



## THE RELATIONSHIP BETWEEN SELF-EFFICACY AND POSITIVE THINKING WITH PUBLIC SPEAKING ANXIETY IN STUDENTS

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### ABSTRACT

*The current study focused on examining the relationship between public speaking anxiety with self-efficacy and positive thinking among 100 students of SMK Negeri 48 Jakarta. Proportional random sampling was used in selecting the research participants and conducting the survey stage with a quantitative approach. The quantitative test used a correlational approach followed by multiple regression analysis. The application of the Likert scale is useful as a measuring scale in collecting research data related to the variables tested. The results of statistical tests using the Pearson Correlation Product Moment approach show that there is a significant negative relationship between self-efficacy and public speaking anxiety, the higher of self-efficacy can lower the level of public speaking anxiety, and or vice versa. The correlation test also shows that there is a negative correlation between positive thinking and public speaking anxiety. The results of multiple regression tests also show that self-efficacy and positive thinking together influence public speaking anxiety. This finding gives an effective contribution of 29.3%. The implications of these findings can be the basis and input related to the need for positive thinking training and increasing self-efficacy in students.*

**Keywords:** *self-efficacy, positive thinking, public speaking anxiety, students*

### INTRODUCTION

Communicating is at least one of the skills that everyone needs to have. However, when someone feels anxious when trying to speak in public this can no longer be underestimated. This is because the anxiety can be recognised as public speaking anxiety. The presence of speaking anxiety can be characterised by the fear felt by individuals when communicating. This speaking anxiety refers to the fear and apprehension that surrounds the speaker when performing in public. It is not only experienced by adults, but also in schools.

To prove the existence of public speaking problems in students, the researcher conducted a pre-survey through teachers and learners to confirm and see the public speaking anxiety problems that occur by students majoring in Office Management Automation at SMK Negeri 48 Jakarta. The results showed that out of 58 teachers who are actively teaching, 38 teachers think that there is a problem involving students' speaking anxiety when they speak in public.

The most frequently selected answers when students were asked if they ever felt anxious when speaking in public were "always", "often" and "sometimes". Therefore, the pre-survey results also show that the number of students who never feel anxious when communicating in public is not much. Students admit that the feelings felt by them when speaking in public still feel anxious. Students who can overcome this anxiety get 83.1% and there are still those who cannot overcome anxiety.

Ernawati and Fatma (Astuti & Pratama, 2020) explain two factors that influence public speaking anxiety, namely internal factors (self-efficacy, positive thinking ability, self-esteem, experience, and ability to think rationally), as well as external factors (audience differences, number, familiarity, attitude, status, and evaluation). In terms of the selection factors affecting public speaking anxiety by the pre-survey respondents, self-efficacy and positive thinking received the most points. Thus, the researcher draws the decision that these two factors most influence speaking anxiety in students, especially



students majoring in Office Management Automation at SMK Negeri 48 Jakarta.

All the pre-survey respondents said that they knew self-efficacy and applied it in their daily lives. Although it is not known whether the level of their self-efficacy is high or low with only the interim results of this pre-survey, the results are enough to provide evidence that the respondents already have self-efficacy. In addition, another factor related to anxiety when speaking in public is positive thinking. It was found that most of the pre-survey respondents claimed to have applied positive thinking in their daily lives. Thus, there is a relationship between self-efficacy and positive thinking towards public speaking anxiety in students at SMK Negeri 48 Jakarta.

However, a discrepancy was found when the researcher monitored these two factors at SMK Negeri 48 Jakarta. In the pre-survey, SMK Negeri 48 Jakarta admitted that they had participated in debates, public speaking, speeches, and other competitions related to public speaking. However, only a few students from Office Management Automation participated. Of the total number of OTKP students, only 1 or 2 students run for themselves as a volunteer. When compared to the level of students' self-efficacy as well as their positive thinking, this number is very small compared to expectations.

From the experience of participating in the competition mentioned earlier, within 6 months SMK Negeri 48 Jakarta has never won. The cause of this is thought to be the problem of public speaking anxiety. In fact, SMK Negeri 48 Jakarta is included in the 7 best vocational schools in DKI Jakarta according to LTMPT with the number one ranking (Sulistiono, 2022). An anxiety problem that is not solved and is able to reduce school performance can have an impact on the image of the school.

