



The Influence of Self-Confidence to Reduce Communication Apprehension on Freshman Students in Faculty of Psychology

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ABSTRACT

This study aims to examine empirically the influence of self-confidence on communication apprehension of freshman in the Faculty of Psychology. The study used a quantitative method with respondents as much as 116 of freshman in the Faculty of Psychology. Data analysis used simple regression analysis with a significance level $p = 0,000$ ($p < 0.01$). This shows that self-confidence has a very significant influence on communication apprehension. In addition, the correlation coefficient shows -0.501 , which means that self-confidence has a significant negative relationship to communication apprehension. This result explains, if self-confidence is high, then communication apprehension is low. The contribution of self-confidence is also shown in this study used linear regression analysis.

Keywords: *Self-confidence, Communication apprehension, Freshman, Faculty of Psychology*

INTRODUCTION

As individuals who have just entered a new environment, of course that makes individuals have various kinds of thoughts and feelings. They can be either positive or negative. The example of

something negative is the feeling of anxiety and fear of speaking in public in front of new people. Anxiety experienced by many people when speaking in public, initially proved by research conducted by McCroskey (1984), which shows the results that 15-20% of teens in the United States experience communication apprehension. The definition of communication apprehension or communication barriers is a negative reaction from individuals in the form of anxiety experienced by individuals when communicating, both interpersonal communication, public communication and mass communication. The boundary between communication apprehension and public speaking anxiety lies on context. When a person has a high level of communication apprehension, he will experience anxiety when experiencing various communication contexts. There are four types of communication apprehension, they are communication apprehension as a trait (communication barriers as character), communication apprehension in generalized context (communication barriers in certain conditions), communication apprehension with generalized people (barriers to communication with general people), and communication apprehension as a situational (barriers to communication in



individuals when communicating with individuals or groups of individuals at a time). Anxiety in public speaking includes CA in generalized context.

Meanwhile, public speaking anxiety can be seen from the various behaviors shown. According to Ochs & Winkler (1979), these symptoms are sound tones, refers to vibrating sounds, talking too fast or too slow, monotonous, and not empathy. Furthermore, verbal fluency refers to stuttering, intermittent speech, awkward breaks or pauses, searching for the right words, and stopping speech. Mouth and throat, seen repeatedly swallowing saliva, repeatedly cleaning the esophagus, and breathing becomes heavy. Then, facial expressions such as lack of eye contact, rotating eyesight, facial muscles stretched, grimacing, twitching eyes, and flat expressions. Then, the hands and arms become stiff, cannot stand properly, and swing. In addition, there is a rough body movement such as swinging and walking fast.

There are several factors that can affect communication apprehension, such as new things, social and economic status, level of self-awareness, differences, and past experiences (Beaty in Devito, 2011). The results of a survey conducted by Sirait & Sirait (2016) on students in the class and community in Jakarta and several other cities in Indonesia, showed that during the presentation, each participant had the opportunity to speak, but not all participants took the advantage of the opportunity, especially for those who do not like to appear in public, they tend to avoid because they are afraid. This feeling indicates a feeling of lack of confidence. In fact, self-confidence is an important aspect of human personality as a means to actualize their potential.

Individuals who have good self-confidence, usually always be optimistic and confident in their ability to do things, while individuals who have low self-confidence, they will experience obstacles. Because of a lack of confidence, it causes fear that fills the space of the individual's heart and mind.

Santrock (2014) explained that self-confidence is a comprehensive evaluative dimension of self. Another definition of self-confidence is explained by Vandebos (2007) that self-confidence is a belief in the capacity of self-ability and is seen as a positive personality. The statement shows that people who have good confidence, they will make sure to be success in the future. Self-confidence is a mental attitude in assessing oneself and the objects around it, so people have confidence in their ability to be able to do something later. Lauster (1992), sparked aspects found in individuals with good self-confidence, which consists of a belief in one's abilities, refers to a person's positive attitude about himself and truly being able to do what he wants. Optimistic, a positive attitude that is owned by someone who is always good in dealing with everything about themselves and their abilities. Objective, refers to someone who views a problem or something in accordance with the correct truth, not according to personal truth or according to himself. Responsible, people's willingness to bear everything that has become the consequence. The last aspect are rational and realistic, as the ability to analyze a problem, something, and an event by using thoughts that can be accepted by reason and in accordance with reality.

