THE INFLUENCE OF SELF-EFFICACY AND INTERPERSONAL COMMUNICATION ON PUBLIC SPEAKING ANXIETY IN KUALA 1 PUBLIC HIGH SCHOOL STUDENTS

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Abstract
Nowadays, anxiety about speaking in public is a problem for many teenagers, especially students. Public speaking anxiety is certainly influenced by many factors. This research aims to analyze and see the influence between self-efficacy and interpersonal communication and public speaking anxiety. This research is included in causal associative quantitative research. The sample for this research was 298 students from SMA N 1 Kuala. Research data was collected using a research scale that was declared valid and reliable. The data analysis technique uses multiple linear regression analysis. The research results show that (1) The self-efficacy variable has a significant influence on public speaking anxiety which has a negative value, because based on the results of the t test, a significant level of 0.002 <0.05 is obtained. And the calculated t value > t table in One-Tailed, namely 10.152 > 2.05. With a coefficient value of 0.571, it means that if self-efficacy is within one unit, it will cause a decrease in students' public speaking anxiety. (2) The interpersonal communication variable in public has a significant influence on public speaking anxiety and has a positive value. Based on the results of the t test, a significant level of 0.03 < 0.05 was obtained and the calculated t value > t table was 2.125 > 2.05 in the Two-Tailed test. With a coefficient value of 0.404, it means that if interpersonal communication increases by one unit, it will lead to a decrease in students' public speaking anxiety. (3) Self-efficacy and interpersonal communication variables have a significant influence simultaneously on public speaking anxiety. Based on the results of the f test, a significance value of 0.000 < 0.05 was obtained and the calculated f value was 74.719 > f table of 4,013. So this proves that simultaneously the three independent variables have a significant influence on students' public speaking anxiety.

*Keywords: **Self-Efficacy, Interpersonal Communication, Public Speaking Anxiety.***

INTRODUCTION

Humans go through the most complex stages of development throughout their lives. Development stages ranging from childhood, adolescence, adulthood, to old age. Each stage of development has characteristics, tasks, and requirements that the individual must fulfill. Early adulthood includes a search phase full of problems, emotional stress, a period of social isolation, and changes in values and lifestyle adjustments (Hurlock, 1980). Education is an absolute need that must be fulfilled throughout life so that society can survive, develop, progress and prosper. Education is a human need and lasts a lifetime. Children need education from the moment they are born into the world. Education is something that every person really needs in order to be able to have noble character, good character, and be able to carry out social activities in the society in which he lives. Students as creatures who are not yet independent must be assisted, helped, guided and trained so that they can realize their potential to the maximum, especially to increase self-efficacy. One effort that can be made is through formal education at school. This is in line with the goals of national education, namely to develop students into people who have faith, noble character, health, knowledge,

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creativity, independence, democracy and freedom. And can become a person who is able to take responsibility for every action (Zagoto, 2019).

The world of teenagers always has interesting aspects that are worth discussing, starting from developmental tasks to creativity that is successfully created by talented teenagers. Adolescence is part of the developmental cycle throughout the human lifespan, and is often considered a transition period between childhood and early adulthood. Adolescence is described by (Hurlock, 1980), as ranging from the ages of 13 to 18 years and begins to require the ability to take responsibility, think more critically, be independent, and have broader social relationships. When teenagers have social interactions, talking with other people is the activity they do most often. Social interactions between teenagers start from school, both on a small and large scale. According to (Santrock, 2002), school is a place for individual youth training, such as work preparation and social skills. The formal school curriculum contributes to the acquisition of skills in the areas of language and arithmetic that can be widely applied (Anastasi, 2007).

In carrying out the educational process at school, students face a number of situations that must be responded to and dealt with. The higher a person's level of education, the more complicated the situations and problems they face will be. When students enter high school level, students have actually entered the stage of development of middle adolescence. Adolescents' success in completing academic assignments is largely determined by their ability to express their thoughts and feelings to other people. This is done both in private and in public. An individual's ability to convey their thoughts and feelings to others is determined by interpersonal communication skills. Individuals who have good interpersonal skills will feel comfortable in social interactions so that it is easier to convey their ideas to peers or other older people.

