

Original Article

The Relationship of Self Confidence and Glossophobia in Students

Yunita Widia Ningrum¹, Melina Lestari²

¹Guidance and Counseling, Universitas Indraprasta PGRI, Jakarta, Indonesia.

²Guidance and Counseling, Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia

Abstract. The purpose of this research is to find out the picture of self-confidence in class VIII students at SMPN 59 Bekasi, to find out the picture of glossophobia in class VIII students at SMPN 59 Bekasi, and to find out whether or not there is a relationship between self-confidence and glossophobia in class VIII students in SMPN 59 Bekasi. The method used in this research is a quantitative method, namely descriptive research with the type of data obtained based on a survey using a self-confidence and glossophobia level questionnaire. The population is class VIII students with a total of 270 students. And the total sample is 161 students. Data analysis using SPSS. The results of the analysis of the data that has been collected and studied based on the data that has been obtained, show that Self-Confidence has a significant relationship with glossophobia at SMPN 59 Bekasi as shown by the results of the Pearson product moment correlation analysis processing with a significance value of $0.000 < 0.05$, and a value of The correlation is -0.473 , so the level of relationship between self-confidence and glossophobia is moderate, so this value states that there is a negative influence (in the opposite direction) between the Self-Confidence variable and the glossophobia behavior variable. This means that the higher the level of self-confidence, the lower the level of glossophobia and vice versa.

Keywords: Self-Confidence, Glossophobia, Students.

*Corresponding author: Yunita Widia Ningrum, yunitawidianingrum5@gmail.com, Jakarta, Indonesia.



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Introduction

In fact, humans are social creatures and must be able to adapt to the environment in which they live, have friends from different regions, nationalities, races and religions, both at home and at school. Therefore, as a social being, humans need to communicate with other humans (Damanik, 2022). Communication serves as a means of meeting the needs of students in the social, personal, educational, professional, religious, and family spheres. Communication plays a very important role in everyday life, because communication is the formation or development of individual social relationships.

Through communication, one grows, learns, discovers one's own personality and others, integrates into society, makes friends, is hostile, loves or cares about others, hates, and so on. Communication can be done in the form of verbal communication, non-verbal communication or communication through learning media. (Winarni, 2013). If it is difficult to communicate, you will experience anxiety in public speaking (Glossophobia), such as fear of making mistakes, trembling, and cold sweating when answering questions, speaking, and making presentations. (Hartati Rismauli, 2022).

Glossophobia comes from the Greek which means *glossa* is tongue and *phobos* means fear or fear. The fear of public speaking in the psychological language is commonly called glossophobia. People who are afraid of speaking in public (Glossophobia) tend to be confused in front of small or large crowds. (Khan, 2015). The fear of speaking in public in this case occurs when introducing yourself, reading the outcome in front of the class, and the time of the presentation (Agustina, 2011). People with glossophobia can dance or sing in public, but they have difficulty speaking in public such as reading poetry or speaking. Fear of public speaking or fear of speaking in public occurs because the subconscious takes over the conscious mind and perceives social situations as a threat, so the body reacts by opposing or avoiding. Glossophobia is a feeling of anxiety, fear of making mistakes, lack of self-confidence, trembling, cold sweat, fast heartbeat even difficulty breathing when speaking, cold feet and abdominal pain in public (Atrup, 2018).

The anxiety of speaking in public is a continual discomfort in one's mind, whether in imagination or in the presence of a multitude. (Wahyuni, 2015). Anxiety of speaking in public can also be understood as an uncomfortable feeling that creates a fear to speak, to speak or merely to express an opinion in public, personally or in a group, so that the message can not be delivered perfectly, all of it, is a psychological, physiological and behavioral response in general. (Bukhori, 2017). A person with a fear of glossophobia can be detected from two symptoms, physical and non-physical. Physical symptoms include increased heart rate, excessive sweating, cold hands and feet, abdominal pain, vague speech, trembling, head bending or trying to avoid contact, visual impairment, difficulty breathing, drowning, and so on. (Nuryono, 2016).

