



THE EFFECT OF PUBLIC SPEAKING EXPERIENCE AND SELF-CONFIDENCE ON THE VERBAL COMMUNICATION SKILLS OF OFFICE ADMINISTRATION EDUCATION STUDENTS ENROLLED IN 2023 AT MEDAN STATE UNIVERSITY

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ABSTRACT

This study aims to determine the influence of public speaking experience and self-confidence on the verbal communication skills of students in the Office Administration Education Program, Class of 2023, at the State University of Medan. This study employs a quantitative approach using an ex post facto method. The study population consists of 69 students, and the entire population was selected as the sample using total sampling. Data were collected through questionnaires and documentation. Data analysis was conducted using validity tests, reliability tests, classical assumption tests, multiple linear regression analysis, t-tests, F-tests, and the coefficient of determination. The results indicate that public speaking experience has a positive and significant effect on students' verbal communication skills, with a calculated t-value of 5.639 and a significance level of 0.000. Self-confidence also has a positive and significant effect on students' verbal communication skills, with a calculated t-value of 4.630 and a significance level of 0.000. Simultaneously, public speaking experience and self-confidence have a positive and significant effect on students' verbal communication skills, with a calculated F-value of 161.489 and a significance level of 0.000. The coefficient of determination of 0.830 indicates that public speaking experience and self-confidence account for 83% of the variation in students' verbal communication skills, while the remaining 17% is influenced by other factors outside the scope of this study. The implications of this study suggest that improving students' verbal communication skills can be achieved by providing broader opportunities for public speaking practice and by building self-confidence through presentations, discussions, seminars, and other academic activities that support public speaking skills.

1. INTRODUCTION

Communication is one of the most important aspects of human life because it serves as a means of conveying information, ideas, and feelings to others. In higher education, verbal communication skills are essential competencies for students, as they play a crucial role in the learning process, presentations, discussions, and social interactions. Students in the Office Administration Education Program are expected to possess strong verbal communication skills to prepare them for both the academic and professional worlds. However, based on initial observations conducted among students in the Office Administration Education Program, Class of 2023, at the University of North Sumatra, there are still students who lack confidence when speaking in public, struggle to express their opinions clearly, and are less active in academic communication activities. This situation indicates that students' verbal communication skills still need to be improved to support academic success and prepare them for the professional world.

Verbal communication skills are influenced by various factors, including public speaking experience and self-confidence. Public speaking is the ability to speak in front of an audience to convey information, ideas, or concepts. The more frequently a person engages in public speaking activities, the greater the opportunity to improve their ability to communicate effectively. Additionally, self-confidence is a crucial factor that encourages individuals to be more courageous in expressing their opinions, interacting, and conveying their ideas to others. Previous studies have shown that public speaking and self-confidence are related to communication skills. However, these studies generally only examined the relationship between public speaking and self-confidence or the ability to speak in public. There is still a limited number of studies that specifically examine the simultaneous influence of public speaking experience and self-

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confidence on the verbal communication skills of students, particularly those in the Office Administration Education Program at the State University of Medan. Therefore, this study was conducted to address this research gap by analyzing the influence of public speaking experience and self-confidence on the verbal communication skills of students in the Office Administration Education Program, Class of 2023, at the State University of Medan.

In addition to public speaking experience, another factor believed to influence verbal communication skills is self-confidence. Self-confidence is an individual's belief in their ability to handle various situations. Individuals with high self-confidence tend to be more willing to express their opinions, ask questions, or give presentations in front of large audiences. Conversely, individuals with low self-confidence often experience doubt, fear, and anxiety when speaking in public, which can hinder the communication process. According to Hidayat (2012), verbal communication can be measured through several indicators, namely vocabulary, speaking speed (racing), voice intonation, the ability to convey messages concisely and clearly, and timeliness in communication. These five indicators demonstrate that verbal communication is not merely about the ability to speak, but also the ability to convey messages effectively so they can be understood by the listener. Previous research indicates that public speaking and self-confidence are linked to an individual's communication skills. In his study on enhancing public speaking to improve students' communication skills in the digital age, Daniel Deha (2025) found that most respondents considered public speaking important for boosting self-confidence and communication skills. The findings suggest that public speaking experience can help students develop better communication skills. Furthermore, Maharani's (2025) research indicates that self-confidence influences students' ability to speak in public. Individuals who have confidence in their abilities will find it easier to express their ideas and thoughts. This finding is supported by research by Amanda et al. (2024), which states that verbal communication skills are related to the quality of students' presentations in class, where self-confidence is one of the factors supporting the success of such communication.

Ekawati's (2021) study also explains that public speaking skills can boost students' self-confidence. In addition to providing benefits in academic activities, public speaking skills also serve as an important foundation for navigating the professional world and social life. Therefore, public speaking and self-confidence are two factors that require attention in efforts to enhance students' verbal communication skills.