Students who have interpersonal communication skills will be happier because they have good mental health due to the ability to build good relationships with other people. However, the public speaking ability of students at Kuala High School is relatively low, which affects the level of ability to interact both outside the classroom and inside the classroom in the learning process. Students who have the ability to speak in public will be happier because they have good mental health due to the ability to build good relationships with other people. However, the public speaking ability of students at Kuala High School is relatively low, which affects the level of ability to interact both outside the classroom and inside the classroom in the learning process. Students who are anxious when speaking in public can cause them to avoid certain subjects which makes them feel uncomfortable. Those who are very anxious may also avoid social activities (Setyastuti, 2012)

When students had their turn to speak in front of the class, there were students who experienced high and low anxiety. Students who experience high anxiety tend to think about something negative when speaking in front of the class, such as assessing themselves as lacking preparation, being afraid of making mistakes and also being afraid that what is said will not be conveyed well, wanting to urinate, speaking haltingly, having difficulty speaking. remembering and sweating. Meanwhile, students who experience low anxiety tend to be more confident and confident, try to make thorough preparations, so that students can speak fluently, feel more comfortable and are able to remember and deliver presentation material (Naor, 2021).

The ability to speak in public is not only possessed by a public speaker. Everyone has the same opportunity to speak in public, such as Master of Ceremonies (MC), master of ceremonies or moderator, which includes millions of students. One of the causes of difficulties in speaking in public is students' anxiety in conveying information, especially in front of many people (Bukhori, 2016). Public speaking anxiety is one part of communication anxiety, which occurs when speaking in public or when facing new and different situations (Muslimin K, 2013). Many youth voices believe that public speaking anxiety is a normal problem in everyday life. life, but if left unchecked it can cause teenagers to be unable to

express opinions, respond and lecture. Present it in front of the class, even though teenagers have good ideas and topics for discussion. In accordance with what was expressed by Muslimin (2013), the problem of anxiety related to public speaking, if not controlled, will become a pathological phenomenon that can cause teenagers to lose golden opportunities, both in terms of achievement. in and out of school, even causing teenagers to withdraw from daily social activities. According to Wienberg and Goul in (Nureseto, 2018). suggests that anxiety is a negative emotion characterized by feelings of worry, insecurity and accompanied by progressive changes in tissue. Yusuf In (Dona, 2016), anxiety is nervous incompetence, feelings of insecurity, immaturity and inability to face the demands of reality (the environment), difficulties and pressures of daily life. Anxiety neurosis is a type of anxiety that occurs when the sensory instincts become uncontrollable and cause a person to do something that is punishable by law. Moral anxiety is a type of anxiety that arises from internal feelings of guilt if someone makes a mistake. Anxiety is a medical condition characterized by feelings of fear accompanied by physical signs that indicate an overactive autonomic nervous system (Kaplan and Saddock, 1997) in (Yunita, 2018).

According to research (Muslimin K, 2013), factors that influence anxiety when communicating in public are feelings of being judged, feelings that other people have better communication skills, and lack of communication skills and other experience factors including self-efficacy and emotions. Public speaking anxiety is an indication of low self-efficacy. The emotional maturity factor is characterized by the ability to think positively and negatively so that emotions do not explode in front of other people, assess critical situations and have emotional stability (Wahyuni, 2015). According to research (Muslimin K, 2013), factors that influence anxiety when communicating in public are feelings of being judged, feelings that other people have better communication skills, and lack of communication skills and other experience factors including self-efficacy and emotions. Public speaking anxiety is an indication of low self-efficacy. The emotional maturity factor is characterized by the ability to think positively and negatively so that emotions do not explode in front of other people, assess critical situations and have emotional stability (Wahyuni, 2015).

Self-efficacy is our feeling of adequacy, effectiveness, and ability to face all kinds of problems in life. In research conducted by (Novariandhini Ayu D, 2012), Santrock stated that "self-efficiency is a person's belief in another person's ability to control the results of his business". Self-efficacy can lead to different behavior between individuals with the same abilities because self-efficacy influences choices, goals, problem solving, and persistence in trying. Bandura stated in (Sufirmansyah, 2015), self-efficacy refers to confidence in the ability to organize and carry out the actions necessary to manage the situation you will face appropriately. Self-efficacy is one of the aspects of self-understanding that has the greatest impact on people's daily lives. This is because self-efficacy also influences individuals to determine the actions they will take to achieve their goals, including in-depth estimates of the various events they will face.