Everyone is different, everyone has a unique personality that is inherent in him. The difference is that there are people who are confident, but there are also those who are less confident. But if people are less self-confident, then it will be difficult for us to adjust to the environment. (Anthony, 1992). For example, when speaking in public, delivering material in a discussion or forum, and speaking. Self-confidence, too makes someone nervous, anxious, difficult to socialize, and unable to find self. From the above explanation it can be seen that self-confidence is the root of life, because it determines the thoughts and activities that we do every day.

According to Komara (2016), self-confidence is an aspect of personality that contains a belief in the advantages, abilities, and skills that a person possesses. According to Willis, confidence is the belief that one has the ability to solve problems well and bring something pleasant to others. (Ghufron dan Risnawati, 2011).

According to Lauster (2012), self-confidence is an attitude or belief in the ability of an individual, so that the individual is not always anxious to act, free to do what he likes, responsible for every act, warm and polite when interacting with other individuals and able to recognize the advantages and shortcomings of himself. (Hidayati & Savira, 2021). According to Sarastika (2014), self-confidence is an attitude or belief that exists within oneself. Self-confidence is a person's ability to accept himself as he is. Able to understand what he is like, and eventually start to believe that he can do things well. Someone who is confident in his ability to do many things. (Andono, dkk, 2023). The aspects of self-confidence according to Lauster (in Gufron & Risnawita S, 2014) are as follows: Belief in self-capability, optimism, objectivity, responsibility, rationality and realism

According to Sitepu dkk (2016) "Factors that can affect self-confidence are classified into two, namely internal factors (self-concept, self-esteem, physical condition, life experience) and external factors (education, work, environment)." (Yulianti & Bulkani, 2018). The student must be convinced in himself that he has the ability to convey correctly and accurately what he wants to be conveyed based on the content of his speech. Hendriana, Rohaeti, and Sumarmo (2018) argue that self-confidence is an attitude of confidence toward one's own abilities and viewing oneself as an integral individual guided by the concept of oneself. Furthermore, it is said that the indicators of self confidence are: 1) believing in one's abilities, 2) acting independently in

making decisions, 3) having a positive self concept toward oneself, 4) boldly expressing opinions. Based on the explanation above, it's important to have a self-confidence attitude. By having confidence, students will be active in the learning process of teaching (Ningsih & Warmi 2021). Based on the description described earlier, the researchers are interested to know and prove scientifically that there is a link between self-confidence to glossophobia in the students of the eighth grade in SMPN 59 Bekasi. The hypothesis in this study is that there is a relationship of self-confidence to glosophobia in the students of the eighth grade in SMPN 59 Bekasi.

Method

The method of research to be carried out is the method of descriptive research. Data analysis techniques are used to simplify data so that data is easier to interpret. This analysis is carried out using simple regression analysis techniques to manage and discuss the data obtained and to test the hypotheses put forward. The regression analytics technique is chosen in this study because simple regressive analysis techniques can directly conclude about one dependent variable (Y) and one independent variable. (X).

The research subjects were taken at SMPN 59 in Bekasi City of a total of 161 students. As for the scale used is the likert scale which covers the self-confidence scale and the glossophobia scale. In this study, researchers spread the lift to students who had been selected as samples. The glossophobia scale is composed of several components, namely: self-confidence, optimistic, objective, responsible, rational and realistic.

Results and Discussions

The survey data was collected from 23 April 2024 to 27 May 2024. The study consists of two variables: the self-confidence variable and the glossophobia variable, with the number of respondents based on the rate of guilt of 5%, with a total of 161 students.

Here's the categorization of the data of the self-confidence variable research:

Table 1
Frequency Distribution and Percentage of Self-Confidence

Self Confidence Category	Intrval	Frequency	Percentage
Very High	> 80	41	25,5%
High	66 - 79	101	62,7%
Medium	52 - 65	19	11,8%
Low	38 - 51	0	0%
Very Low	23 - 37	0	0%
Total		161	100%

Source: Processed primary data (2024)

Based on the above table, 161 respondents had a very high self-confidence of 41 people with 25.5%, followed by 101 respondents with a high confidence of 62.7%, the medium respondent had 19 people with 11.8%, the respondent with a low confidence was 0 people with 0%, and the respondent with a very low self-consciousness was 0 persons with 0%. This shows that the confidence in students of SMPN 59 Bekasi overall was in the high category with a 62.7% percentage of 101 people.

