

THE RELATIONSHIP BETWEEN ASSERTIVE BEHAVIOR AND PUBLIC SPEAKING ANXIETY IN PSYCHOLOGY STUDENTS PERSADA UNIVERSITY OF INDONESIA Y.A.I JAKARTA

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ABSTRACT

This research was conducted on student of Psychology University Persada Indonesia Y.A.I Jakarta. This study aimed to see whether there is a relationship between assertive behavior with public speaking anxiety. The hypothesis is there is a negative relationship between assertive behavior with public speaking anxiety, meaning that the higher the assertive behavior, the lower the anxiety of public speaking to students, as well as conversely the lower the assertive behavior, the higher the anxiety of public speaking the student. The population is the entire class of 2018 Student of Psychology at the University Persada Indonesia Y.A.I Jakarta, amounting to 106 people. The technique of making purposive sampling technique where the sampling is done only on the basis of research that considers the desired elements existing in the members of the samples taken (Nasution, 2003). Based on the characteristics of the sample, the number of students that can be used as the study sample were as many as 89 students from the class of 2018 Student of Psychology University Persada Indonesia Y.A.I Jakarta, students who experience anxiety when speaking in public and is still active in the lecture or not being in While past studies Stop (BSS). Measuring instruments used is Assertive Behavior Scale and Scale Public Speaking Anxiety the researchers set up based on the theory proposed by Jay (2007) and Colhoun and Acocela (in Safaria and Saputra, 2009). Method of data analysis used to test the hypothesis in this study is to use the Pearson product moment correlation showed that $(r) = -0.265$ with a value of $(p) = 0.012$ ($p < 0.05$), meaning that there is a relationship with a negative and significant direction between assertive behavior with public speaking anxiety. Means that the research hypothesis is accepted.

Keywords: Assertive Behavior, Public Speaking Anxiety.

INTRODUCTION

Individuals sometimes experience obstacles or anxiety when talking to other people, especially speaking in public. This anxiety occurs because there are worries that arise in unrealistic minds about situations that have not yet happened, worrying about doing something that is beyond one's capabilities. Feelings of indecision and nervousness in undergoing a very important situation, unpreparedness to do something important so that the individual feels afraid before trying it. Anxiety or anxiety is an unpleasant feeling of fear accompanied by increased physiological tension (Davison et al, 2006).

According to Calhoun and Acocella (in Safaria and Saputra, 2009) anxiety is a feeling of fear (both realistic and unrealistic) which is accompanied by an increase in mental reactions.

McCroskey (in Anwar, 2009) said that some individuals experience anxiety only under certain conditions, meaning that there is a general type of communication condition that causes anxiety, namely the communicator. The emphasis is that the phenomenon of public speaking anxiety is centered on the speaker. The most common context is speaking in public (Public Speaking), for example giving speeches, presentations in front of the class, at meetings or meetings. Individuals will experience anxiety when they start imagining until the experience of speaking in public takes place. Many people experience public speaking anxiety. Speaking in public is a formal situation so that the speaker becomes the center of attention of the crowd both in delivering material and in appearance and conversation. Every student generally does not feel comfortable and anxious when presenting in front of the class which is the center of attention of many people.

Based on the explanation of the problems above, it can be seen that the main problem experienced by students is when speaking in public or in front of the class because they are not used to formal situations, resulting in feelings of anxiety that affect the results delivered and appearance.

Based on the results of observations and interviews that the researchers conducted randomly on 25 students from the Faculty of Psychology, Universitas Persada Indonesia Y.A.I Jakarta on October 8 2019 consisting of 8 students from class 2017, 10 students from class 2018 and 7 students from class 2019. The student said that sometimes feel nervous because they don't master the material and don't experience anxiety when speaking in public.

In contrast to the opinions of 10 students of the 2018 Faculty of Psychology Persada Indonesia University Y.A.I Jakarta, the researchers obtained different results from each student, which according to 2018 batch of Psychology Faculty students, as many as 20% of students said that when speaking in public they felt nervous, heart beating faster, trembling, not confident because they are the center of attention, but this problem can be overcome properly, while students who are used to speaking in public do not really feel anxious as much as 10%. As many as 70% of students in class 2018 said that they experienced anxiety when speaking in public, making presentations in front of the class, when asked questions by lecturers or other students. The feeling experienced when speaking in public is that before appearing in front you are usually anxious, after being in front you are nervous, trembling, your voice is not clear, your heart beats faster, your body becomes hot and cold, shaking, not confident, uncomfortable because you are being watched by the audience and unable to convey what was meant to the audience for fear of being wrong and not used to speaking in front of many people.

The results of these interviews and observations were also reinforced by randomly distributing questionnaires to 43 psychology students class of 2018 on November 20 2019 and the results obtained were that when speaking in public they felt anxiety and nervousness, difficulty speaking or stammering, heart pounding or beating, tight, trembling voice or change in pitch, fingers or limbs that become cold, hands cold and clammy, flushed face, feeling worried about something, fearful of losing control, fearful of not being able to solve problem, thoughts are mixed confusion or confusion, difficulty concentrating or focusing thoughts and unable to convey one's own opinion so that one asks other people to convey the desired opinion. The unfamiliarity of speaking in public for students causes them to be afraid if the answers they give are wrong, feel unable to give their best, and are afraid of being wrong in speaking which makes them anxious and unable to express what they really want to convey or the intended purpose.

There are many factors that can cause public speaking anxiety. According to Alberti and Emmons (in Marini and Andriani, 2005) various studies show that by behaving assertively, individuals can reduce or eliminate anxiety and increase respect and self-esteem.