In Bandura's statement in (Luthans, 2006), he states that there are 3 aspects that differentiate each individual's self-efficacy. The three aspects referred to include: 1) Level Aspect: This aspect is associated with the level of difficulty of the task when the individual feels capable of completing it. If individuals are faced with tasks rated in terms of their level of difficulty, their self-efficacy may be limited to tasks that are easy, moderate, or even the most difficult, depending on the limits of their cognitive abilities to satisfy needs. Behavioral requirements required for each individual and each level. This aspect has implications for choosing behavior that a person feels capable of carrying out and avoiding behavior that exceeds the limits of their cognitive abilities. 2) Strength Aspect: This aspect concerns the level of strength an individual feels or their expectations regarding their abilities. Fragile hopes are easily shattered by disappointing experiences. On the other hand, hope always encourages individuals to persevere in their efforts. Although there may be experiences that are less than encouraging. This aspect is often connected directly to the level aspect, namely

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the higher the level of difficulty of a task, the lower the cost of completing it. 3) Generalization aspect (generality):

This aspect relates to a broad field of behavior where the individual is confident in his abilities. Individuals can be confident in their abilities. Is it limited to certain activities and situations or to a range of different activities and situations. From the several statements regarding self-efficacy above, it can be understood that self-efficacy is an attitude of self-confidence in one's own abilities in dealing with various situations. Therefore, a person's self-efficacy can have an impact on decision making and actions to be taken, in order to achieve certain goals in proportion to the person's level of self-efficacy.

From research conducted by (Zagoto, 2019), the conclusion was obtained in the form of a statement that students' self-efficacy helps them in making choices and efforts to progress, obtain perseverance and perseverance shown in efforts to achieve goals, and manage anxiety levels better when facing difficulties. . The development of student self-efficacy is influenced by many different factors, including the role of the teacher. Teachers can trust students in their abilities so that students can have self-confidence in the learning process. The approach taken by teachers to increase student self-efficacy aims to produce students who can improve and recognize their weaknesses in learning so far.

Communication is one of the most important human activities. Not only in organizational life but also in human life in general. Communication is very important in our life. We all interact with each other through communication. Communication can be done in a simple or complex way and technology has changed the way people communicate completely. Communication is the most important human role in interactions in everyday life. In particular, communication occurs in the smallest community, namely the family. In communication, feedback is what is expected to achieve the desired goal in communication. (Desi Damayani Pohan, 2021).

According to Hardjana, quoted from (Lestari EG, 2003), the language of communication comes from the Latin cum which is a preposition meaning with or with and the word umus which is a number word meaning one. These two words form the noun communio, in English it is called communion which means unity, connection, combination, connection or relationship. Because fellowship requires effort and work, the word fellowship was coined as the verb communicare, which means to share something with someone, exchange something, talk about something with someone, say something to someone, chat, exchange ideas, establish a relationship or make friends. Thus, communication means providing information, discussing, conversing, exchanging opinions or relationships.

Communication relationships are divided into two types, namely: intrapersonal communication and interpersonal communication. In general, intrapersonal communication is a communication relationship that occurs within an individual which includes the activity of observing and providing intellectual and emotional meaning to the surrounding environment, while communication between individuals is communication that occurs with two or more people directly or through intermediaries or media. However, the optimization of communication potential has not been realized properly because there are factors that hinder the optimization of the development of internal communication and interpersonal communication. This potential exists in the next generation with the aim of realizing a golden Indonesia

Interpersonal communication skills are an interactive process carried out between two or complementary people to convey messages involving the individual who is the sender of the message and another individual who is the recipient of the message, useful in establishing positive social relationships (Sari, 2020). Communicative behavior is basically goal-directed in the sense that a person's behavior is often motivated by the desire to achieve a certain goal. Based on the definition of behavior that has been presented previously, communicative behavior is defined as an action or reaction in the existing communication environment and situation, or in other words communicative behavior is a way of acting or

carrying out actions carried out by a person, family or community adopting the search and transmission of information through various channels in a local community communications network. As said (Edi Harapan, 2019), interpersonal communication is a process of exchanging information that is considered the most effective and the process can be done in a very simple way. In research conducted by (Hadi Widodo, 2021), it was said that interpersonal communication was proven to be effective in helping students in the teaching and learning process at school. Because through interpersonal communication teachers and students can understand each other and each other's personalities so that the educational process can take place well and effectively. Students develop into intelligent, dynamic individuals and have strong personalities. School achievement is an indicator of the success of interpersonal communication carried out at school.

In research conducted by (Ni Putu Laksmi Krisnina Maharani, 2023), it is said that there are several factors that influence a person's ability to communicate both internally and externally, including: a) Development, namely: the level of speech development varies and is closely related to child development. Parents have an important influence on children's communication abilities. Personal development determines the type of communication that will be chosen. b) Personal values, meaning that values can influence the interpretation of messages and how individuals interpret ideas that come from other people. If a person's values are different and there is no match between individuals, there is a high probability that there will be conflict in communication. c) Emotions, emotions can cause someone to misinterpret the message received.

