Self-Efficacy And Audience Response To Public Speaking Anxiety In Professional Psychology Students (S2)

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ABSTRACT

Public speaking anxiety is a concern that individuals feel before and when speaking in public due to irrational ways of thinking towards themselves and the audience. Public speaking anxiety in this study is state anxiety, meaning that professional psychology students (S2) experience anxiety only under certain conditions, namely when speaking in public. Many factors influence public speaking anxiety, including self-efficacy and audience response to the speaker. However, the influence of the two factors on public speaking anxiety for students of the psychology profession has not been studied, so treatment for students to reduce anxiety has not been carried out based on research results. This study aimed to determine the effect of self-efficacy and audience response on public speaking anxiety. Using quantitative research methods and subjects, as many as 533 professional psychology students (S2). This study uses the Personal Report Public Speaking Anxiety (PRPSA) scale for public speaking anxiety, the Self Efficacy for Social Situations Scale (SESS) scale for self-efficacy, and the audience response scale for audience response. Hypothesis testing in this study uses multiple regression analysis. The result is a high level of self-efficacy and audience response, which tend to reduce anxiety in public speaking. In professional psychology, students (S2) self-efficacy and audience response affect 9.5%, and other factors influence the rest. These other factors are situational factors (which are conditioned), culture, and the new environment.

Keywords: Public Speaking Anxiety, Self-Efficacy, Audience Response, Professional Psychology Student (S2)

INTRODUCTION

Public speaking is an art of communication that is needed in various professions. Mastering the ability to speak in public can be a precious asset and investment. Individuals who master the ability to speak in public will have their own added value both in increasing self-confidence and improving self-quality. Public speaking anxiety is a form of social anxiety often experienced by individuals (Leary & Kowalski, 1995). Blumeet al (2010) shows that individuals who experience public speaking anxiety have less critical thinking skills in group discussions.

McCroskey (1977) states that public speaking anxiety is state anxiety, namely that individuals experience public speaking anxiety only in certain situations. This research is focused on the cognitive perspective, namely the anxiety of public speaking experienced by individuals due to the irrationality of individuals both towards themselves and the audience (situation).

Professional psychology students (S2) by the Decree stipulated by the Association of Indonesian Psychological Higher Education Providers (AP2TPI) number 05/Kep/AP2TPI/2017 relating to the curriculum,

professional psychology students (S2) are required to have exceptional work skills, namely the ability to communicate. The hope is that having the ability to communicate can support the activities of professional psychology students (S2) during lectures and a career as a professional psychologist.

Responding to the need for communication skills, professional psychology students (S2) are required to have the ability to speak in public. However, in reality, many students still experience public speaking anxiety (King, 2017). Public speaking anxiety is influenced by internal and external factors (Christiningsih & Widyana, 2017).

The internal factor that can reduce public speaking anxiety is self-efficacy. Individuals who have high levels of self-efficacy tend to have low levels of public speaking anxiety (Tim Hopf, 2009; Kasih & Sudarji, 2012; Blume, 2013; Listiyani, 2013; Riani, 2014; Wahyuni, 2014; Deviyanthi & Widiasavitri, 2016; Hasrida et al., 2016; Bozpolat, 2017; Christininingsih & Widyana, 2017; Paradewari, 2017;).

An external factor that can reduce anxiety in public speaking is the audience's response. Individuals who have a high level of positive audience response tend to have low levels of public speaking anxiety (Bassett et al., 1973; MacIntyre & Thivierge, 1995; MacIntyre et al., 1997; MacIntyre & MacDonald, 1998; Finn, et al., 2009; Hsu, 2009; Aryadillah, 2017).

This study combines internal and external factors on public speaking anxiety, namely self-efficacy and audience response to public speaking anxiety in professional psychology students (S2).

According to McCroskey (1984), public speaking anxiety is a concern felt by professional psychology students (S2) before and when speaking in public. It is caused by irrational thinking to themselves and the audience.

