

Improving Speaking Skill Through Self-Talk Strategy

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Abstract

Speaking skill is a skill that necessitates a great level of self-confidence. Self-talk strategy, or dialogue with oneself, is believed to be able to increase students' confidence in speaking English. The aims of this research to determine the effectiveness of the Self-Talk strategy in improving speaking skills as well as students' self-confidence in learning English. The design of this research is Classroom Action Research (CAR). The study involved 20 students of class X at SMK Laboratorium Jakarta as respondents. This research includes 3 cycles where each cycle has 4 stages: planning, action, observation, and reflection. The technique of data collecting in this research as: observation, interviews, speaking tests, and questionnaires. The results of this study indicate that learning reaches the specified target. This can be seen from the results of increasing scores from cycles 1 until 3. The average value in cycle 1 is $51.6 = 20\%$; cycle 2, the learning target increased to $69.5 = 35\%$; and cycle 3 learning targets increased again to $76.4 = 75\%$. The results of this research can be said that the use of the Self-Talk strategy can improve speaking skills as well as build students' confidence in learning English.

Keywords: Confidence, Self-talk strategy, Speaking Skill

Presented in parallel session: 09 October 2021

INTRODUCTION

Speaking is an important skill for students to have because it allows us to communicate and engage with others. According to Fulcher (2003) speaking is the verbal use of language to communicate with others. It refers to a person's activities involving the delivery of information from a communicator to a communicant via oral communication. An additional, Hughes (2007) explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language. Another expert Brudden (1995), states that "speaking is an activity which is done by a person to communicate with others in order to express ideas, feeling, as well as opinions to achieve a particular goal.

There are many reason why speaking is one of the most important skills to learn, they are: use speaking to sociable with others, use speaking to asks want something, use speaking to want other people to do something, to do something for someone else, to respond for someone else, to express our feeling or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening and so on. It

means that speaking has many advantages in life, and that everyone should learn to speak clearly and correctly. When studying the speech process, there are four components that are progressively recognized. They are vocabulary, pronunciation, grammar, and fluency. Based on the interviews and preliminary observation was conducted by the researcher at SMK Laboratorium Jakarta. The researcher found problems in learning to speak. Some problem is (1) Many students are nervous and afraid in using English conversation, the students are having a problem with their confidence. (2) Many students reluctant to create new sentences to share and communicate. (3) Many students are still clumsy in speaking, they just speak when the teacher ask them. (4) Many students worry that their vocabulary and grammar was limited; it make students often encounter difficulties when they want to express their ideas and their opinions. (5) Many students has a lack of the students' participation in the classroom.

Self-talk is how you talk to yourself. Zetou, Nikolaos&Evaggelos (2014) defined Self Talk Strategy as a expressions or statements that address ourselves, being multidimensional from its nature, having explanatory points that coincide with the content of the statements that are said, dynamics, and accomplishing, at least two functions: a guiding and a motivating function. This underlines the importance of language to the development of thought and, hence, the development of action. Parvizi, Daneshfar&Shojaei (2012)defined Self-talk is the usage of verbal cues during performance by performers to focus of attention on the key aspects of the skill. An another expert Bernard (2005)defined Self-talk refers to statements people make to themselves, either internally or aloud, and has been define as an internal dialogue in which the individuals interpret feelings and perceptions, regulate and change evaluations and cognitions and give themselves instructions and reinforcement. Meanwhile according to Linnér (2010: 1) defined self-talk as what people say to themselves either out loud or as a small voice inside their head, occurs whenever an individual thinks, whether making statements internally or externally and an internal dialogue the individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives him/herself instructions and reinforcement

Based on the facts above, self-talk strategy can be used to improve students' confidence in speaking practice. Self-talk can be used to help students inspire themselves to gain more trust so they can communicate or engage with others with more bravery.

RESEARCH METHOD

The objective of this research is to improve students' speaking skill in learning English using Self-talk strategy at the first grade involved 20 students'of SMK Laboratorium Jakarta. The research was conducted at the ten grade students of SMK Laboratorium Jakarta a research class (TKJ) Teknologi Komputer Jaringan. The address of this school is on Jalan Rawa Jaya no 37 Kelurahan Pondok Kopi

Kecamatan Duren Sawit, East Jakarta. The time of this research is the first semester of academic year 2020/2021. Actually start from July until August 2021. The design of this research is Classroom Action Research (CAR) with qualitative data. According to Mettetal (2001) classroom action research is a method of finding our what works best in your own classroom so that you can improve student learning. It is called Classroom Action Research is because the researcher directly works together with English teacher at the school to conduct the research as well as to cope with the students' problem concerning their speaking that they encountered in the class. The explains that the specific characteristic of classroom action research is the real action. This action done in real situation and it is intended to solve practical problem.

