

Self-confidence as a Supporting Factor for Public Speaking Skills of Prospective Guidance Teachers

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ABSTRACT

This paper documents the assessment of self-confidence related to student public speaking skills among BK UNP students because good public speaking is supported by good self-confidence. The research was carried out using a mixed method through the research instruments of questionnaires supported by interviews and observations from 50 students taken at random. The questionnaire has been validated with content and empirical validities and produced a validity index of 0.85 and a reliability index of 0.90. This research result reveals that BK UNP students have good self-confidence when they apply public speaking. Based on the interview and observation results conducted on students, it was found that students should have preparation for appearing in public, either in terms of preparing the material they want to convey and their needs when appearing and overcoming anxiety or before appearing and knowing some common words used by listeners. Due to the limitations of researchers, we only discuss one factor that supports female students' public speaking, self-confidence. It is recommended that future researchers conduct research related to public speaking skills in more depth and breadth by looking at other factors that influence public speaking skills and the methods used to improve public speaking skills.

Keywords: *self-confidence, public speaking, prospective guidance teachers*

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INTRODUCTION

Public speaking skills provide more thorough preparation and good accessibility for students (Jean-Pierre, J. et al., 2021) especially when they face society and the world of work. The public speaking skills possessed by undergraduate candidates, especially prospective guidance and counseling teachers, can be used to communicate with service users (stakeholders). The stakeholders for prospective guidance and counseling teachers are schools and clients: students who have problems. Schools as service users, have many personnel in their environment, both teaching staff and education staff, who have a variety of characters and abilities. With the variety of personal characters and abilities in schools, prospective guidance and counseling teachers must be able to adapt and blend into the school environment, by developing and using good public speaking skills.

The results of research conducted in 2017 found that 74% of people suffer from Glossophobia (fear of speaking in public) as revealed on the web page: <https://fisipol.umsida.ac.id/>. Apart from language processing skills, fear of speaking in public is also one of the causes of a person's low public speaking skills (Tarsinih & Juidah, 2021). Low public speaking skills do not only happen to adults but also to students. The results of the 2021 research show that the public speaking skills of Indonesian students are still in the low category, namely 24.60% (Tarsinih & Juidah, 2021) which is caused by psychological factors (negative thought

patterns, lack of knowledge, lack of self-confidence, weak mentality) and language factors (is the biggest factor)(Desri & Rahmi, 2023), (Nadiyah et al., 2019), (Muna, 2023). There are many factors that cause students' low public speaking skills, but self-confidence is one factor that must be considered and really supports public speaking skills.

Public speaking skills are supported by self-confidence (Nadiyah et al., 2019), not as a determining factor but which influences a person's ability to speak in public. In general, women's self-confidence is lower than men's and this condition also applies to students. Female students have lower self-confidence than male students. This condition results in female students having lower public speaking skills than university students. However, this self-confidence does not affect the academic and psychomotor abilities of male and female students (Vajapey et al., 2020). Furthermore, female students are willing to make presentations but are reluctant to do presentations because of their background (Paola et al., 2021) as well as self-confidence problems. Female students who have poor public speaking skills tend to have poor social and work environments which can affect the quality of their own lives (Paola et al., 2021).

Public speaking skills are part of a person's communication skills (Pelletier, 2009), prospective counselors use public speaking to be able to communicate well with their clients. If communication skills are impaired, it is possible that the information given to students/clients will not be conveyed well and result in missed understanding. From the initial survey conducted by researchers on BK UNP students class of 2022, it was found that for each class of each generation in the BK department, female students were more dominant than male students. In each class in the BK department, the percentage of female students is 80% -90% of the total number of students and the percentage of male students is only 10% -20% of the total students per class. The dominant number of female students in a group does not mean they have high self-confidence to speak in public. There are only 5 to 10 active students for each class/group in each class totaling 30 students. Each group of students who are dominantly active in their group are male students.

Apart from that, there are several female students who are not very good at expressing their opinions in front of the class but are good at processing their words and opinions in written form. There were several female students who were asked to present in front of the class, they refused, but when they were forced or promised rewards when appearing in front of the class, they were able to explain the assigned material well. The reasons given by female students for not wanting to appear were because of their shame and lack of self-confidence. With the findings obtained, researchers conducted research on self-confidence and public speaking of students at BK UNP as a whole by discussing **self-confidence: one of the factors supporting the public speaking skills of BK UNP students.**

METHOD

This research used a mixed method approach to assess students' self-confidence related to the public speaking skills of students majoring in BK UNP which was conducted from March to April 2024. Furthermore, this research used 50 respondents from the total number of students majoring in BK UNP, class of 2022, totaling 156 people. Researchers took students from the class of 2022 because they had received quite a variety of courses and sufficient skills to equip them to undertake PPL. Apart from that, the class of 2022 has taken several courses that rely on students' public speaking skills, such as labor techniques, group counseling, individual counseling and others.