If we refer to Matindas' (2003) opinion, the effect of self-efficacy is very capable of reducing speaking anxiety when performing in public does not appear here. Likewise, Adrian's (2020) view explains positive thinking, which can change the anxiety that

comes to overcome certain threats or conditions. Based on the data obtained, it is suspected that there is a gap that occurs. Although students have self-efficacy and apply positive thinking, it is not necessarily able to reduce public speaking anxiety.

In addition, the decrease in participants who participated in the competition, the contribution in class was quite low as stated by the head of the Office Management Automation department. Many students are nervous about presenting the results of discussions in front of the class. They are also afraid when faced with communication activities in front of the masses. As a result, understanding of learning materials is somewhat hampered. There were also some students who were asked questions and were unable to answer the questions. If this continues to happen, there could potentially be a gap between the learning outcomes and the learning objectives that have been set. Gradually, a negative impact can be seen on the academic achievement of students.

In Jendra's with Sugiyo (2020) previous research found that a significant negative effect appeared on self-efficacy on the presentation anxiety of class XI students at SMA Negeri 1 Wuryantoro. These results mean that the low anxiety experienced by class XI students is due to high self-efficacy when presenting. However, the results of this study intersect with the findings conducted by Kasih and Sudarji (n.d.) regarding the relationship between self-efficacy and public speaking anxiety. The Psychology student at Bunda Mulia University proved that public speaking anxiety is not affected by the self-efficacy factor.

Based on the results of research conducted by Anggraini, Syaf, and Murni (2017) there is a relationship between positive thinking and communication anxiety. These results are indicated by the existence of a negative significant relationship related to positive thinking with communication anxiety. Contrary to these results, the findings of Genc, Kulusakli, and Aydin (2020) also reveal that positive thinking is not



significantly related to a person's level of speaking anxiety.

It was found in Khairunisa's (2019) research that the anxiety factors of speaking in front of the class, namely internal factors such as self-efficacy and positive thinking, were not included and did not appear in the monitoring results. Therefore, there are inconsistencies in the results of previous research on the relationship between self-efficacy and positive thinking with students' public speaking anxiety.

Starting from this description of the background problem and the gaps previously described, the researcher's interest arises to examine the factors within a person, namely self-efficacy and positive thinking and the relationship between these factors and public speaking anxiety in students majoring in Office Management Automation at SMK Negeri 48 Jakarta. Therefore, the purpose of this research is to analyse:

1. The relationship between self-efficacy with public speaking anxiety.
2. The relationship between positive thinking with public speaking anxiety.
3. The relationship between self-efficacy and positive thinking with public speaking anxiety.

## THEORETICAL REVIEW

### Public Speaking Anxiety

Anxiety is an excessive feeling of fear accompanied by feelings of worry, nervousness, and a sense of inadequacy that disturbs a person when living their life. Anxiety in communication is expressed by West & Turner (Muslimin & Maswan, 2021), namely fear in the form of negative feelings felt by individuals in communication, usually in the form of feelings of tension, nervousness, or panic when speaking. Beaty (Harianti, 2017) also revealed that public speaking anxiety is a form of real speaking anxiety when communicating in front of people characterised by feelings of fear, worry, nervousness, and anxiety.

This is in line with what Sellnow (Muslimin & Maswan, 2021) said that anxiety in speaking can be interpreted as individual fears or concerns related to real communication with others. Jangir & Govinda (Ananda & Suprihatin, 2019) argue that public speaking anxiety is a state of tension, doubt, nervousness, and fear when speaking in public. The definition is the same as Weiten, Lloyd, Dunn, and Hammer's (Muslimin & Maswan, 2021) explanation which states that speaking anxiety is the tension experienced by individuals when they will speak with others such as feelings of nervousness. Philips (Utami & Oktarisa, 2021) states that public communication anxiety (reticence) is caused by the inability to deliver messages perfectly, causing psychological and physiological reactions.

From all the statements that have been described, if drawn, public speaking anxiety can be understood as a feeling of anxiety such as fear, worry, doubt and can affect a person's physical condition and thoughts that arise when speaking in public so that it can hinder a person's communication skills. The dimensions of public speaking anxiety refer to Rogers' (Ananda & Suprihatin, 2019) views, namely the physical component, mental component, and emotional component.