Here's the categorization of glossophobia variable research data:

Table 2
Frequency and Percentage Distribution of Glossophobia

Self Confidence Category	Interval	Frequency	Percentage
Very High	> 69	9	5,60%
High	57 - 68	44	27,32%
Medium	45 - 56	50	31,05%
Low	33 - 44	39	24,23%
Very Low	20 - 32	19	11,80%
Total		161	100%

Source: Processed primary data (2024)

The above table shows that 161 respondents with very high glossophobia were 9 with a percentage of 5.60%, followed by respondents who had high glossophobia as 44 with 27.32%, respondents who had medium glossophobia as 50 with 31.05%, respondents who had low glossophobia as 39 with 24.23%, and respondents which had very low glossophobia as 19 with 11.80%. This shows that glossophobia in students of SMPN 59 Bekasi overall is in the middle category with 31.05% that is, as 50 people.

Table 3
Normality Test Results

Variabel	Asymp. Sig	Description
X	0,061	Normal
Y	0,200	Normal

Source: Processed primary data (2024)

Based on the results of the normality test table obtained a sig. (2-tailed) value for confidence of 0,061, because the asymp. sig. value for self-confidence is greater than 0,05. So according to the basic assumption of the normality test decision is that when the probability of sigification $> 0,05$ then the data being tested is distributed normally (Ghozali, 2018:82). It can then be concluded that the data from both variables are normally distributed in their spread and meet the normality test assumptions.

Table 4
Linearity Test Results

Variabel	F	Significance	Description
XY	1,175	0,265	Linear

Source: Processed primary data (2024)

Based on the linearity test in the table above, it can be concluded that the self-confidence and glossophobia variables show a degree of significance of 0.265, so $0.265 > 0.05$, which means that the confidence variable has a significantly linear relationship.

Table 5
Pearson Correlation Test Results

Variabel	Signifikansi	Pearson Correlation
Self-confidence	0,000	-0,473
Glossophobia	0,000	-0,473

Source: Processed primary data (2024)

Basic decision-making in Pearson's Product Moment Correlation Test: If sig value < 0.05 then, the zero hypothesis (H_0) is rejected or can be concluded that there is a significant relationship between the connected variables and if sig value > 0.05 , then the zero hypothetical (H_0) is accepted or it can be inferred that there are no significant relationships between the related variables.

Based on the results of the correlation test between confidence and glossophobia in students, it can be seen in the table that the significance result is: 0,000. The result of the hypothesis test where $0,000 < 0.05$ then H_0 is rejected and H_a is accepted. So it can be concluded that the variable (X) Self-confidence has a relationship to the (Y) variable Glossophobia in the students of the eighth grade in SMPN 59 Bekasi. With the magnitude of the correlation value -0,473 by indicating a negative sign or opposite direction, which means the relationship between the two variables versus the reverse. The higher the self-confidence level, the lower the glossophobia rate. The lower the confidence rate, the higher the glossophobia level. A correlation value of -0,473 has a degree of relationship between self-confidence and glossophobia is moderate.

