < 115$$

$$[111, 74 + 1(6, 67)] \leq X = 115$$

Table 7. Categories of empirical scores of variable public speaking ability based on normal distribution

Interval	Frequency	Presentase (%)	Category
$X < 105$	10	14,28	Low
$105 < X \leq 118$	49	70	Keep
$X \leq 118$	11	15,71	Tall

Based on the table above, it can be concluded that most of the subjects have moderate public speaking skills. Meanwhile, based on the empirical average of public speaking ability ($M = 111.74$) see table 7, then if classified in the categorization table of the public speaking ability scale, it also shows that the subject has the ability to speak in public, which is medium. Speaking of these two data, it can be concluded that the research subjects have a moderate level of public speaking ability is keep.

The normality test is carried out to find out whether the sample taken comes from the same population (population distribution data) normal professionally by looking at deviations (Santoso, 2001). frequency of observation of the distribution of symptoms studied from theoretical frequency, (Hadi, 2000).

The rule used to determine whether or not the distribution is normal is if $p > 0.05$ then the distribution is normal, on the other hand if $p < 0.05$ then the distribution is abnormal. The normality test in this study used Kolmogorof Smirnov's technique using the SPSS For Window Release 12.0 computer facility. Normality test on the scale of public speaking ability price $Z = 1.306p = 66 > 0.5$ then the variable score of public speaking ability has a normal distribution. The normality test on the confidence scale shows $Z = 0.705p = 0.703$ because $p = 0.703 > 0.5$ then the confidence variable score also shows the normal distribution. The normality test results are presented in the following table:

Table 8. Normality test

Variabel	Mean	SD	Z	P	Spread
Confidence	100,97	8,996	0,705	0,703	Usual
Public Speaking	111.74	6,678	1.306	0,066	Usual

Skills

The linearity test is analyzed with the module of linear program assumptions. Linear testing aims to see whether from the spread of points that indicate the values of variables can be drawn a straight line leading to a linear relationship between these variables. (Hadi, 2000). The results of the linearity test between public speaking ability data and confidence data showed a linear relationship. Based on the ANOVA test or F test, the F count is 1.387 with a significance of 0.619 because the probability is $0.619 > 0.5$, then there is a linear relationship between the two variables. The following are the results of the linearity assumption test of the research variables:

Table 9. Linear test

Variabel	F	Signifika nsi	Informatio n
Confidence with public speaking skills	1.38 7	0,169	Linier

Test the hypothesis in this study using the Product Moment correlation technique from Pearson because the data of each variable meets the requirements of the normality test and linearity test, namely the score of each variable is normally distributed and the two variables have a linear relationship.

The results of the Product Moment correlation analysis show that there is a very significant correlation. From the results of the correlation analysis, Product moment produces r of 0.459 with $p = 0$ with an R square (R) value of 0.211 so that it can be concluded that self-confidence contributes 21.1% to the ability to speak in public and from other external factors contributes 78.9%. This is indicated by the magnitude of the correlation coefficient between

Confidence with public speaking ability of $r_{xy} = 0.459$ $p = 0$ ($p < 0.1$) which means there is a very significant positive correlation between confidence and public speaking ability. This shows that the higher the confidence, the higher the public speaking score and the lower the confidence score, the lower the public speaking score.

The results of quantitative research show that there is a very significant relationship between self-confidence and the ability to speak in public. This is shown by the magnitude of the correlation coefficient between self-confidence and the ability to speak in public is 0.459; $p = 0$ ($p < 0, 1$) This means that if students have high self-confidence, it will be followed by high public speaking skills, otherwise if self-confidence is low, it will be followed by low public speaking skills. This research means supporting the opinion (Rogers, 2004) which says that one of the factors that affect the ability to speak in public is the personality factor, in this study is the confidence factor. The results showed that there was a very significant positive relationship between self-confidence and public

speaking ability that the higher the confidence score, the higher the speaking ability score in the future.

Students who have high self-confidence will dare to convey ideas, ideas and can have effective conversations, can imagine and visualize the current sequence of events from the developed story and speak without relying too much on notes. Self-confidence is needed by every student, without high self-confidence students will feel clumsy, awry, and unable to do something optimally when they want to appear in public (Widarso, 2005).