### Self-Efficacy and Positive Thinking with Public Speaking Anxiety

There are solutions that can control anxiety and feelings of fear when speaking in public, its convincing us that we can get through it, namely self-efficacy, positive thinking to eliminate negative thoughts that make us anxious, and being calm (Puspita, 2017). Internal factors mentioned by Christiningsih & Widyana (Ananda & Suprihatin, 2019) as influencing public speaking anxiety include self-efficacy and positive thinking. Self-efficacy and positive thinking can control and reduce anxiety and even eliminate negative feelings.

Ernawati and Fatma (Astuti & Pratama, 2020) explained two factors that influence public speaking anxiety, namely internal



factors (self-efficacy, positive thinking ability, self-esteem, experience, and ability to think rationally), as well as external factors (audience differences, number, familiarity, attitude, status, and evaluation). Thus, self-efficacy and positive thinking are included in the internal factors to reduce speaking anxiety.

Based on research conducted by Ananda and Suprihatin (2019), it was found that there was an insignificant negative relationship between self-efficacy and public speaking anxiety in the subjects studied. It is also proven in this case, a 10.7% decrease in speaking anxiety is influenced by positive thinking and self-efficacy factors.

Christiningsih and Widyana (2017), also found a negative relationship between positive thinking and self-efficacy with public speaking anxiety. Students who can control their mindset will have a good impact, namely controlled anxiety. The influence of low self-efficacy is also able to cause student anxiety when he is asked to communicate in public.

Self-efficacy and positive thinking have their respective roles to reduce public speaking anxiety. Myers' (Astuti & Pratama, 2020) opinion also states that there is the power of positive thinking behind self-efficacy policies. While a person experiences feelings of anxiety when speaking in public, if he has a high level of self-efficacy and can think positively, then his anxiety level will be lower.

### **Self Efficacy**

According to Bandura (Fadilah & Rafsanjani, 2021), self-efficacy can be said to be an individual's belief in the abilities he has as an effort to control the events around him. Baron and Byrne (Supriyadi, 2019) explain in theory that self-efficacy is a person's belief in their ability to handle tasks effectively and take the necessary actions. Luthans (Cahyadi, 2022) conveyed that self-efficacy is a person's belief in his ability to face and solve problems, as well as the belief that he can complete a job.

It is also said that self-efficacy is a self-confidence to achieve a dreamed goal with predetermined targets (Mawaddah, 2019). In

line with that, Schwartz and Gottman (Supriyadi, 2019) who say that self-efficacy is a belief in the ability possessed by individuals to carry out certain goals. Self-efficacy is believed to be a belief in his ability to achieve results. This self-confidence is considered as a belief in oneself in taking an action to deal with it so that it can get the results as expected (Suciono, 2021). Feist (Supriyadi, 2019) also defines self-efficacy as an individual's belief in the ability that exists in themselves which is used as a basis for carrying out an activity to achieve certain results.

According to Alwisol (Cahyadi, 2022), self-efficacy is defined as a view or perception of oneself about how oneself can function in accordance with the situation at hand. Therefore, understanding that there is confidence in a person's ability to motivate him to do the task to achieve the expected results is the conclusion of self-efficacy. With this, the dimensions of self-efficacy refer to Bandura's (Suciono, 2021) views including level/magnitude, strength, and generality.

### **Self-Efficacy with Public Speaking Anxiety**

As stated by Myers (2012), anxiety is influenced by one's beliefs or self-efficacy. Matindas (2003) sees the influence of a person's self-efficacy is very instrumental for his anxiety when communicating in front of many people. Other factors can also affect public speaking anxiety. As the opinion expressed by McCroskey (Suciono, 2021) that self-efficacy as an influential factor The similarity between the two views is the link between self-efficacy as a factor of public speaking anxiety.

Furthermore, Litts (Permana et al., 2016) states that people with high self-efficacy can tolerate when experiencing anxiety and even stressful situations. Therefore, with high self-efficacy, signs of anxiety, both psychological and physiological, can be tolerated by individuals because they have the endurance to face anxious conditions.