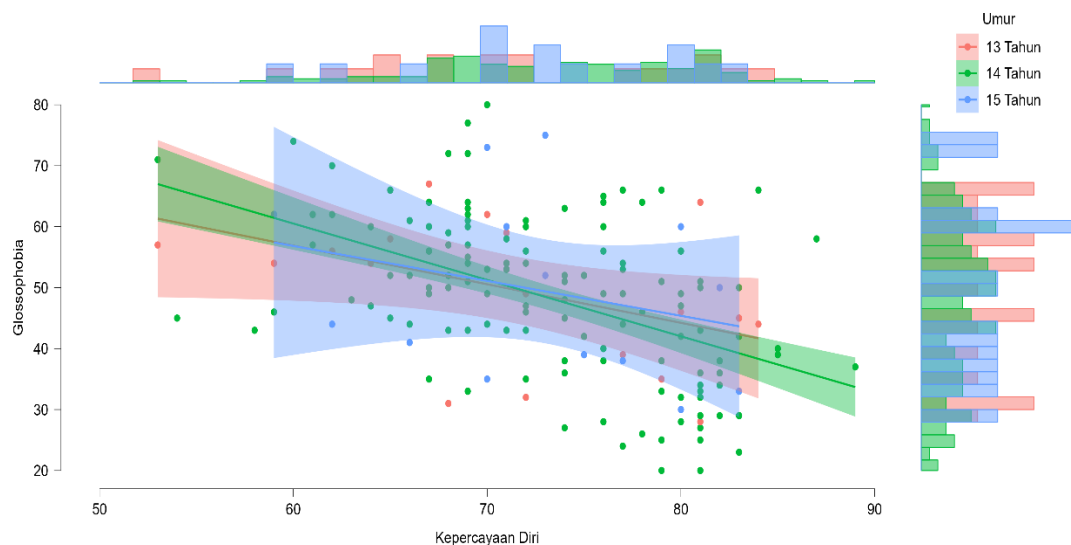


Image 1. Self-confidence – Glossophobia based on age

The image shows a scatter plot that depicts the relationship between "self-confidence" (X) and "glossophobia" (Y) with data differentiated by age (13, 14, and 15 years). Based on age data points are divided into several: age 13 with pink, age 14 with green, and age 15 with blue. In general, there is a negative relationship between "self-confidence" and "glossophobia", with some differences in data distribution and regression between different age groups. This means the lower the "self-confidence" value, the higher the "glossophobia" value.

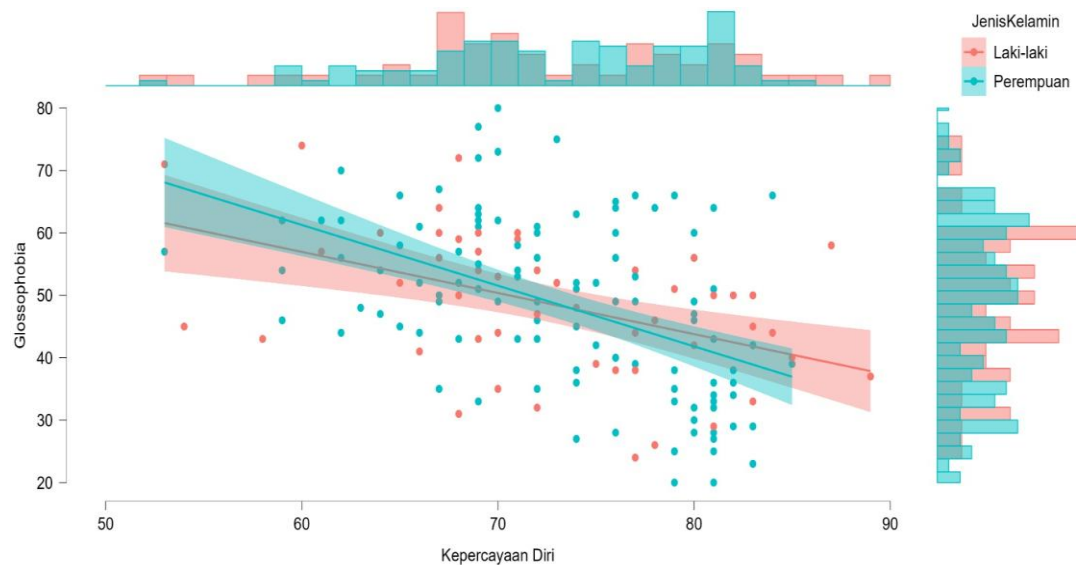


Image 2. Self-confidence – Glossophobia based on gender

The image shows a scatter plot that depicts the relationship between "self-confidence" (X) and "glossophobia" (Y) with data differentiated by gender (men and women). Based on gender, the data points are divided into two: men with pink color, and women with blue color. In general, there is a negative relationship between "self-confidence" and "glossophobia", with some differences in data distribution and regression between different gender groups. This means the lower the "self-confidence" value, the higher the "glossophobia" value.