If emotions influence communication, then emotions are understood as a person's subjective feelings and influence the way an individual interacts with someone. If someone communicates without controlling their emotions, arguments will arise because emotions arise. d) Sociocultural/sociocultural context, this means that culture is the result of learning how to act, think and feel. Cultural influences place limits on how a person acts and communicates, in this case the communicator must be able to adapt to the communicator's culture in order to communicate effectively. e) Gender. Men and women have different ways of communicating. Girls often have better developed communication centers in their brains than boys. f) Knowledge.

Using the same language is appropriate if the sender and recipient of the message have different levels of understanding. The message will not be clear if the recipient does not know the words used. Because the use of the same language is a very useful element of communication to bridge differences that arise. g) Environment. We can communicate better in a comfortable environment. A person's lack of freedom can lead to confusion and stress. Environmental distractions can also prevent messages from being delivered. A comfortable environment is very helpful in the communication process, because the environment is a factor that influences the communication process.

One of the communication skills that students must have is public speaking. The ability to speak in front of many people is very important for students to carry out activities or activities at school such as organizational activities (OSIS), giving presentations in front of the class, and giving speeches. During the public speaking learning process, students can carry out communication activities in groups consisting of two or more people by practicing presentations, asking and answering each other, giving and receiving feedback. Public speaking is communication carried out by one person with many people with different cultural backgrounds in encounter situations (meetings, seminars, workshops, symposia and congresses).

Public speaking skills are closely related to students' self-confidence. Lack of self-confidence when speaking is actually a normal form of behavior and is not a serious problem as long as the individual can reduce their anxiety so that the level of anxiety does not affect the communication actions they carry out. Public speaking anxiety is classified as social phobia or social anxiety disorder. Physical physiological reactions such as cold fingers, fast

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heartbeat, cold sweat, dizziness, irregular breathing or even difficulty breathing, while psychological reactions such as fear, difficulty concentrating, pessimism and worry. The condition is characterized by fear of disclosing the situation. Gender equality emphasizes equal status and values between men and women (Cahyawan W, 2019). In research conducted by (WATI IC, 2020), it was concluded that there is a negative relationship between self-confidence and anxiety about speaking in public. This means that the more confident a person is, the less nervous they will be when speaking in public. On the other hand, if a person's self-confidence is low, their anxiety about speaking in public will be higher. A person's mindset is very helpful in overcoming mood-related problems, such as depression, anxiety, anger, panic, jealousy, guilt, and shame. If a person has a positive mindset then he can overcome problems related to mood. On the other hand, if someone has a negative thought pattern, that individual tends to experience depression, anxiety, panic, feelings of guilt which will ultimately disrupt their social interactions (Arsy, 2011).

Thinking negatively has a greater negative impact than a positive impact. Negative thinking also causes depression and loss of energy. The most serious impact of negative thinking is that it makes people no longer capable of achieving anything. This situation can have an impact when students appear to be speaking. To be able to understand the discussion that will be conveyed when speaking in public, students must think actively. By thinking positively, the human mind automatically becomes more optimistic, the imagination becomes more creative and the mind becomes stronger (Mardhika, 2016). Based on the results of an initial survey conducted by researchers on STIKes Muhamamdiyah Pringsewu students in 2019, it was found that other factors made students feel nervous when public speaking is a lack of self-confidence and difficulty controlling positive thoughts when speaking. in public. Fifteen out of 20 students admitted that they were not confident when making presentations or speaking in front of the class, especially when speaking directly in front of the lecturer. Communication skills are a basic need that everyone, especially medical students, must have in order to be more proficient in carrying out health education in the community. This research aims to determine the relationship between positive thinking and self-efficacy on public speaking anxiety in students.

Based on this, the aim of this research is to find out:
1. The Influence of Self-Efficacy on Public Speaking Anxiety at SMA N 1 Kuala.
2. The Influence of Interpersonal Communication on Public Speaking Anxiety at SMA N 1 Kuala.
3. The Influence of Self-Efficacy and Interpersonal Communication on Public Speaking Anxiety at SMA N 1 Kuala.

METHOD

This type of research uses a survey approach, identification of research variables consisting of vThe dependent variable is Public Speaking Anxiety (Y) while the independent variables are Self-Efficacy (X1) and Interpersonal Communication (X2). operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, 298 samples were taken based on random sampling techniques.

The data collection method is obtained through scale instruments. According to Azwar (2015) a psychological scale is a measuring tool that measures aspects or attributes of psychological samples through behavioral indicators which are translated into question items or statements. The data required in this research was obtained through three types of scale instruments, namely the Public Speaking Anxiety scale, Self-Efficacy, and Interpersonal Communication.