Nevid (Jendra & Sugiyo, 2020) also describes the level of individual self-efficacy as a factor that influences the emergence of



anxiety. With increased feelings of public speaking anxiety can be due to a decrease in someone's self-efficacy. According to Jeffrey (Nevid, 2003), anxiety disorders are associated with several thinking styles such as low self-efficacy and over-prediction of fear. Likewise, Bandura (Jendra & Sugiyo, 2020) revealed that anxiety can subside with self-efficacy. From these two expert statements, it can be said that public speaking anxiety can be eased by having self-efficacy.

Self-efficacy can reduce feelings of anxiety when speaking in public. The effect of self-efficacy is very capable of reducing speaking anxiety when performing in public (Matindas, 2003). Therefore, self-efficacy has an inherent relationship with public speaking anxiety to overcome the symptoms that may arise.

### **Positive Thinking**

Chatton (2016) expresses positive thinking as a person's perspective in seeing things from the positive side or looking for positive things from every event so that it directs a person to act positively as well. Peale (Rosmaulina & Nasution, 2021) has the opinion that positive thinking is a way for individuals to view all occurrences of life from a positive perspective. Thus, positive thinking is synonymous with a person's perspective on a problem through positive aspects.

In addition, Ilhamudin & Muallifah (2019) suggested that positive thinking is a way of thinking that emphasises and looks at positive things so we can face challenges. Continued, positive thinking according to Arifin (Anggraeni et al., 2020) is a way of thinking by starting with the good things that a person does. So that the emphasis of positive thinking is on the process and way of thinking of individuals who contain good and positive things. Positive thinking is also understood as an activity of the mind by thinking about positive or good things to create enthusiasm and optimism in oneself (Supraminto, 2022).

Positive thinking includes cognitive processes that change the way individuals

view themselves and their environment. Positive thinking is also referred to as the result of a set of positive perceptions, where looking at everything tends to be on the good side (Faisal & Zulfanah, 2013). Then, positive thinking patterns can also be understood as a way or result of individual focus on positive phenomena by creating positive expectations to obtain satisfactory results (Mahmoudi et al., 2021). So with frequent positive prejudice, a person will also realise positive things in his life (Rahmah, 2021).

If a conclusion is drawn on the concept, it can be said that positive thinking is a thought process and an individual's perspective on every problem that occurs by containing positive things to be able to deal with it and reduce worries. With this, the dimensions of positive thinking refer to Ubaedy's (2007) views including thought content, thought utilisation, and thought monitoring.

### **Positive Thinking with Public Speaking Anxiety**

According to Al Munajjid (2006), someone's anxiety is always related to positive thinking as a way of motivating themselves. With positive thinking, the anxiety that comes can be turned into motivation to overcome certain threats or conditions (Adrian, 2020). Positive thinking provides direct benefits to the human mind and body, including anxiety or stress relief (Faculty of Humanities Binus, 2020).

It is said by Opt & Loffredo (Kurniawati, 2020), that speaking anxiety is influenced by thinking patterns. Someone who thinks positively has a lower level of anxiety than someone with negative thoughts. Someone who applies a positive mindset can regulate their emotions when speaking in public. Prakosa and Partini (Ananda & Suprihatin, 2019) also expressed that individuals who have positive thinking can go through problems and negative thoughts optimistically so that it can help to reduce speaking anxiety.



Based on the results of research conducted by Anggraini, Syaf, and Murni (2017) there is a relationship between positive thinking and communication anxiety. In addition, based on research conducted by Prakosa and Partini (2015), it can be said that positive thinking can reduce anxiety by 34.7%. So that a negative relationship between positive thinking and anxiety speaking in front of the class appears in these results.

Positive thinking is also included in the factors that can be utilised as a public speaking anxiety reducer. Expert opinion by Opt & Loffredo (2000) also confirms that speaking anxiety is influenced by the thinking patterns of the individual concerned. Therefore, positive thinking has a close relationship with the existence of speaking anxiety to overcome the symptoms that may arise when performing in public.