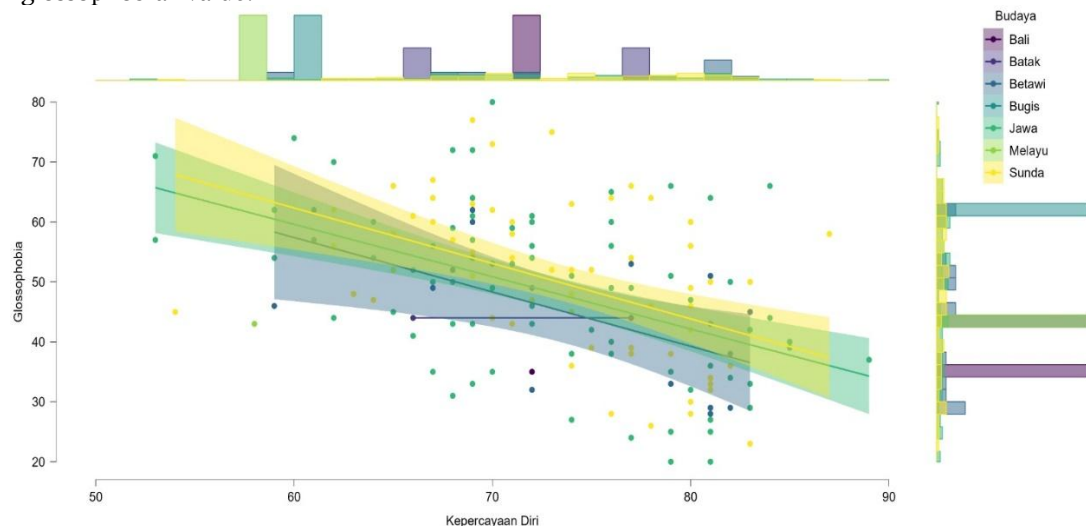


Image 3. Self-confidence – Glossophobia based on culture

The image shows a scatter plot that depicts the relationship between "self-confidence" (X) and "Glossophobia" (Y) with data differentiated by culture namely: Bali, Batak, Betawi, Bugis, Jawa, Melayu, Sunda with a variety of colors for each culture. In general, there is a negative relationship between "self-confidence" and "glossophobia", with some differences in the distribution of data and regression between different cultural groups. This means the lower the values of "self confidence", the higher the value of "glossophobia".

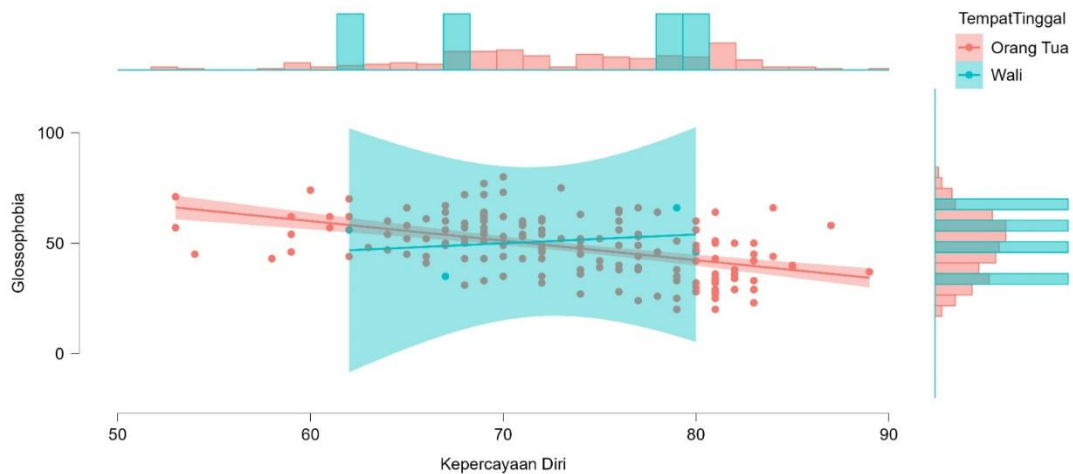


Image 4. Self-confidence – Glossophobia based on residence

The image shows a scatter plot that depicts the relationship between "self-confidence" (axis X) and "glossophobia" (axe Y) with data differentiated by residence namely: parents with pink color, and guardians with blue color. In general, there is a negative relationship between "self-confidence" and "glossophobia", with some differences in data distribution and regression between different home groups. This means the lower the "self-confidence" value, the higher the "glossophobia" value.