Basic Assumption Test Results
Normality Test

The normality test is a statistical test used to see whether the residual values are normally distributed or not. A good regression model has residual values that are normally distributed. The analysis used to test residual normality is the non-parametric Kolmogrov-Smirnov statistical test. Normality test results can be seen in the following table:

Normality Test Table
One-Sample Kolmogorov-Smirnov Test

			Self-Efficacy	Interpersonal Communication	Anxiety about Public Speaking
N			298	298	298
Normal Parameters, b	Mean		47.67	66.72	71.55
	Std. Deviation		5,241	5,216	8,155
Most Extreme Differences	Absolute		,068	,053	,065
	Positive		,068	,053	,044
	negative		-.052	-.048	-.065
Statistical Tests			,068	,053	,065
Asymp. Sig. (2-tailed)c			,002	,044	,004
Monte Carlo Sig. (2-tailed) d	Sig.		,007	,046	.013
	99% Confidence Interval	Lower Bound	,001	.041	,002
		Upper Bound	,003	,052	,005

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1314643744.

Based on the table of significance value X1 (self-efficacy) = 0.007 > 0.05, significance value regression meets the assumption of normality distribution.

Linearity Test

In general, the linearity test is to determine whether two variables have a significant linear relationship or not. Good data should have a linear relationship between the predictor variable (X) and the criterion variable (Y). In several references it is stated that the linearity test is a requirement before carrying out a linear regression test.

a. Linearity Test of Self-Efficacy and Public Speaking Anxiety
   If the value is Significant < 5% (0.05), then there is a linear relationship between the independent variable and the dependent variable. The results of the linearity test for public speaking anxiety and interpersonal communication can be seen in the following table

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Table of Linearity Test of Self-Efficacy with Public Speaking Anxiety
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
X1 * Y	Between Groups	(Combined)	8045.508	28	287,340	6,603	,000
		Linearity	6440.678	1	6440.678	148,003	,000
		Deviation from Linearity	1604.830	27	59,438	1,366	,112
	Within Groups		11706.133	269	43,517		
	Total		19751.641	297			

Source: SPSS primary data

From the data above, it is significant= 0.000<0.05. So it can be concluded that there is a linear relationship between self-efficacy and public speaking anxiety.
b. Linearity Test of Interpersonal Communication with Public Speaking Anxiety
If the Sig value.Deviation from Linearity< 5% (0.05), then there is a linear relationship between the independent variable and the dependent variable. The results of the linearity test of interpersonal communication with public speaking anxiety can be seen in the table

Linearity Test Table of Interpersonal Communication with Public Speaking Anxiety
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
X2* Y	Between Groups	(Combined)	4120.219	27	152,601	2,636	,000
		Linearity	2060.945	1	2060.945	35,598	,000
		Deviation from Linearity	2059.274	26	79,203	1,368	.114
	Within Groups		15631.422	270	57,894		
	Total		19751.641	297			

Source: SPSS 2022 primary data
From the data above, it is obtained: Significant value= 0.000<0.05. So it can be concluded that there is a linear relationship between interpersonal communication and public speaking anxiety.

Multiple Linear Regression Analysis
Multiple linear regression analysis is a step or method taken in quantitative research which aims to find out whether there is an influence of interpersonal communication variables and self-efficacy on the anxiety variable of public speaking. Based on multiple linear regression analysis using SPSS 22, the following results were obtained:

Table of Multiple Lienar Regression Test Results
Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	122.101	5,234		23,329	,000
	X1	-.819	,081	-.526	-10.152	,000
	X2	-.172	,081	-.110	-2.125	,034

a. Dependent Variable: Public speaking anxiety

Source: SPSS 2022 primary data

Based on the multiple linear regression analysis table above, the following equation is obtained:

$$Y = 14.582 – .227X1 + .270X2 + e$$

Information:
Y = Public speaking anxiety
a= constant
b1-b3 = regression coefficient
X1= Self-efficacy
X2 =Interpersonal communication
e = residual error (*error*)

Based on this equation, several things can be concluded as follows:

1) In the multiple linear regression equation, the resulting constant value is 122.10. This means that if the independent variable, which consists of self-efficacy and interpersonal communication, has a value of 0, then the profitability of public speaking anxiety decreases by 122.10.
2) The regression coefficient value on variable
3) The regression coefficient for variable

Hypothesis Testing

Hypothesis testing is a test that mEstablish a basis so that you can collect evidence in the form of data in determining a decision whether to reject or accept the truth of the statement or assumption that has been made. Hypothesis testing can also give researchers confidence in making objective decisions.