According to Gaudiano & Herbert (2003), self-efficacy is a professional psychology student's (S2) belief that he has the ability can control and motivate himself and can deal with situations that occur to achieve success.

According to Pertaub et al (2002), audience response is the perception of professional psychology students (S2) when speaking in public related to the stimulus or response obtained from the audience. Both the audience's positive response and the audience's negative response.

This study aimed to determine the effect of self-efficacy and audience response to public speaking anxiety in professional psychology students (S2) together or partially.

The hypotheses proposed in this study are as follows:

1. There is an effect of self-efficacy and audience response on public speaking anxiety in professional psychology students (S2).
2. There is a negative effect of self-efficacy on public speaking anxiety in professional psychology students (S2).
3. There is a significant negative effect of audience response on public speaking anxiety in professional psychology students (S2).

METHODS

Population and Research Sample
The population in this study are professional psychology students (S2) actively pursuing professional psychology education. 6,107population of professional psychology students in Indonesia in batches 2019 and 2020. Based on the Slovin $n = N/1+N$ formula, A sample with a minimum number of 375 research samples is needed.

The researcher used the purposive sampling technique in determining the research sample. Purposive sampling is a research sample determination technique based on specific criteria (Cohen, 2007). The sample criteria in this study were professional psychology students (S2) in

Indonesia from both public and private universities, aged 23-45 years, male and female, semesters 1 to 5, not yet working or already working, status not yet working. Married or married and active in organizations or not in organizations.

Based on the data obtained, the researchers obtained respondents totaling 533 professional psychology students (S2). The details are 468 respondents aged 23-30 years, 40 respondents aged 31-40 years, 25 respondents aged 41-40 years, 396 respondents were female, and 176 were male and active in semesters 1 to 5. A total of 318 respondents have not worked, and 215 are already working, 428 respondents are unmarried, 103 are married, 2 are widowed, 264 are active in organizations, and 269 are not active in organizations. Respondents came from 16 universities in Indonesia with details of 15 universities on the island of Java and 1 university on the island of Sumatra, 4 state universities, and 12 private universities.

Research Instrument

Used the Personal Report Public Speaking Anxiety (PRPSA) scale, which consisted of 34 items and was adapted into Indonesian (McCroskey, 1984).

The public speaking anxiety scale was scored using a Likert scale of 1-5 (never experienced-always experienced). The higher the score on this scale, the higher the level of public speaking anxiety experienced by professional psychology students (S2). The reliability of the Personal Report Public Speaking Anxiety (PRPSA) scale is (α=0.815).

Self-efficacy uses the Self-Efficacy for Social Situations Scale (SESS) developed by Gaudiano & Herbert (2003) from the previous scale, namely General Self Efficacy (GSE) formulated by (Bandura, 1997). The Self-Efficacy for Social Situations Scale (SESS) consists of 9 statement items. This scale uses 3 different response responses, namely a Likert

scale from a score of 1 not at all confident (or not at all disturbing partially or not at all possible) to 10 very confident (or very disturbing or very likely) (Gaudiano & Herbert, 2003). 2003).

The researcher used the Self-Efficacy for Social Situations Scale (SESS) scoring scale with a Likert scale scoring, namely (1) very unconfident, (2) not confident, (3) sometimes confident, (4) confident, (5) very confident. (1) Very unlikely, (2) unlikely, (3) somewhat likely, (4) likely, (5) very likely. (1) Very annoying (2) annoying, (3) somewhat annoying, (4) not annoying, (5) very unobtrusive. The reliability of the Self-Efficacy for Social Situations Scale (SESS) scale is (α=0.870).

Audience response uses a scale formulated by the researcher based on the theoretical reference proposed by (Pertaub et al, 2002). The audience response scale consists of 12 statement items.

The audience response scale was scored using a Likert scale scoring with details (1) never experienced, (2) rarely experienced, (3) sometimes experienced, (4) often experienced, (5) always experienced.