Based on the previous studies discussed, it is known that most studies examine the relationship between public speaking and self-confidence or communication skills separately. However, research examining the influence of public speaking experience and self-confidence, both partially and simultaneously, on students' verbal communication skills remains relatively limited. Furthermore, there has been no specific study examining the interaction of these variables within the context of prospective educators and professional administrators at the program level. Therefore, this study aims to determine the partial effect of public speaking experience, the partial effect of self-confidence, and the simultaneous effect of public speaking experience and self-confidence on the verbal communication skills of students in the Office Administration Education Study Program, Class of 2023, at the State University of Medan.

2. METHODS

This study employed an *ex post facto* method with a quantitative approach. The research was conducted among students in the Office Administration Education Program at the Faculty of Economics and Business, Medan State University. The study population consisted of 69 students in the Office Administration Education Program enrolled in the 2023 academic year. Total sampling was used, so the entire population of 69 students was included in the study sample. Data collection utilized a closed-ended questionnaire instrument with a 4-point Likert scale. The public speaking experience variable was measured through indicators of the ability to convey messages clearly, the ability to structure and organize speaking material, fluency when speaking in front of an audience, and the ability to control nervousness while speaking. Based on the instrument pilot test, out of 20 items, 17 were deemed valid with a reliability coefficient of 0.816 (Very Strong). The self-confidence variable was measured through indicators such as the courage to act without hesitation, the ability to make decisions, not easily giving up, not feeling awkward when acting, the courage to give presentations, and the courage to express opinions. The pilot test results showed that out of 20 items, 18 were deemed valid with a reliability coefficient of 0.845 (Very Strong). Meanwhile, verbal communication skills were measured through indicators such as vocabulary, pacing, voice intonation, the ability to convey messages concisely and clearly, and punctuality in communication. The pilot test results showed that out of 20 items, 16 were deemed valid with a

reliability coefficient of 0.813 (Very Strong). In addition to the questionnaire, data collection was supported by documentation techniques. Data analysis was conducted using SPSS version 25 software through the following stages: classical assumption tests (normality test, multicollinearity test, and heteroscedasticity test), multiple linear regression analysis, partial tests (t-test), simultaneous tests (F-test), and the coefficient of determination (R^2).

3. RESULTS AND DISCUSSIONS

Based on the results of the multiple linear regression analysis, the following regression equation was obtained:

$$Y = 7,352 + 0,508X_1 + 0,375X_2$$

The equation indicates that public speaking experience and self-confidence have a positive influence on students' verbal communication skills. The regression coefficient for public speaking experience, at 0.508, indicates that an increase in public speaking experience is associated with an improvement in students' verbal communication skills. Meanwhile, the regression coefficient for self-confidence, at 0.375, indicates that the higher a student's self-confidence, the better their verbal communication skills.

The results of the partial test show that public speaking experience has a positive and significant effect on students' verbal communication skills, with a t-value of 5.639 and a significance level of 0.000. This finding indicates that public speaking experience contributes to improving students' ability to convey ideas, information, and opinions orally. Self-confidence also has a positive and significant effect on students' verbal communication skills, with a t-value of 4.630 and a significance level of 0.000. Students with high self-confidence tend to be more confident in communicating, actively express their opinions, and are able to manage interactions effectively.

The results of the simultaneous test indicate that public speaking experience and self-confidence together have a positive and significant effect on students' verbal communication skills. This is evidenced by an F-calculated value of 161.489 with a significance level of 0.000. Additionally, the coefficient of determination (R^2) value of 0.830 indicates that public speaking experience and self-confidence account for 83% of the variation in students' verbal communication skills. Meanwhile, the remaining 17% is influenced by other factors not examined in this study.

The findings of this study empirically indicate that public speaking experience and self-confidence make significant contributions, both partially and simultaneously, to the development of students' verbal communication skills. Based on the results of multiple linear regression analysis, public speaking experience was found to have a positive and significant partial effect on students' verbal communication skills, as indicated by a calculated t-value greater than the critical t-value. This aligns with B.F. Skinner's Behaviorist Theory, which states that skills are formed through a stimulus-response process and reinforcement via repeated practice. Repeated public speaking experience provides positive reinforcement for students to master verbal aspects such as vocabulary, pacing, and voice intonation. This study reinforces the findings of Hayati (2021), who stated that the intensity of discussion and public speaking is linearly correlated with the ability to convey messages verbally.

4. CONCLUSION

Based on the research findings, all research objectives have been met, indicating that public speaking experience and self-confidence both individually and collectively have a positive and significant effect on the verbal communication skills of students in the Office Administration Education Program (Class of 2023) at the University of North Sumatra, with a combined contribution of 83%. Based on these findings, it is recommended that faculty members and the program maintain and enhance practical learning activities such as presentations and office simulations to facilitate students' speaking experiences. Additionally, students of the 2023 cohort are advised to be more proactive in seizing opportunities to speak in public, whether in academic forums or student organizations, as a means to

build self-confidence and hone their verbal communication skills in preparation for entering the workforce.

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