Partial Significance Test (t Test)

The t test is used to determine whether there is a significant relationship or influence between the independent variables partially on the dependent variable. Calculating the t test is done by comparing the calculated t value with the t table. If t count > t table then the variable is said to have influence. To calculate the t table value, it is done by determining the degree of freedom value. With the formula Df = N-2. In this research, the value of df = 298-2 = 2977. Therefore, the t table value with a significance level of 5% is 2.05. Following are the results of the partial significant test (t test) which can be seen in table 11.

Partial significant test table (t test)
Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	122.101	5,234		23,329	,000
	Self-efficacy	,819	,081	,526	10,152	,000
	Interpersonal communicati on	,172	,081	,110	2,125	,034

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a. Dependent Variable: Public speaking anxiety

Source: SPSS primary data

a) Self-efficacy (X1)

The value of the t test results obtained by analyzing table 4.8 means the t value is 10,152 with a significant levelá = 0.05 then we get ttable 2.05, so tcount = 10.152 > ttable = 2.05. Meanwhile, through the significance level, a significance value of 0.000 <0.05 is obtained. This shows that there is influence. Thus, H1 is accepted, meaning that there is a partially significant influence between the self-efficacy variable on public speaking anxiety.

b) Interpersonal Communication (X2)

The value of the t test results obtained by analyzing table 4.8 means the t value is 2.125 with a significant levelá = 0.05 then we get ttable 2.05, so tcount = 2.025 > ttable = 2.05. Meanwhile, through the significance level, the significance value for the interpersonal communication variable is obtained at 0.034 <0.05, so H2 is accepted, which means that there is a partially significant influence between the interpersonal communication variable on public speaking anxiety.

TestSimultaneous Significance (F Test)

The F test is carried out to determine the influence of the independent variables on the dependent variable together. This test was carried out to test the significant simultaneous influence of self-efficacy (X1) and interpersonal communication (X2) on public speaking anxiety (Y). Determine the f value of the table with DF 1 and DF2. DF 1 is the number of independent variables minus 1 (k-1), while DF 2 is the population minus the independent variables minus 1 (nk-1). So based on this, the F table value is 4.013.The following results of the simultaneous significant test (f test) can be seen in the following table:

Table of significant T test
ANOVAa

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6641.275	2	3320.638	74,719	,000b
	Residual	13110.366	295	44,442		
	Total	19751.641	297			

a. Dependent Variable: Public speaking anxiety
b. Predictors: (Constant), Interpersonal communication, Self-efficacy

Based on table 4.9, the results of data analysis obtained Fcount of 74,719 while Ftable = 4,013 (74,719 > 4,013) with a significance level of 0.000 < 0.05 so it can be concluded that H3 is accepted. This means that together the variables of self-efficacy and interpersonal communication have a significant simultaneous effect on public speaking anxiety.

4.6.1. Coefficient of Determination (R2)

The coefficient of determination is used to find out how much variation in the independent variable can explain the overall variation in the dependent variable. The coefficient of determination measures how much influence the independent variables as a whole have on the rise and fall of variations in variable values.

a) Coefficient of Determination (R2) Self-efficacy variable - Public speaking anxiety

Test TableCoefficientDetermination (R2)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.571	,326	,638	,407

a. Predictors: (Constant), Self-efficacy

The coefficient of determination R^2 is 0.326, in this case it means that self-efficacy has a contribution of 32.6% in explaining public speaking anxiety. While the rest is influenced by other variables.

b) Coefficient of Determination (R2) Interpersonal Communication Variable – Public speaking anxiety

Table 4.11. Test **CoefficientDetermination (R2)**
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.326a	.104	,161	4,779

a. Predictors: (Constant), Self-efficacy

Determination coefficientR^2 of 0.104 in this case means that interpersonal communication has a contribution of 10.4% in explaining public speaking anxiety. While the rest is influenced by other variables.

c) Coefficient of Determination (R2) Self-efficacy and interpersonal communication variables - Public speaking anxiety

Test TableCoefficientDetermination (R2)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.580a	,336	,332	6,666

a. Predictors: (Constant), Interpersonal communication, Self-efficacy

From table 4.12 it can be seen that the coefficient of determination (R square) obtained is 0.336 This means that 33.6% of the public speaking anxiety variable is influenced by the variables of self-efficacy and interpersonal communication. Meanwhile, the remaining 66.4% of the public speaking anxiety variable is influenced by other variables or factors that cannot be mentioned in this research.

RESULTS AND DISCUSSION
1) The Influence of Self-Efficacy on Public Speaking Anxiety

Based on the first hypothesis proposed, self-efficacy has a significant effect on public speaking anxiety. After being analyzed based on multiple linear regression with a t test between self-efficacy and anxiety about speaking in public via SPSS, it was found that the regression coefficient value was 0.571 with a significance of $0.000 < 0.05$ and the calculated t value > t table, namely $10,152 > 2.05$. This means that self-efficacy has a significant influence on public speaking anxiety. So the first hypothesis (H1) proposed was accepted because it was proven that there was a significant positive influence between interpersonal communication and partial public speaking anxiety.