In this research, researchers used research instruments in the form of questionnaires, interviews and observations. Of the 50 questionnaires that the researcher distributed to 50 respondents, only 1 questionnaire was not returned to the researcher, while the other 49 questionnaires were received by the researcher. The questionnaire given to students has been validated with content validity and empirical validity. The validation results obtained a validity index of 0.85 and a reliability index of 0.90.

The questionnaire instrument was researched, processed using the help of descriptive statistics using percentages. Meanwhile, interview and observation instruments were processed using 3 data processing steps from Miles and Huberman, namely reduction, display and verification of research data.

RESULTS AND DISCUSSION

RESULTS

This research wants to reveal female students' self-confidence skills related to female students' public speaking skills. Public speaking skills are abilities that are associated and needed by everyone in their lives, especially teenagers and adults. There are several indicators of student self-confidence related to the public speaking skills of BK UNP students

1. *safety sense*

A sense of security is an indicator of student self-confidence to support public speaking skills. To see students' safety sense in public speaking, researchers distributed a questionnaire to students with 5 related question items. From the questionnaire that has been distributed, data is obtained as below:

Tabel 1. *safety sense*

No	Kategori	Persentase (%)
1	Kurang	2
2	Sedang	24.5
3	Baik	69.4
4	Baik sekali	4.1

From the table above, data shows that the safety sense of BK students in public speaking is highest in the good category at 69.4%. Meanwhile, female students who have a medium category in the safety sense indicator are 24.5%. Furthermore, students who have a safety sense are in the poor category as much as 2% and those who have a very good category are 4.1%

2. **Normal ambition**

For normal ambition indicators, researchers distributed a questionnaire with 6 questions. For this indicator, data is obtained according to the table below:

Table 2. *normal ambition*

NO	KATEGORI	PERSENTASE (%)
1	Kurang	2
2	Sedang	34.8
3	Baik	61.2
4	Baik sekali	2

In the table above, data is obtained that 61.2% of female students have normal ambitions in the good category. Meanwhile, 34.8% have normal ambitions in the medium category, 2% in the poor category and 2% of all female students in the very good category. From the data obtained above, BK teacher candidates on the normal ambition indicator are categorized as good.

3. **On the self confidence**

On the self-confidence indicator, researchers distributed a questionnaire with 5 questions. For this indicator, data is obtained according to the table below.

Table 3. on the self confidence

NO	KATEGORI	PERSENTASE (%)
1	Kurang	0
2	Sedang	32.6
3	Baik	51
4	Baik sekali	16.4

In the table above, data is obtained that 51% of female students have confidence in themselves in the good category. Meanwhile, 32.6% have confidence in themselves in the moderate category, in the poor category it is 0% and in the very good category it is 16.4% of all female students. From this data, the indicators of self-confidence are categorized as good.

4. Independent

For independent indicators, researchers distributed a questionnaire with 7 questions. For this indicator, data is obtained according to the table below:

Table 4. independent

NO	KATEGORI	PERSENTASE (%)
1	Kurang	2
2	Sedang	26.5
3	Baik	67.4
4	Baik sekali	4.1

In the table above, data is obtained that 67.4% of female students have independence in the good category. Meanwhile, 26.5% have independence in the moderate category, 2% in the poor category and 4.1% of all female students in the very good category. So it can be concluded that for the independent indicators, prospective BK teacher students are in the good category.

5. Optimistic

Pada indikator optimis, peneliti menyebarkan angket dengan 6 buah pertanyaan. Pada indikator ini didapatkan data sesuai dengan tabel di bawah ini:

Tabel 5. Optimis

NO	KATEGORI	PERSENTASE (%)
1	Kurang	4
2	Sedang	28
3	Baik	60
4	Baik sekali	8

In the table above, data is obtained that 60% of female students have a sense of optimism in the good category. Meanwhile, 32.6% felt optimistic in the moderate category, 4% in the poor category and 8% of all female students in the very good category. It was concluded that student guidance and counseling teacher candidates on the optimistic indicators were categorized as good.