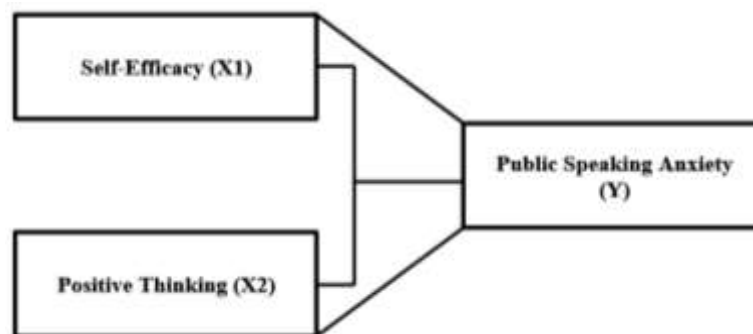
### Submission of Research Hypothesis

Based on the theoretical basis and the theoretical framework that has been described and guides the research, if a research hypothesis formulation is made, it can be written like this:

- H<sub>1</sub>: There is a negative relationship between Self-Efficacy and Public Speaking Anxiety
- H<sub>2</sub>: There is a negative relationship between Positive Thinking and Public Speaking Anxiety
- H<sub>3</sub>: There is a negative relationship between Self-Efficacy and Positive Thinking with Public Speaking Anxiety

In line with the hypothesis that has been formulated, the researcher states that there is an alleged relationship related to Self-Efficacy and Positive Thinking with Public Speaking Anxiety. So that the research constellation of the relationship between existing variables can be described like this:

Image 1. Research Constellation between Variables



### RESEARCH METHODS

The application of relevant research methods in this research is a survey method with a quantitative approach that is correlational. The researcher gathered information by distributing questionnaires and monitoring classroom behaviour. The Likert Scale acts as a measurement scale used to measure respondents' opinions. The reachable population in this research is students in grades X, XI, and XII majoring in Office Management Automation department of SMK Negeri 48 Jakarta, totalling 143 students. Determining the sample from the reachable

population is based on the table according to Isaac & Michael so that a total of 100 students are obtained and applying the Proportional Random Sampling method for selecting the selected sample.

The instrument used replicates by the public speaking anxiety measurement scale using the Personal Report of Public Speaking Anxiety (PRPSA-34) developed by McCroskey in the form of 34 items with a reliability value of 0.80 (Fitri & Pratama, 2020) and 0.94 (Pribyl et al., 2001). The dimensions of public speaking anxiety used in the study refer to Rogers' views (Ananda & Suprihatin, 2019), namely the physical



component, mental component, and emotional component.

The self-efficacy measurement instrument used replicates the General Self-Efficacy Scale (GSES) compiled by Schwarzer and Jerusalem consisting of 10 items with reliability values of 0.80 (Rahadiano & Yoenanto, 2014), 0.775 (Rahayu & Anfajaya, 2019), and 0.862 (Saputro, 2021). With this, the dimensions of self-efficacy used in the study refer to Bandura's views (Suciono, 2021) including level/magnitude, strength, and generality.

The positive thinking instrument was developed by the researcher based on the dimensions according to Ubaedy's view. The reliability value of the positive thinking scale for the final test items with a total of 13 items was 0.715. The dimensions of positive thinking used in the study refer to Ubaedy's (2007) views including thought content, thought utilisation, and thought monitoring.

The data analysis technique used multiple regression analysis and multiple correlation coefficient test with *Pearson Correlation Product Moment*.

**RESULT AND DISCUSSION**

It was found out that the calculation of the Kolmogorov-Smirnov normality test provided results that explained that the data of the three variables were normally distributed. This is stated based on the significant score obtained by the Self-Efficacy variable which is  $0.200 > 0.05$ . Then the normality significance score of the Positive Thinking variable gets a result of  $0.200 > 0.05$ . That way the data distribution of the Positive Thinking variable is declared normally distributed. Finally, the normality significance score of the Public Speaking Anxiety variable is 0.200. These results mean that the normality significance value is  $> 0.05$ .

**Table 1. Kolmogorov-Smirnov Normality Test**

Variable	N	Test Statistic	Sig
Self-Efficacy	100	0,070	0,200 <sup>c,d</sup>
Positive Thinking	100	0,078	0,200 <sup>c,d</sup>
Public Speaking Anxiety	100	0,061	0,200 <sup>c,d</sup>

Through the table of multiple regression analysis of the tested variables, the multiple regression equation was obtained as follows:

$$\hat{Y} = 219.601 - 1.771x_1 - 1.051x_2$$

These results imply that the coefficient of self-efficacy is negative, so there is a

significant negative relationship between Self-Efficacy and Public Speaking Anxiety. Same as the coefficient obtained by positive thinking, the acquisition of a negative value means that there is a significant negative relationship between Positive Thinking and Public Speaking Anxiety.