This research is in line with the results of research conducted by Wicaksono and Endah (2023), there is a significant correlation between self-efficacy and public speaking anxiety with r = 0.409 with a significant value of 0.000 (p < 0.05). The research hypothesis

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states that there is an influence between public speaking anxiety on self-efficacy in students at the Faculty of Education at "X" University. This means that the higher the self-efficacy, the lower the public speaking anxiety among students at the Faculty of Education at "X" University, and vice versa.

Furthermore, the results of research conducted by Yohana (2023) stated that there was a significant negative relationship between self-efficacy and public speaking anxiety in students. This finding means that the higher the level of self-efficacy that students have, the lower their level of anxiety when speaking in public. Vice versa, if the student's level of self-efficacy is lower, it can trigger an increase in their level of speaking anxiety when in public. Based on the results of the Pearson Correlation Product Moment multiple correlation calculation, Self-Efficacy obtained $rx_1y = -0.468$ with a significance 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.

The results of research conducted by Ananda and Suprihatin (2019) showed that the negative linearity test results between the variables of self-efficacy and public speaking anxiety showed that the Flinear coefficient was 9.239 with a significance of 0.003 (p<0.05). Someone with high self-efficacy believes that they have the ability to speak well in public. This confidence reduces anxiety because they feel more prepared and able to handle the situation of speaking in front of an audience. Conversely, if someone has low self-efficacy, they tend to doubt their ability to speak effectively. This doubt increases anxiety and fear, which can hinder their performance when speaking in public.

High self-efficacy individuals often have positive public speaking experiences, which strengthen their beliefs. This positive experience reduces anxiety because they have done it successfully before. Negative experiences or lack of public speaking experience can reduce self-efficacy and increase anxiety. Fear of failure and negative judgment from the audience becomes more prominent. Those with high self-efficacy tend to use more effective strategies to deal with anxiety, such as good preparation, exercise, and relaxation techniques.

2) The Influence of Interpersonal Communication on Public Speaking Anxiety

Based on the second hypothesis proposed, interpersonal communication has a significant effect on public speaking anxiety. After being analyzed based on multiple linear regression with a t test between public speaking anxiety and public speaking anxiety via SPSS, it was found that the regression coefficient value was 0.404 with a significance of 0.03 < 0.05 and the calculated t value > t table, namely 2.125 > 2.05. This means that interpersonal communication has a significant influence on public speaking anxiety. So the second hypothesis (H2) is accepted because interpersonal communication has a significant influence on students' public speaking anxiety.

The results of this research are supported by previous research conducted by Nugrahini (2019). The calculation results of the Partial Correlation Regression Analysis with the help of SPSS version 22.0 IBM for Windows produced a value of t = -3.627m at p = 0.000 (p < 0.05). This shows that there is a negative correlation between interpersonal communication skills (X1) and public speaking anxiety (Y) which is very significant. The hypothesis proposed by the researcher "There is a negative relationship between interpersonal communication skills and public speaking anxiety in adolescents", accepted or proven.

That good interpersonal communication skills enable the delivery of messages or information clearly and can be received by other people well, and will also produce good feedback. When interpersonal communication produces good feedback, it implies that teenagers involved in communication situations can control the anxiety they feel when speaking in public, so that the process of conveying ideas, suggestions and information in public can run smoothly.

The results of this research are also in line with research conducted by Nadia (2913), the results of research using the Pearson technique obtained a Pearson Correlation of -0.785 with a significance level of 0.001 so it can be interpreted that there is a significant relationship between communication skills and public speaking anxiety. among students from the Department of Guidance and Counseling, FIP UNP class of 2011. The correlation coefficient figure of -0.785 indicates a negative direction of relationship. This means that the higher a student's communication skills, the lower their anxiety about speaking in public, conversely, the lower a student's communication skills, the higher their anxiety about speaking in public. Therefore, it can be described that a student who has good communication skills will appear more capable of being in interacting situations in front of many people. So students who have high communication skills are less likely to experience significant obstacles in the process of connecting with the people around them.

Someone who is skilled at interpersonal communication is usually more confident in interacting with other people. These skills can be applied when speaking in public, reducing anxiety as the individual feels more comfortable and able to handle interactions with an audience. Lack of interpersonal communication skills can increase public speaking anxiety. If someone has difficulty communicating effectively in one-on-one situations, they may feel more pressured when they have to speak in front of large groups of people.