After testing the measuring instrument, 6 statement items were declared invalid so that the number of statement items remaining and declared valid was 6 items. The items that fell out were item number 5 (the listener looked away when I was presenting), item number 8 (the listener responded positively to the ideas I conveyed during the presentation) item number 9 (I felt sad when the listener ignored my presentation) item number 10 (spirited). I increased when the listeners were interested in the material that I brought) item number 11 (I felt disappointed when many listeners objected to my answers during the presentation) and item number 12 (listeners were enthusiastic about participating in the interactive discussion process during the presentation). The reliability of the audience response scale is (α=0.705).

Procedure

The collection of respondent data is carried out from September 5, 2021, to November 25, 2021, through the google form. All respondents agreed on their willingness to provide answers related to statements related to public speaking anxiety. Before conducting the research, the researcher obtained ethical clearance confirming that this study complies with all regulations of the Research Ethics Committee of the Faculty of Psychology, University of Surabaya. A questionnaire is commonly used for quantitative data collection (Hamdi & Bahrudin, 2014). Researchers build collaborations with campuses in Indonesia that have professional psychology study programs to obtain permission to conduct research and obtain data needed for research materials.

RESEARCH RESULTS

This study uses multiple regression analysis techniques using the SPSS for Windows 25 program. Multiple regression analysis aims to predict the magnitude of the effect between self-efficacy and audience response to public speaking anxiety.

Table 1. Regression Analysis Results

Variable	F reg	Sig
Public Speaking Anxiety (DV)		
Self-Efficacy (IV)	27.895	0.000
Audience Response (IV)		

The results of multiple regression analysis with the help of the SPSS for Windows 25 program (see table 1), the results obtained are F values of 27.895 with a significance value of $p = 0.000$ <0.05. This means that there is an influence between self-efficacy and audience response to public speaking anxiety in professional psychology students (S2).

Table 2 Effective Contribution

Variable	R	R Square
Public Speaking Anxiety (DV)		
Self-Efficacy (IV)	0.309	0.095
Audience Response (IV)		

The effective contribution of this study (see table 2) shows that the R Square value is 0.095. Based on these results, it can be concluded that self-efficacy and audience response together contribute 9.5% to public speaking anxiety, while the remaining 90.5% is influenced by other factors not examined in this study.

Table 3 Stepwise Regression Analysis of Public Speaking Anxiety

Variable	β	T	Sig
Self-Efficacy	-0,108*	-2,570	0,010
Audience Response	-0,272**	-6,494	0,000

Dependent Variable: Anxiety Public Speaking
*p<0.05   **p<0 .01

The results of the stepwise regression analysis (see table 3) above show that the beta coefficient value is -0.108 with a p significance of 0.010 <0.05 on the self-efficacy variable with public speaking anxiety. This means a significant adverse effect of self-efficacy on public speaking anxiety in professional psychology students (S2). The higher the level of self-efficacy, the lower the level of anxiety in public speaking for professional psychology students (S2), while lower the level of self-efficacy, the higher the anxiety in public speaking for professional psychology students (S2).

Next on the audience variable, the beta coefficient value is -0.272 with a p significance value of 0.000 <0.05. This means that there is a significant adverse effect on the audience's response to speaking to professional psychology students (S2). The higher the level of audience response, the lower the anxiety in public speaking for professional psychology students (S2), while the lower the response rate in the audience, the higher the anxiety in public speaking in professional psychology students (S2).

DISCUSSION

Professional psychology students (S2) need to master the ability to speak in public to support their activities in lectures and after graduation and have a career in the community. Anxiety about speaking in public will undoubtedly impact the academic decline of professional psychology students (S2) because they are considered incompetent and lack the ability. This is a consideration for researchers to conduct empirical studies that focus on variables that are believed to affect public speaking anxiety.