Discussion

Students who do public speaking are trained intensively in a supportive environment, getting constructive feedback and facing challenges gradually will support what they do (Razali et al., 2023). With these preparations and conditions, students have good self-confidence to support students' public speaking skills (Fitrananda et al., 2018). Furthermore, good public speaking skills can influence abilities in the work environment, therefore female students must have good public speaking skills in order to get better achievements (Raja, 2017).

Self-confidence is one of the factors influencing public speaking skills, female students must have good self-confidence. Self-confidence is an attitude shown by someone who is confident in their own abilities so that they are not too anxious about the actions they take, are free to do what they want and are responsible for their actions, are polite in interacting with other people, have achievement motivation and can know their own strengths and weaknesses (Lauster, 2002).

Apart from that, people who have self-confidence have the characteristics of being selfless (tolerant), not needing encouragement from others, being optimistic and happy (Singh, 2021). With the understanding and characteristics found in someone who has good self-confidence, the indicators of a person's self-confidence shown in the form of public speaking skills can be seen from 5 indicators. The 5 indicators are: sense of security, normal ambition, self-confidence, independence and optimism.

1. Safety Sense

From the data obtained above, BK students are categorized as having a good sense of safety when appearing in public. However, it needs to be improved further so that it becomes better for the future by using good training and preparation. A sense of security is a condition where a person is able to control physical, moral or material threats that occur to him (Nilsen et al., 2004). With a sense of security, students are able to express their ideas, opinions and thoughts in public well.

Furthermore, feeling safe when appearing in public is a condition that is quite difficult for everyone to create but needs to be created so as not to cause disturbances to female students. The feeling of insecurity/anxiety about appearing in public that occurs in someone is called public speaking anxiety.

Public speaking anxiety is one of the insecurities/anxieties most often experienced by humans which is related to anti-social actions. Anxiety about appearing in public that occurs in teenagers and adults will have a negative impact on work, social and academic outcomes (Ebrahimi et al., 2019). Apart from that, if this anxiety is left unchecked, it will give rise to other, more serious anxiety disorders.

Students' sense of security when appearing in public can be seen from the various actions they take when appearing. This sense of security can be seen from the eye contact that students always maintain. By maintaining eye contact with the audience, the speaker is said to be an individual who has a sense of safety when appearing in public. Eye contact with the audience is one way to make a successful public appearance, apart from maintaining body posture and respecting the audience (Kilag et al., 2023).

Apart from that, a sense of security can also be seen from the speaker's feeling of comfort when speaking in public and the speaker's calmness when speaking in public. Feeling comfortable when speaking in public can be overcome by using variations in speaking (Parcha, 2023) and can be done by having a 2-way discussion between the speaker and the audience. Two-way communication in public speaking can increase interest and maintain the audience's attention (Bylkova et al., 2021) so that the speaker can know the reaction of the audience. Furthermore, the speaker's confidence that the material presented in public can be understood by the audience can create a sense of security for the speaker when appearing in public.

Feeling safe and being able to overcome anxiety when appearing in public has a positive impact when performing. The cause of anxiety that arises when appearing in public is generally fear of being judged negatively for their appearance (Sugiyati & Indriani, 2021). Feelings of anxiety and fear like this are something that female students must be able to overcome when appearing in public.

Especially for prospective guidance and counseling teachers, it requires them to be able to overcome fear and create a sense of security when communicating well with clients and students. With good self-confidence from prospective guidance and counseling teachers, their public speaking skills can also improve. To overcome anxiety or fear of performing, you need positive encouragement from within yourself, good preparation and practice.

2. Normal Ambition

The normal ambition of female students who appear in public can be seen from the calmness in delivering material at the same tempo. So it doesn't give the listener the impression that the speaker is in a

hurry to convey the material to the audience. The speaker must deliver the material calmly and not anxiously, this affects the audience's reception (Zainal, 2022). They know the fears and anxieties of the speaker. Therefore, it is best for speakers to prepare materials and materials as well as everything they need when appearing in public.

Furthermore, female students deliver material according to the time provided, they are speakers who have normal ambitions. A good speaker is a speaker who delivers material to the audience within the time allotted. Apart from that, students deliver material to the audience in detail so that the audience can understand it. Audiences like speakers who explain clearly and in detail the material presented to them. Apart from explaining the material in detail, organizing the flow of the material well (Bjerregaard & Compton, 2011) is what listeners like from a skilled speaker.