When someone frequently receives positive feedback and support from others in everyday conversations, they tend to feel more confident when speaking in public. Conversely, negative experiences in interpersonal communication, such as harsh criticism or rejection, can undermine self-confidence and increase public speaking anxiety. Support from friends, family, or coworkers can help a person feel more secure and calm when it comes to speaking in public. Additionally, the ability to manage emotions, often honed through interpersonal communication, helps in reducing anxiety. Individuals who are able to control feelings of nervousness in everyday conversations are more likely to overcome public speaking anxiety.

3) The Influence of Self-Efficacy and Interpersonal Communication on Public Speaking Anxiety

` Based on the third hypothesis proposed, self-efficacy and interpersonal communication have a significant effect on public speaking anxiety. After being analyzed based on multiple linear regression between interpersonal communication, public speaking anxiety and self-efficacy with public speaking anxiety via SPSS, it was found that the significance value was $0.000 < 0.05$ and the calculated F value was > F table, namely74,719> 4,013. This means that self-efficacy and interpersonal communication simultaneously or together have a significant influence on public speaking anxiety. So the third hypothesis (H3) is accepted because the two independent variables have a significant influence on students' public speaking anxiety.

The results of this research are in line with research conducted by Mulyani (2023). Based on the analysis, it can be seen that there is a significant contribution from the variables of self-efficacy and interpersonal communication together to anxiety about speaking in public. The results of simple regression analysis show an F value = 30.060 ($p \leq 0.01$) and an R square value of 0.383. This shows that the variables of self-efficacy and interpersonal communication together contribute to the variable of public speaking anxiety of 38.3%.

Another research conducted by Wahyun (2015), stated that there is a relationship between self-efficacy and communication skills and anxiety about speaking in public. Based on the results of the regression analysis, an R2 value of = 0.504 was obtained, which provides information that the variables self-efficacy and communication skills together have an influence of 50.4% on anxiety about speaking in public, meaning that there are other variables of 40.6% which give influence on public speaking anxiety variables other than self-efficacy and communication skills variables

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Self-efficacy and interpersonal communication skills support each other in reducing public speaking anxiety. When someone feels confident in their abilities and has good communication skills, they are better able to overcome anxiety and perform better in front of an audience. Positive experiences in interpersonal communication can increase self-efficacy. For example, frequently practicing speaking in small groups can help a person feel more comfortable and confident when speaking in front of a larger audience. Interpersonal communication skills allow a person to receive and process feedback constructively, which increases self-efficacy. Positive feedback from interpersonal interactions can strengthen the belief that they are capable of speaking well in public, reducing anxiety.

Research limitations

This research was carried out using standard scientific procedures, then received guidance from experts who were considered competent. However, in its implementation, researchers realized that this research was not free from limitations. The following are some research limitations that the researcher will describe:

1. There are only two variables studied in this research as independent variables, of course there are many other variables that can be studied related to public speaking anxiety, so by examining several variables that have not been studied in this research, practitioners in the field of education can further strengthen their understanding.
2. This research was only conducted in one of the SMA N 1 Kuala schools, of course it cannot see students' public speaking anxiety on a national scale, because each district certainly has a different culture or school climate and school conditions. Therefore, it is necessary to carry out more in-depth research with a wider reach.
3. The researcher's experience, which is still relatively minimal, certainly does not escape various mistakes both in terms of data collection, data analysis, discussion and drawing conclusions for this research.

CONCLUSION

Based on the results of research findings, analysis and hypothesis testing, several conclusions can be drawn as follows:

1) The self-efficacy variable has a significant influence on public speaking anxiety which has a negative value, because based on the results of the t test, a significant level of 0.002<0.05 is obtained. And the calculated t value > t table in One-Tailed, namely 10.152 > 2.05. With a coefficient value of 0.571, it means that if self-efficacy is within one unit, it will reduce students' public speaking anxiety.
2) The interpersonal communication variable in public has a significant influence on public speaking anxiety and is positive. Based on the results of the t test, a significant level of 0.03 < 0.05 was obtained and the calculated t value > t table was 2.125 > 2.05 in the Two-Tailed test. With a coefficient value of 0.404, it means that if interpersonal communication increases by one unit, it will lead to a decrease in students' public speaking anxiety.
3) The variables of self-efficacy and interpersonal communication have a significant influence simultaneously on public speaking anxiety. Based on the results of the f test, a significance value of 0.000 < 0.05 was obtained and the calculated f value was 74.719 > f table of 4,013. So this proves that simultaneously the three independent variables have a significant influence on students' public speaking anxiety.

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