This study's results indicate an influence between self-efficacy and audience response to public speaking anxiety in professional psychology students (S2). Professional psychology students (S2) tend to feel able to focus on presentations, believe that they can present optimally, feel that their shortcomings are

not an obstacle, feel that their audience is excited when they present, feel that the audience is familiar and feel that the audience is enthusiastic about following the presentation, so psychology students profession (S2) can overcome his anxiety and worries when speaking in public. Based on these results, it can be concluded that hypothesis 1 is accepted. Simultaneously, the results of this study are new findings because researchers have not found previous studies that tested the effect of self-efficacy and audience response on public speaking anxiety.

This study also found that there was a significant adverse effect between self-efficacy and public speaking anxiety in professional psychology students (S2). Professional psychology students (S2) with a high level of self-efficacy tend to feel able to focus on their presentations, believe they can present optimally and feel that their shortcomings are not a significant obstacle, so professional psychology students (S2) tend to be able to overcome their anxiety, fears, and worries when speaking in public. While professional psychology students (S2) with low self-efficacy tend to be less able to focus on presentations, have doubts when presenting, and feel that their weaknesses will harm their presentations, professional psychology students (S2) tend to be less able to overcome their anxiety and worries when speaking in public.

These results are in line with previous studies which state that self-efficacy is negatively correlated with public speaking anxiety (Tim Hopf, 2009; Kasih & Sudarji, 2012; Blume, 2013; Listiyani, 2013; Wahyuni, 2015; Hasrida et al., 2016; Bozpolat, 2017; Christininingsih & Widyana, 2017; Paradewari, 2017). Other studies do not align with research on professional psychology students (S2). Research from Ananda & Suprihatin (2019) involving 127 students of the Unissula Faculty of Teacher Training and Education showed a p significance value of 0.385 (p>0.05). This means that there is no relationship

between self-efficacy and public speaking anxiety.

The audience response partially harms public speaking anxiety in professional psychology students (S2). Professional psychology students (S2) who have a positive perception of the audience's response tend to feel the audience is excited when they present, feel the audience is familiar, and feel that the audience is enthusiastic about participating in the presentation process, so that professional psychology students (S2) tend to be able to overcome their anxiety and worries when speaking in public. . Meanwhile, professional psychology students (S2) who have a negative perception of the audience's response tend to feel that their audience is less enthusiastic when presenting, feel that the audience is not friendly and feel that the audience is less enthusiastic about following the presentation so that professional psychology students (S2) tend to be less able to overcome their anxiety and worries when speaking in public.

Previous studies that support research on professional psychology students (S2), state that when the speaker gets a negative response from the audience, it tends to result in increased levels of public speaking anxiety (Bassett et al., 1973; MacIntyre & MacDonald, 1998; Finn, et al., 1973). al., 2009; Hsu, 2009). Research conducted by MacIntyre et al (1997) shows that audiences who show a friendly and pleasant attitude tend to be able to reduce their level of anxiety in public speaking.

CONCLUSION

Public speaking anxiety in professional psychology students (S2) is proven to be influenced by self-efficacy and audience response. Professional psychology students (S2) with high levels of self-efficacy and high perceptions of audience responses tend to have low anxiety levels in public speaking. Self-efficacy directly has a significant negative effect on public speaking anxiety in professional psychology students (S2). This means that the higher the level of self-efficacy, the lower the public speaking anxiety in professional psychology students (S2). Meanwhile, the lower the level of self-efficacy, the higher the public speaking anxiety in professional psychology students (S2). Direct audience response also significantly negatively affects public speaking anxiety in professional psychology students (S2). Professional psychology students (S2) who positively perceive high audience responses tend to have low anxiety levels in public speaking. Meanwhile, professional psychology students (S2) with a low positive perception of audience response tend to have a high level of anxiety in public speaking. Researchers suggest that further research is expected to include other factors influencing public speaking anxiety, such as situational factors (conditioned), culture, and the new environment. The researcher also hopes that in future research, the subject criteria can be focused on students of the professions of doctors, nurses, marketing, public relations, or other subjects that require high communication skills.

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