A good level of self-confidence needs to be possessed by students in a



university because they are required to be able to hold public talks as a reference for becoming a quality individual for the present and future in the workforce such as discussing and delivering the results of the discussion in a presentation in front of the class (Devito, 1984). According to McCroskey (1984), a student with high communication apprehension will try to avoid communication as much as possible, for example avoiding meetings with peers or instructors to discuss related subject matter. McCroskey's statement is in line with the results of research conducted by Tom, Johari, Rozaimi, & Huzaimah (2013) to 49 pre-diploma students of the Faculty of Business and Management at Universiti Teknologi MARA (UiTM). The results of these studies indicate that as many as 38.8% stated "agree" to dislike participating in a discussion group. The results of the study also explained that 61.2% of participants did not know how to start their presentation when they were in public.

Research from Chandratika & Purnawati (2013) which examined the description of anxiety disorders in students in between freshman student and final-year students of the Faculty of Medicine, Udayana University. The results showed that the prevalence of anxiety disorders on freshman students was greater at 25% compared to final-year students at 11.7%. From that study, it can be seen that the freshman students experienced more anxiety than the final-year students. This can be caused by freshman students still not familiar with the ins and outs of campus life, it is not an easy thing to do or dare to speak in public, due to the environment and new friends with different personalities. This is certainly an obstacle that results in new

students feeling shy, nervous, and afraid to speak in public. The anxiety experienced is inseparable from the confidence that freshman students have in communicating in public settings. However, among the many faculties offered by universities, one of them is Gunadarma University, researcher is interested in focusing only on examining students in Faculty of Psychology and only taking on freshman students.

Research on freshman students in this faculty is important to do because as is well known that a student with the background in Psychology who will be able to realize his ideals as a professional psychologist, of course there are some abilities or skills that must be possessed to support that goal. One of them is the ability to communicate well with others. The most of Psychology graduates get jobs that often deal with many people or clients. Fields of work that can be cultivated by Psychology graduates include trainers, consultants, teaching staff, and speakers in a program related to psychology. Also, field of work as a counselor, therapist, researcher, and Human Resource Development (HRD) require good public speaking skills. For example, the task of presenting the results of his work when the company meeting takes place. To support this ability, then, most of the assignments in the lecture are in the form of group discussion and presentation. This can be useful for increase a level of confidence and reducing anxiety in public speaking. So, in the future, these capabilities can be useful when dealing with clients. Effective ways of communicating without seeming patronizing when giving input to clients can facilitate the counseling process running.

H1. There is an influence of self-confidence on communication apprehension of freshman students in Faculty of Psychology at Gunadarma University.

METHODS

Sample

116 active freshman student of the Faculty of Psychology, University of Gunadarma Depok and Kalimalang class of 2016, consisted of male and female gender. The sampling technique used is probability sampling, which uses simple random sampling with class randomization techniques.

They also provided important demographic data. Demographic data such as sex, age, and Grade Point Average (GPA) can be seen in Table 1.

Table 1: Demographic variables: age, sex, and GPA

Variable	Categ.	Freq.	%
Sex	Male	20	17,2
	Female	96	82,8
Age	17	3	2,6
	18	59	50,9
	19	47	40,5
	20	7	6
GPA	< 1.00	0	0
	1.00≤X<2.00	1	0,9
	2.00≤X<3.00	17	14,7
	3.00≤X<4.00	97	83,6
	4.00	1	0,9

Measures

Data collection techniques in this study using questionnaire method. The questionnaire is consisting of 20 items for self-confidence scale and 39 items for communication apprehension scale. Both

of these questionnaires using rating scale format with option of answer 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree). The measurement of self-confidence in this study used a scale from Ardhini (2012) which was compiled based on aspects of self-confidence according to Lauster (1992), consisting of self-confidence, optimism, objective, responsible, and rational and realistic with reliability of $\alpha = 0.835$. While, the measurement of communication apprehension in this study, uses a scale from Puteri (2007) based on the symptoms from Ochs & Winkler (1979) including tone of voice, verbal fluency, mouth and throat, facial expressions, hands and arms, and rough body movements with reliability of $\alpha = 0.933$. Hypothesis testing is done by using *simple regression analysis* to examine contribution from self-confidence to communication apprehension after linearity test.