According to Arikunto (2013) classroom action research has four phases: Planning, Acting, Observing, and Reflecting. The design of Classroom Action Research which is used in this study is the action research model by Kemmis and McTaggart. According to Kemmis and Mc Taggart in Burns, Action Research (AR) typically involves four abroad phases or steps in a cycle of research. The cycle of this research may become a continuing or iterative. The spiral of cycles can be stopped when the researcher has achieved a satisfactory outcome. The steps are planning, acting, observing, and reflecting. The steps of this research can be described as below:

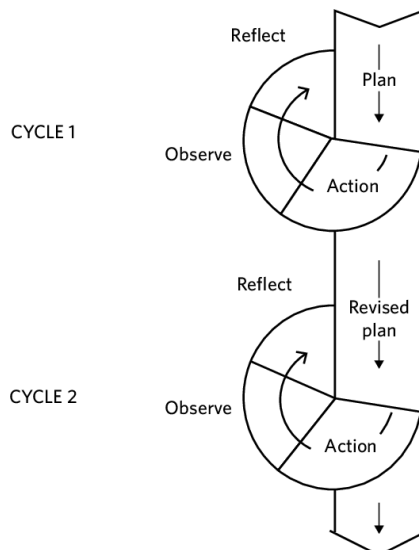


Figure 1. Cycle of Action Research

In this research there are several methods using to collect the data they are: (a) Observation, its meant to give previous view to the researcher about the condition, the purpose of the observation is to collect the data show the teaching learning process in SMK Laboratorium. The researcher is helped by collaborator when the researcher observes. The subjects of this observation are the teacher and all

students of first grade of SMK Laboratorium. (b) Interview, the purpose of the interview is to know more about students' perception about self-talk which is used in this research in SMK Laboratorium. The researcher interviews the students before giving action and after giving action. (c) Speaking test, it was given at the end of action step to determine student success in learning, the test results were also used to measure the successful implementation of the action. (d) Questionnaire, The purpose of the questionnaire was to find out more about students' knowledge of self-talk which will be used in this study at SMK Laboratory. The researcher gave a questionnaire to the students before giving the action..

To analyze the data from the classroom action research, the researcher used some techniques as follows: (a) Data reduction, according to Miles and Huberman in Scott and Morrison (2006) data reduction is 'a process of selecting, focusing, abstracting, simplifying, and transforming the notes that appear in written-up notes or transcription' that is part of analysis and simultaneously requires the researcher to 'make analytic choices'. The researcher selects the data that is collected from the result of observation, the result of interview, and speaking test. Then the researcher reduces the data which are not used. (b) Data description, that was for summarizing the research result of the classroom action research by interpreting the insight of the phenomenon performance on test. (c) Data verification, is a process by which data is checked for accuracy and inconsistencies after data is done. This is the interpretation of database on the description of the data. the target population and the source of the information in this research was tenth grade students SMK Laboratorium Jakarta, and students as the source of the data follow the learning process and oral performance in every cycle based on the material which was given by the researcher. This research can be called successful research if the data shows that the researcher can improve the students' speaking skill through self-talk strategy at the first grade of SMK Laboratorium Jakarta or the result completely 100% students could reach the standard minimum score or KKM (75)

RESULT AND DISCUSSION

Cycle I

In the cycle I consist of planning, action, observation and reflection. The first cycle is about teaching-learning process and practical work. The researcher conducted questionnaire to find out students' knowledge about self-talk. The first meeting was conducted on 12 July 2021. This section the researcher and the collaborator prepared some plans for the action based upon the problems that showed by the students. The researcher prepared plans that would be used in teaching and learning process there were questionnaire, lesson plan, and learning material. The meeting started with praying, greeting, checking students' attendance list and asking their condition, and then the researcher introduces and

familiarizes the students with what a self-talk strategy is and how to use it so that they do not misapply it. The researcher presented an interesting presentation such as showing a poster in class with the strategy, in addition to providing an oral introduction. After the explanation, the researcher asked each student to introduce themselves, including their name, birthplace, and current residence. During the teaching and learning process, researchers observed student activities.

Table 1. Percentage of Students' Speaking Skill Score in cycle 1

Grade	Explanation	Total of Students	Percentage
≥ 75	Pass	4	20%
≤ 75	Fail	16	80%
		20	100%

The analysis above, it could be analyzed that the score of students who passed for the cycle I there were 4 students or 20% and 16 students or 80% who failed in the cycle I. The highest score in cycle 1 was 76 and the lowest score was 32, the average score was 51,6, with the minimum standard criteria for English subject is 75 in SMK Laboratorium Jakarta. It indicated that the result of students' speaking skill was low. The researcher decided to conduct the next cycle and intended to give better situation. From the result data in learning process in cycle I, it can be concluded that in the learning process it has not achieved the Minimum Standard Criteria of the research yet. The researcher and collaborator make some teaching learning strategies for cycle II.

Cycle II

The second cycle is the same as the first cycle. It was about teaching-learning process and practice test, also divided into planning, action, observation, and reflection. The first meeting was conducted on 26 July 2021. Based on the observation and reflection in cycle I, it showed that cycle I was not success . The researcher and collaborator try to revised the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward speaking skill. In this stage the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, and material. The meeting started with praying, greeting, checking students' attendance list and asking their condition, and then the researcher gives an example of how to introduce other confidently. Then the researcher asked each student to try dialogue in pairs about introducing others that the researcher had provided previously. with the script that the researcher has shared. During the teaching and learning process, researchers observed student activities.