For students who are prospective guidance and counseling teachers, when communicating and dealing with clients they must be able to discuss them in clear detail. Apart from that, when explaining something to a client, you must have a good flow and don't zig zag so that the client is able to receive the explanation well. In addition, students being able to master problems that arise when performing is one of the characteristics of normal ambition.

Normal ambition is good motivation to achieve something desired that is adjusted to one's abilities, being responsible for what one does and being able to complete the tasks given well (Budi & Tina, 2016). With the normal ambitions that female students have, their appearance when in public is good. Student guidance and counseling teacher candidates must have this indicator in order to have good self-confidence in communicating with clients and stakeholders later.

3. On the self confidence

Being confident in yourself in this research can be seen from the audience being confident and appreciating the material presented by the female students. A speaker who is able to convince the audience with the material he presents and is able to make the audience respect him is an accomplished speaker.

Apart from that, an indicator of self-confidence can be seen from the ability to control conditions when disturbances occur when speaking in public. Mastering problematic conditions when performing will usually cause the speaker to lose concentration, but if the speaker can master these conditions then the speaker is a speaker with good self-confidence.

Furthermore, the speaker feels PD and being yourself when in public is a condition that can be seen from indicators of self-confidence. Speakers have self-confidence and being themselves makes them able to master the conditions in front of them even though there are problems when they appear in public. Being confident in yourself means feeling that you are capable, will not be disturbed by other people's interference and do not feel shaken by comparisons with other people (Budi & Tina, 2016).

Prospective guidance and counseling teachers must have self-confidence to increase their self-confidence so they are able to carry out their duties well. Apart from that, prospective guidance and counseling teachers must respond quickly to the conditions that exist in their clients and make quick decisions in emergency situations if necessary.

4. Independent

The independent indicators can be seen from the condition of female students when appearing in public from the way they answer questions from the audience well. By answering the audience's questions well, it can be seen that the speaker has mastered the material presented and is independent in carrying out public speaking.

Apart from that, female students who are able to take sudden actions out of necessity when appearing in public is an action that can refer to independent indicators. Furthermore, independent indicators can be seen from the students' readiness to prepare the material. A speaker who himself prepares the material to be presented is one of the characteristics of a speaker who is an independent person and is an indicator of self-confidence.

A student who prepares everything to appear independently when appearing in public is also a condition of showing the independence of a student. A speaker who independently prepares everything independently to appear in public is a condition that shows the characteristics of a person who has good self-confidence.

Furthermore, students are able to correct mistakes in public well and are able to appear in public well. This condition shows many people that speakers who have these 2 abilities are people who have good self-confidence so that their public speaking skills are good and good. A person has good self-confidence, expresses his opinion in public in a straightforward way in conveying ideas and in good sentences (Rif'ati, 2018). Prospective guidance and counseling teachers are also expected to be able to express their ideas in a straightforward manner and with good sentences in public speaking.

5. Optimistic

This optimistic indicator can be seen from several conditions passed by the speaker, namely: female students who see the audience appreciating the material presented is a condition that is part of the optimistic indicator. Female students who are able to make good presentations in public, are confident in speaking in public, have positive thoughts about every condition, good or bad, female students are able to make presentations well and female students have good public speaking skills.

All of the conditions above are part of the indicators of optimism. If students can fulfill all the conditions above, they will have good self-confidence. If their self-confidence is good then their public speaking skills will also be good. For prospective guidance and counseling teachers, an optimistic attitude is part of who they are and will come out through words both for themselves and for others. Prospective guidance and counseling teachers who have an optimistic attitude will give positive words to clients and people around them and provide a good outlook on facing problems and life (Punyanunt-Carter, 2010). and vice versa, prospective BK teachers have a pessimistic nature which will be visible and visible in their daily words and behavior. This has an influence on clients and the people around them

CONCLUSIONS AND RECOMMENDATION

From research conducted on student prospective BK UNP teachers, it was concluded that their self-confidence in public speaking was categorized as good. This can be seen from the 5 indicators of self-confidence seen by researchers, namely: sense of security, normal ambition, self-confidence, independence and optimism. Data was obtained that student BK UNP teacher candidates were included in the good category.

From the results of this research, the researcher suggests increasing self-confidence for public speaking of female students who are prospective guidance and counseling teachers by practicing, preparing the materials and necessities to perform well, overcoming anxiety before and when performing in their own way, being calm and Know the common words used by listeners.

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