The study aims to find out the relationship between self-confidence and the level of glossophobia in students in SMPN 59 Bekasi. The results of the analysis of the data collected and studied, based on the data obtained, indicate that the confidence of dieri has a significant relationship to glossophobia in students in SMPN 59 Bekasi. This is demonstrated from the results of the processing of the hypothesis test with the Pearson correlation test with a significance value of $0,000 < 0,05$ with a correlations value of $-0,473$, then the value states that there is a negative (contrary direction) relationship between the self-confidence variable and the behavioral variable of glossophobia. This means that if self-confidence increases, the glossophobia rate decreases, and vice versa. The correlation test value of $-0,473$ indicates that there is an opposite link between confidence and glosophobia with a moderate relationship rate. The significance result indicates H_0 rejected and H_a accepted.

The results of the research conducted by the researchers also show that self-confidence has a significant relationship to glossophobia behavior. This can be seen from the research conducted by Chandra Sugiharta (2016). The results of the hypothesis test show that if the magnitude of the rhitung value is 0.565 and the significance value is 0,000 then H_0 is rejected and H_a is accepted. That means there's an influence of self-confidence on the anxiety of speaking in public, which means that the higher the level of confidence in the student, the lower the anguish of public speaking, and vice versa. (Sugiharta, 2016).

The results of the study of Isna Muftiana Greek (2016) also stated that the results of this study aimed at testing the difference of scores can be concluded that the significance value of $0,004 < 0,05$ thus H_0 was rejected and H_a received. It shows that there is a difference in the number of scores obtained by students who have a low ability to present opinions after giving self-instruction techniques to students of the eighth grade High School 40 Surabaya (Yunan Isna Muftiana & Setiawati Denok, 2016).

The results of Feni Ethics Rahmawati (2014) also stated that $Thitung < Table (0<4)$, so it can be concluded that there was a change in the scores of anxiety speaking in the public in the eleventh grade students of State High School 2 Pare before and after the application of NLP therapy. Results of the study Atrup, Dwi Fatmawati (2018) the condition of subjects DZ in the

baseline phase (A) and the intervention phase(B), in the Baseline Phase(A) the session 1 DZ obtained a score of 78%, the session 2 73% and the session 3 75%.

This indicates that DZ has a decrease in the level of glossophobia, (2) an estimate of the directional tendency at the baseline phase (A) decreases, at the intervention stage (B) the tendency to the direction is decreasing or there is a positive change, (3) the stability tendency in the Baseline Phase(A) is stable because the percentage reaches 100%, at intervention phase(B) its instability (variable) is 50%. Sunanto dkk. (2005) this tendency of stability uses the guideline if the percent stability is 85%-90% then it is said to be stable, which means that the relationship of confidence to glosophobia will be stabil. (Atrup, 2018). Based on the explanation above, it can be concluded that self-confidence has a relationship with glossophobia.

Conclusions

Based on the research results and data analysis in this study on the influence of adversity quotient on learning anxiety among 11th-grade students at SMA Budhi Warman 1 East Jakarta, the conclusion is that the descriptive data of students' adversity quotient shows that 5 students (2.20%) are in the very high category, 131 students (57.71%) are in the high category, 90 students (39.65%) are in the medium category, 1 student (0.44%) is in the low category, and 0 students (0%) are in the very low category. This means that the average adversity quotient of the students is in the high category. Meanwhile, the descriptive data of students' learning anxiety shows that 0 students (0%) are in the very high category, 19 students (8.37%) are in the high category, 141 students (62.11%) are in the medium category, 59 students (25.99%) are in the low category, and 8 students (3.52%) are in the very low category. This means that the average learning anxiety of the students is in the medium category. Furthermore, based on the data analysis and hypothesis testing results discussed earlier, it can be concluded that adversity quotient has a significant influence on learning anxiety, as evidenced by the contribution of adversity quotient amounting to 30.2% towards learning anxiety. In addition, the regression coefficient is negative, indicating that an increase in students' adversity quotient causes a decrease in students' learning anxiety.

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