RESULT AND DISCUSSION

From the data analysis that has been done, the regression significance shows a value of 0,000 ($p < 0.01$). This means that the hypothesis in this study is accepted, there is a very significant influence of self-confidence on communication apprehension of freshman students in Faculty of Psychology at Gunadarma University with a correlation coefficient (r) -0.501. Then, the value of R^2 of 0.251 indicates that self-confidence affects the communication apprehension at 25.1%. These results are consistent with the research by Juwita, Agung, & Rahmasari (2011) and Winarni (2013) which states that there are a negative and significant relationship between self-confidence and anxiety in public speaking to students.

The correlation and regression analysis result can be seen in Tabel 2 and Table 3.

Table 2: Correlation between Self-Confidence (SC) and Communication Apprehension (CA).

Correlations			
		SC	CA
Self-confidence	Pearson Correlation	1	-.501**
	Sig. (2-tailed)		.000
	N	116	116
Communication apprehension	Pearson Correlation	-.501**	1
	Sig. (2-tailed)	.000	
	N	116	116

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3: Contribution of Self-Confidence (SC) to Communication Apprehension (CA).

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.501	0.251	0.245	12.192		
Unstandardized		Standardized			
B	Std. Error	Beta	t		
Sig.					
Constant	163.156	11.783	13.846	0.000	
SC	-1.161	0.188	-0.501	-6.186	0.000

Rakhmat (2008) explained that the factors that can influence a persons's anxiety when they speaking in public are social influences, but social influences are also related to one's self-confidence to speak in public. The higher a person's desire for achievement, the higher his confidence, so that he is more difficult to be influenced by group pressure.

In addition, it is known that the empirical mean of the self-confidence scale is 62.50 and that the value is included in the high category, and it is known that the empirical mean of the scale of communication apprehension is 90.59 and the value is in the medium category.

From the results of the empirical test, it was found that 17-year-old respondents experienced higher communication apprehension compared to 18 years, 19 years and 20 years. This can be caused by the age of the respondents who are still relatively younger to enter the world of lecture compared to their peers. According to Gunarsa & Gunarsa (1991), the age of freshman student ranges from 18 to 21 years. In this age range, it is considered that students are better able to control their emotions which previously dominated a lot of attitudes and actions which began to be integrated with other psychic functions, making them more stable and more controlled.

Furthermore, the results of empirical testing also found that respondents who were male experienced the communication apprehension higher than respondents who were female. This is in line with Beaty's explanation (in Devito, 2011) regarding the factors, namely differences. If people feel that the audience they are facing has little in common with them, then anxiety will increase. As is known, Faculty of Psychology is dominated by female students. This may affect the level of confidence that male students have, so that it can also affect the level of anxiety when speaking in front of the class.

Subsequent additional results, showed that students who obtained Grade Point Average (GPA) between $1.00 \leq X$

<2.00 had a lower level of self-confidence than other students who received a higher GPA. This can occur because of the self-concept factor that can affect student confidence, so that it can also affect the level of communication apprehension. As explained by Anthony (1992), the formation of self-confidence in a person begins with the development of self-concept obtained in the association within a group. The results of the interactions that occur will result in self-concept. The results of this empirical test are in line with the research conducted by Wati (2015), that individuals with high self-concepts will be able to complete the assigned tasks and objectives, including the task of public speaking.

CONCLUSION

Based on the result of hypothesis test, it can be concluded there is a very significant influence of self-confidence on communication apprehension of freshman students in Faculty of Psychology at Gunadarma University, which mean hypothesis of this research is accepted.

SUGGESTIONS

For freshman students in Faculty of Psychology, it is suggested that they always involve self-confidence because it will affect the level of communication apprehension. So, they will interact better and interpersonal skills can be trained for future needs.

Meanwhile, for families and other societies, it is hoped that they can understand that freshman students or individual self-confidence is inseparable from the influence of their social environment.

Therefore, future studies also suggested to choose a better measuring

instrument represents the self-confidence when speaking in public. In addition, you can look for other variables related to communication apprehension, such as self-awareness.

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