**Table 2. Multiple Regression Analysis**

Variable	Unstandardized Coefficients		t	Sig
	B	Std. Error		
Self-Efficacy	-1,771	0,486	-3,645	0,000
Positive Thinking	-1,051	0,329	-3,190	0,002

The F-test aims to determine whether the independent variables have an influence on the dependent variable simultaneously. This F-test is done by comparing the value between  $F_{count}$  and  $F_{table}$ . Furthermore, if the  $F_{table}$  value is sought in the statistical table

with an error rate of 5%, it is found to be 3.09, so this result shows the  $F_{count}$  value of 20.104  $>$   $F_{table}$  value of 3.09. That way Self-Efficacy and Positive Thinking have a simultaneous relationship with Public Speaking Anxiety.

**Table 3. F-test Result**

Variable	F	Sig.
<b>Self-Efficacy and Positive Thinking*Public Speaking Anxiety</b>	20,104	.000

The T-test aims to determine whether the independent variable has an influence on the dependent variable partially. This T-test is

done by comparing the value between  $t_{count}$  and  $t_{table}$ .

**Table 4. T-test Result**

Variable	t	Sig.
<b>Self-Efficacy*Public Speaking Anxiety</b>	-3,645	.000
<b>Positive Thinking*Public Speaking Anxiety</b>	-3,190	.002

The  $t_{count}$  value of the Self-Efficacy based on the calculation of the T-test table is -3.645. Furthermore, if the value of  $t_{table}$  is searched in the statistical table with an error rate of 5%, it is found to be 1.98552. Then this result shows the value of  $t_{count}$  -3.645  $>$   $t_{table}$  value 1.98552. Therefore, there is a partially significant negative relationship between self-efficacy and public speaking anxiety. The  $t_{count}$  value of the Positive Thinking based on the calculation of the T-test table is -3.190.

Then this result shows the  $t_{count}$  value of -3.190  $>$   $t_{table}$  value 1.98552. With these results, there is a significant partial relationship in a negative direction between positive thinking and public speaking anxiety.

Testing the value of multiple correlation coefficients using the Pearson Correlation Product Moment technique. This test was conducted to review the relationship between Self-Efficacy and Positive Thinking with Public Speaking Anxiety.

**Table 5. Multiple Correlation Coefficient Test Result**

Variable	Pearson Correlation	Sig.	N
<b>Self-Efficacy*Public Speaking Anxiety</b>	-.468	0,000	100
<b>Positive Thinking*Public Speaking Anxiety</b>	-.443	0,000	100

According to the results of the Pearson Correlation Product Moment multiple

correlation calculation, Self-Efficacy obtained results of  $r_{x1y} = -0.468$  with a significant level





of 0.000 (< 0.05). These results explain that there is a relatively strong significant negative relationship between Self-Efficacy and Public Speaking Anxiety.

Furthermore, the results of the calculation of the Pearson Correlation Product

Moment Positive Thinking obtained results of  $r_{x2y} = -0.443$  with a significant level of 0.000 (< 0.05). These results explain that there is a relatively strong significant negative relationship between Positive Thinking and Public Speaking Anxiety.

**Table 6. Determination Coefficient Test Result**

Variable	R	R Square
Self-Efficacy and Positive Thinking * Public Speaking Anxiety	.541	0,293

The calculated result of the determination coefficient test obtained an  $R^2$  value of 0.293 which means that the variables of Self-Efficacy and Positive Thinking gave an effective contribution of 29.3% to reduce Public Speaking Anxiety. Meanwhile the remaining 70.7% were influenced by other factors such as familiarity, experience, status, amount, self-esteem, attitude, audience differences, or negative thinking that were not studied by the researcher.

Referring to DeVito's view (Amali & Rahmawati, 2020) it is stated that anxiety when speaking in public is an obstacle to communication that can be felt by everyone, including students. By collecting valid data from the field through distributing questionnaires and monitoring behaviour when students speak in public, it was found that 75% of the total research sample experienced speaking anxiety in the low category. Meanwhile, another 23% fell into the moderate category. The remaining 2% of the sample fell into the high anxiety category.