Students are required to have high self-confidence so that they can speak well in public in the learning and teaching process, discuss actively and dare to speak in public, so that later they can apply well the knowledge gained during college. This is in accordance with (Rogers, 2004) which states that the ability to speak well in public is very important for a number of professions, this ability is almost always needed in every type of profession, especially if the career wants to continue to climb. Inability to speak in public is not only embarrassing, but can also hinder promotion and destroy opportunities to demonstrate expertise.

Students who are afraid of public speaking, or fail every time students do, then students ignore the success of the students themselves. In the end, the confidence possessed becomes a very valuable moral for achieving success. (Rogers, 2004) states that people who are afraid of public speaking usually try to avoid it. The opportunity to speak in a small meeting, however short, is missed, so the possibility of learning gradually, simply disappears. Avoidance after avoidance continues to continue what was once just a lack of confidence, turning into a real phobia. The bad situation became worse.

These outside factors are because the frequency of practice is high enough to greatly help mastery of public speaking. No matter how hard it is to convince yourself, that you can speak well in public, without training, most likely the esophagus feels dry, the heart beats hard, and the memory is suddenly lost when you start talking (Rogers, 2004).

In our peaceful and independent country, the possibility of having to appear in public is greater. Students need to practice although it is not clear when students must appear in public. The main thing is to get used to appearing in front of the public, besides, get used to appearing to speak. The habit of public speaking will foster confidence which is very important in public speaking, as well as provide concrete experience how to speak in front of a number of people who stare and listen to us. The ability to speak is like a plant that dies easily. If the ability to speak is not yet profound, it requires continuous maintenance. If it is not maintained within three months, he will die. In other words, if the ability to speak has not taken off, he will easily fall (Kasiyarno., 1992).

Most likely another factor that affects public speaking ability is preparation. As stated by (Sukadi, 2004), many people make new preparations after knowing that in the near future (a day two days, a week two weeks, a month two months) he will have to speak in public, before facing the reality of going to perform, people will not make any preparations. Such an attitude is not quite right, although do not know when to speak in public, instead prepare yourself. Moreover, students as prospective scholars, prospective leaders, as citizens who are aware of their rights and obligations in time must definitely appear.

The main tools of speech are the mouth, face and limbs. The main of the three is the mouth. Most speakers can use assistive devices, such as props, microphones, slides, OHPs, and electronic equipment. Given the importance of the role of the mouth, face, and limbs as means of expression in public speaking, speakers need to understand and master these tools optimally. A trained mouth will be able to produce compelling voice quality, pronunciation (articulation), and songs (intonation). The face with its expression commonly called mimic will be able to use the content of the speaker's heart charmingly. Limbs with proper motion will be able to clarify, emphasize, and reinforce the intent of speech. This can be one of the factors that cause people to have the ability to speak in public.

The results of the descriptive analysis classified in the categorization score showed that the empirical mean of public speaking ability was ($M = 111.74$) with a percentage of 70% indicating the medium category, the high category of 15.71% and the low category of 14.28%. The results of the analysis for self-confidence resulted in an empirical mean of ($M = 100.97$) which showed the medium category with a percentage of 74.28%, the high category of 14.28%, and the low category of 11.42%.

Oral communication has become more important than ever. Students in this era of globalization have far more opportunities to hear oral communication through radio, tape recorders, television, films. So that students can not only act as receptive or passive listeners, students must develop oral skills more productively, namely the ability to speak in public. Students are required to have high self-confidence so that they can carry out oral communication in the learning and teaching process, for example discussing actively and daring to speak in public so that later they can apply very well the knowledge that has been gained while in college.

5. Conclusion

In this section the main ideas of the manuscript are presented, the results obtained and their novelty are indicated. Research that has been done shows that there is a very significant positive relationship between self-confidence and the ability to speak in public, meaning that the higher the confidence, the higher the ability to speak in public, while the lower the confidence, the lower the ability to speak in public.

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