Table 2. Percentage of Students' Speaking Skill Score in cycle II

Grade	Explanation	Total of Students	Percentage
≥ 75	Pass	8	40%
≤ 75	Fail	12	60%
		20	100%

Based on the table above, it could be analyzed that the students' average was 69,7. The highest score was 80 and the lowest was 56. Based on minimum standard criteria, 8 students' were passed or got score >75 and 12 students' were failed or got score <75 . It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. From the result data in learning process in cycle II, it can be concluded that in the learning process it has not achieved the Minimum Standard Criteria of the research yet. The researcher and collaborator make some teaching learning strategies for cycle III.

Cycle III

The third cycle is the same as the previous cycle. It was about teaching-learning process and practice test, also divided into planning, action, observation, and reflection. The first meeting was conducted on 09 August 2021. Based on the observation and reflection in cycle II, it showed that cycle II was not success . The researcher and collaborator try to revised the problem in cycle II and arrange the planning for cycle III based on the problem that students deal toward speaking skill. In this stage the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, and material. The meeting started with praying, greeting, checking students' attendance list and asking their condition, and then the researcher showed a video on how to properly introduce self in front of others. The researcher next asked each student to make video about introduce self, as seen in the example. During the teaching and learning process, researchers observed student activities.

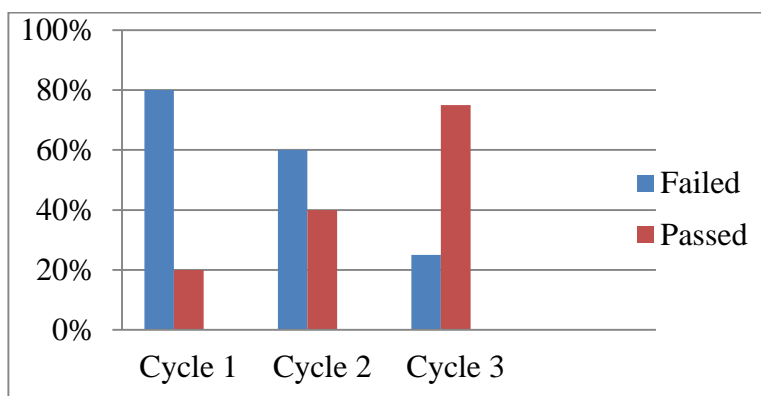
Table 3. Percentage of Students' Speaking Skill Score in cycle III

Grade	Explanation	Total of Students	Percentage
≥ 75	Pass	8	40%
≤ 75	Fail	12	60%
		20	100%

Based on the table above, it could be analyzed that the students' average was 80. The highest score was 96 and the lowest score was 72. Based on minimum standard criteria, 15 students' were passed or got score >75 and 5 students' were failed or got score <75 . The result of considered. It was more than before. There was a big improvement in this cycle. The condition of the class was getting better.

The researcher concluded that the problem have been solved using self-talk strategy.

The result of the test from the first cycle, the second cycle and the third cycle can be seen briefly as follow:



Picture 2. Graphic of cycle I to cycle III

As a whole, the meetings ran well. There was some significant improvement from cycle one to cycle three. In the first cycle, there were 4 students' or 20% who passed and 16 students' or 80% who failed in cycle I. The researcher used a self-talk strategy in teaching speaking, in the teaching-learning process, there were many students who joined the class enthusiastically. They paid attention to the lesson, although many of the students were still confused with the self-talk strategy because they never learning English with these strategies before. The researcher found many students that were still confused about this strategy.

The second cycle, there were 8 students' or 40% who passed and 12 students' or 60% who failed in cycle II. The teaching learning process in this cycle was better than the previous one, The researcher found that the majority of students was enjoyed the activity. The researcher felt there was an improvement in this cycle the condition of the class was getting better.

The third cycle there were 15 students' or 75% who passed and 5 students' or 25% who failed in cycle III. It was better than before, but in this cycle there are still 5 students' who don't pass in the minimum standard because they are having trouble in the network and there are also some students' who are not present in class. There was a big improvement in this cycle. The condition of the class was getting better. The researcher concluded that the problems have been solved using self-talk strategy.

CONCLUSION

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about using self-talk strategy to improve students' speaking skill (a classroom action research which

first semester students at the first grade of SMK Laboratotium Jakarta the academic year 2020-2021), it can be conclude that: (1) The use of self-talk strategy has been advanced in the teaching speaking process. Typically, self-talk strategy is very interested in the implementation to improve speaking skills. Students have a lot of opportunities to practice speaking and have active involvement in practical class because the students had confidence in themselves, and they were more active in speak in the classroom. (2) Teaching speaking through self-talk strategy can be enjoyable experience for both teacher and student. In fact, students can improve their speaking skill after being taught by self-talk strategy. It can be seen by students' achievement was 51%. The second cycle the average of the students' achievement was 69%. The third cycle the average of the students' achievement was 80% Students' speaking skill increased as well as their motivation in speaking and they were interested speaking using self-talk strategy. Result of the research show that the students improve their speaking skill efficiently and effectively.

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