In addition to these findings, to answer the proposed hypothesis, researchers used statistical analysis techniques with the following results  $\hat{Y} = 219.601 - 1.771x_1 - 1.051x_2$  as a multiple regression equation which means that self-efficacy and positive

thinking together have an influence on the existence of public speaking anxiety.

The regression results are in line with what was found by Christiningsih and Widyana (2017), a person who can control their mindset and has self-efficacy will have a lower level of anxiety. Self-efficacy and positive thinking also show a negative relationship with speaking anxiety of STIKes Muhammadiyah Pringsewu students so that they are qualified to reduce feelings of anxiety when performing in front of many people (Nurhasanah, 2021). Therefore, students need to maintain their level of self-efficacy and their positive mindset so that they are not bothered by feelings of anxiety. Considering that self-efficacy and positive thinking are included in the factors from within to reduce feelings of speaking anxiety (Astuti & Pratama, 2020).

The result of  $r_{x1y} = -0.468$  with a significant level of 0.000 means that there is a significant negative relationship between self-efficacy and public speaking anxiety. These results are in line with the findings given by LanduJawa and Soetjningsih (2022) that with a decrease in public speaking anxiety, there is a connection with the level of self-efficacy that students have. The success of students of



the Faculty of Psychology, Wisnuwardhana Malang University in overcoming speaking anxiety is also related to the level of self-efficacy where the acceptance of the effective contribution of this factor is 72% (Harianti, 2017). If we refer to Matindas' opinion (2003) the effect of self-efficacy is very capable of reducing speaking anxiety when performing in public. With this, students who often experience symptoms of anxiety when communicating in public are advised to increase their confidence in their abilities.

The result of  $r_{x2y} = -0.443$  with a significant level of 0.000 means that there is a significant negative relationship between positive thinking and public speaking anxiety. Students who get used to applying positive thinking patterns will be better able to reduce the symptoms of anxiety that come. As stated by Anggraini, Syaf, and Murni (2017) that a decrease in public speaking anxiety occurs because students apply positive thinking behaviour. The positive thinking factor contributed a figure of 41.1% as a factor influencing public speaking anxiety. Prakosa and Partini (2015) also explained that positive thinking is believed to be able to reduce anxiety by 34.7%. With this finding, students are advised to familiarise themselves with positive thinking when facing an obstacle either in the school environment or outside school.

## CONCLUSION

Based on the findings that have been obtained through data collection, data processing, and data analysis obtained from the field, it is concluded that there is a negative relationship between Self-Efficacy and Positive Thinking with Public Speaking Anxiety in Students of SMK Negeri 48 Jakarta.

There is a significant relationship with a negative direction between self-efficacy and

public speaking anxiety in students. This finding interprets the results if the higher level of self-efficacy possessed by students, it will reduce the level of anxiety when they are speaking in public. Vice versa, if the lower the level of self-efficacy of students possessed, it can trigger an increase in their level of speaking anxiety when in public.

There is a significant relationship with a negative direction between positive thinking and public speaking anxiety in students. This finding interprets the results if the higher of positive thinking pattern applied by students, it will reduce the level of anxiety when they are speaking in public. Similarly, a decrease in positive thinking patterns of students can trigger an increase in their level of anxiety when speaking in public.

There is a significant relationship with a negative direction between self-efficacy and positive thinking with public speaking anxiety in students. This conclusion is obtained from the simultaneous relationship between the variables. This finding interprets if the higher level of self-efficacy and positive thinking, the lower the level of public speaking anxiety. This also applies to the opposite. The finding of the effectiveness of both self-efficacy and positive thinking is at a percentage of 29.3% to reduce public speaking anxiety.

Recommendations that researchers can give to future researchers if they are interested in researching public speaking anxiety in students, it is better to add other factors besides self-efficacy and positive thinking. Then, future researchers can also use factors related to speaking anxiety such as familiarity, experience, status, number, self-esteem, attitude, audience differences, negative thinking, or other factors.

If the research location to be taken is the same, the researcher also suggests increasing the scope of the sample. Finally, the



observation of speaking anxiety behaviour conducted in groups is still considered less than optimal to describe students public speaking anxiety behaviour. Thus, it is better to review students speaking anxiety behaviour individually to be more qualified to obtain maximum research results.

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