Alberti and Emmons (in Marini and Andriani, 2005) state in detail that assertive behavior is a behavior that allows a person to act according to his will, defend himself without feeling anxious, express feelings honestly and comfortably, or to use personal rights without violating the rights of others, furthermore Munandar (in Hergina, 2012) also suggests that assertive behavior contains very important traits in the formation of a creative personality, namely high self-confidence, the ability to express feelings, desires, ideas honestly, firm and open without feeling anxious. Assertiveness is also a social skill that plays a role in self-development, self-actualization and to achieve desired goals in various lives.

Based on the results of the research conducted, it is clear that there is a relationship in a negative direction between assertive behavior and public speaking anxiety. Where the higher the assertive behavior, the lower the anxiety of public speaking among students, and vice versa the lower the assertive behavior, the higher the anxiety of public speaking among students.

METHOD

The population in this study were all 106 psychology students at Persada Indonesia Y.A.I Jakarta University. The sample used a purposive sampling technique, namely the number of samples was taken based on specific goals or criteria with the sample criteria in this study, namely Psychology Students class of 2018 at Persada Indonesia University Y.A.I Jakarta, students who experience anxiety when speaking in public and are still active in lectures or are not currently studying Temporary Study Stop Period (BSS).

Measuring tools used in the study include Jay's assertive behavior scale (2007) and Colhoun and Acocela's public speaking anxiety scale (in Safaria and Saputra, 2009). Assertive behavior variables have item correlation coefficients ranging from 0.346 to 0.726 for assertive behavior, and item correlation coefficients ranging from 0.324 to 0.671 for public speaking anxiety. As well as a reliability coefficient of 0.916 on assertive behavior and a reliability coefficient of 0.896 on public speaking anxiety.

The data in this study were analyzed using the Pearson product moment correlation technique, but before testing the hypothesis, an assumption test was carried out which included a normality test and a linearity test.

RESULTS

Based on the results of the normality test, a significance value was obtained on the assertive behavior scale of $p=0.759$. These results indicate that the value of $p > 0.05$, meaning that the distribution of assertive behavior scales is normally distributed, while for the anxiety scale of public speaking a significance value of $p = 0.419$ is obtained. These results indicate that the value of $p > 0.05$, meaning that the distribution is normally distributed. Furthermore, based on the results of the linearity test, the value of $F = 5.882$ was obtained with a significance of $p = 0.019$ ($p < 0.05$), meaning that the variance on the assertive behavior scale and the interpersonal public speaking anxiety scale was classified as linear. Furthermore, based on the results of data analysis using the Pearson product moment correlation technique from the assertive behavior scale and the public speaking anxiety scale using 89 research subjects, it showed a correlation coefficient of $r = -0.265$ with a significant level of $p = 0.012$ ($p < 0, 05$). This means that there

is a significant relationship in a negative direction between assertive behavior and public speaking anxiety (hypothesis accepted). With an effective contribution of 7%. The negative value of the correlation indicates that the higher the assertive behavior, the lower the public speaking anxiety among students. This also applies vice versa, the lower the assertive behavior, the higher the anxiety of public speaking in students.

DISCUSSION

The description of assertive behavior with public speaking anxiety can be divided into three categories, namely low, medium and high. The categorization used on the public speaking anxiety scale with assertive behavior is a three-level category:

Table 1: Variable Categorization Norms

Norm	Categorization
$X < (\mu - 1,0 \sigma)$	Low
$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$	Currently
$(\mu + 1,0 \sigma) \leq X$	Tall

Information :

X : Raw score of the sample

μ : Mean or average

σ : Standard Deviation

Based on the norms above, the categorization of research subjects on assertive behavior variables with public speaking anxiety is obtained as follows:

Table 2: Descriptive Statistics Assertive Behavior and Public Speaking Anxiety

Variable	Empirical Means				
	N	Minimum	Maximum	Means	Standard Deviation
Assertive Behavior	89	52	109	82.05	13.754
Worry	89	45	82	61.43	9.678

Table 3: Categories of Assertive Behavior and Public Speaking Anxiety

Variable	Score	Amount	Percentage (%)	Category
Assertive Behavior	$X \leq 68$	20	22,47 %	Low
	69 – 96	54	60,67 %	Currently
	$X > 97$	15	16,85 %	Tall
Worry	$X \leq 47$	4	4,49 %	Low
	48 – 71	67	75,28 %	Currently
	$X > 72$	18	20,22 %	Tall

Based on table 13 above, it can be seen that the variable assertive behavior shows that the assertive behavior of students is in the high category, namely 16.85%, assertive behavior in the medium category, the presentation is 60.67%, and 22.47% for the low category, while for the variable high category of anxiety that is equal to 20.22%, anxiety with a medium category of 75.28%, and anxiety with a low category of 4.49%. These results can be concluded that the average research subject has assertive behavior and experiences public speaking anxiety in the moderate category.

The effective contribution of 7% from the assertive behavior variable to the public speaking anxiety variable shows that another 93% is influenced by other factors such as: self-concept, positive thinking, self-confidence and academic procrastination.

CONCLUSION

Based on the results of the research that the researchers have done, the following conclusions can be drawn:

1. Namely there is a strong and very significant relationship in a negative direction between assertive behavior and public speaking anxiety in students of the Faculty of Psychology, University of Persada Indonesia Y.A.I Jakarta, meaning that the higher the assertive behavior, the lower the anxiety of public speaking among students. This also applies vice versa, the lower the assertive behavior, the higher the anxiety of public speaking in students.
2. The magnitude of the effective contribution of the assertive behavior variable to public speaking anxiety is 7%. These results indicate that assertive behavior contributes little to public speaking anxiety, meaning that there are other factors that contribute to public speaking anxiety besides assertive behavior. Other factors such as self-concept, positive thinking, self-confidence and academic procrastination can influence public speaking anxiety.

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