

ENHANCING STUDENTS' SPEAKING ABILITY THROUGH SELF TALK STRATEGY (STS)

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ABSTRACT

The primary aims of this study were to assess the improvement in students' speaking skills following the implementation of the Self Talk Strategy (STS) and to evaluate the outcomes of teaching students' speaking achievement both before and after the utilisation of the Self Talk Strategy (STS). The present study employed a quantitative approach and utilised a pre-experimental design with a single group, employing both pre-test and post-test assessments. The population for this study consisted of 10th grade students from SMA Negeri 3 Pemalang. A sample of 34 students was selected from class X.5 to represent the population. The research instrument utilised in this study was a spoken test, which consisted of a pre-test and a post-test. The findings of the data analysis revealed statistically significant disparities between the pre-test and post-test scores of the students. The mean score for speaking students on the post-test ($M = 12.82$) was found to be significantly higher than their pre-test score ($M = 10.06$). Furthermore, the t-score is considered to be smaller than the critical value from the t-table at a significance level of 0.05%. The alternative hypothesis (H_a) was deemed statistically significant, leading to the rejection of the null hypothesis (H_0). The findings suggest a notable change in the students' classroom discourse patterns pre- and post-implementation of the self-talk method. Based on the findings and subsequent discussion of the research, it was determined by the researcher that the implementation of the Self-Talk Strategy (STS) resulted in an enhancement of the students' oral communication skills.

Keywords: *Speaking, Self-talk strategy, Accuracy Fluency*

ABSTRAK

Tujuan utama dari penelitian ini adalah untuk menilai peningkatan keterampilan berbicara siswa setelah penerapan Strategi Self Talk (STS) dan untuk mengevaluasi hasil pengajaran prestasi berbicara siswa sebelum dan sesudah penerapan Strategi Self Talk (STS). Penelitian ini menggunakan pendekatan kuantitatif dan menggunakan desain pra-eksperimental dengan kelompok tunggal, menggunakan penilaian pra-tes dan pasca-tes. Populasi penelitian ini terdiri dari siswa kelas 10 SMA Negeri 3 Pemalang. Sampel sebanyak 34 siswa dipilih dari kelas X.5 untuk mewakili populasi. Instrumen penelitian yang digunakan dalam penelitian ini adalah tes lisan, yang terdiri dari pre-test dan post-test. Temuan analisis data mengungkapkan perbedaan yang signifikan secara statistik antara nilai pre-test dan post-test siswa. Nilai rata-rata siswa berbicara pada post-test ($M = 12.82$) ditemukan jauh lebih tinggi dibandingkan nilai pre-test mereka ($M = 10.06$). Selanjutnya t-score dianggap lebih kecil dari nilai kritis dari t-tabel pada taraf signifikansi 0,05%. Hipotesis alternatif (H_a) dianggap signifikan secara statistik, sehingga hipotesis nol (H_0) ditolak. Temuan ini menunjukkan adanya

perubahan penting dalam pola wacana kelas siswa sebelum dan sesudah penerapan metode self-talk. Berdasarkan temuan dan pembahasan penelitian selanjutnya, peneliti menetapkan bahwa penerapan Self-Talk Strategy (STS) menghasilkan peningkatan keterampilan komunikasi lisan siswa.

Kata Kunci: Berbicara, Strategi Self-talk, Akurasi Kelancaran

A. Introduction

The English language holds significant global recognition and is seen essential for widespread adoption by persons across the globe. Enhancing one's English language competence will greatly enhance our capacity to participate in meaningful and productive communication with others from various cultural and geographical backgrounds. English, while being categorised as a non-native language in the context of Indonesia, plays a crucial and indispensable role within the societal framework of our country. The aforementioned inclination is easily discernible within the domain of education in the country of Indonesia. The English language plays a vital part in educational curricula at all levels of schooling, spanning from primary to postsecondary education. The inclusion of English as a compulsory subject in the curriculum of Indonesia is a requirement within the educational system. The process of acquiring English as a second language is a significant challenge for

a considerable number of students in Indonesia. However, due to its extensive usage as a lingua franca, individuals are frequently compelled to engage in conversation employing the English language (Anwar et al., 2023).

The English language comprises four essential skills, specifically auditory comprehension, oral communication, textual interpretation, and written expression. competency in oral communication is an essential ability for achieving successful English language competency. The acquisition of oral communication skills holds great importance for scholars, as it enables them to effectively utilise the English language in interpersonal communication and social interactions. In the context of verbal communication, the act of speaking has two essential elements: the speaker and the listener. The role of the speaker involves the distribution of impartial knowledge, while the listener undertakes the task of acquiring the information offered by

the speaker. In order to minimise the probability of misinterpretation, it is imperative for both the speaker and listener to actively engage in joint efforts (Aydoğan & Akbarov, 2014).

Tuan and Mai (2015) have identified many challenges that educators may encounter when facilitating the enhancement of students' oral communication abilities in the classroom environment. The identified variables comprise a variety of aspects within performance situations, including affective components, listening skills, feedback during speaking tasks, inhibition, lack of subject information, restricted involvement, and utilisation of the mother language. Many students face challenges when it comes to actively engaging in oral communication activities. There exists a suggestion that verbal communication possesses the potential to be seen as monotonous, potentially leading to a decrease in motivation towards academic endeavours. Furthermore, it is noteworthy to emphasise that the children demonstrate specific inadequacies in their oral communication abilities. In the context of large group settings, individuals may first experience a

deficiency in self-assurance when participating in verbal communication in the English language. Consequently, individuals may have feelings of concern pertaining to their capacity to enunciate words correctly and communicate with fluency. A prevalent concern observed in children is a lack of proficiency in vocabulary acquisition. This phenomena leads to a notable reduction in the utilisation of the English language among students, accompanied by a commensurate deterioration in their proficiency levels in English.

In order to provide effective support to students in overcoming challenges in oral communication, it is crucial for educators to acknowledge and address certain elements that influence their students' speaking proficiency (Tuan & Mai, 2015). Moreover, it is imperative for English educators to demonstrate creativity in developing a wide range of communication tactics within the school setting to enhance the teaching of oral proficiency. This has the potential to serve as a catalyst for developing and facilitating active and constructive student engagement in oral communication. The educators

developed a pedagogical framework that integrates effective instructional methods and suitable pedagogical strategies to promote students' mastery of spoken English and improve their oral communication skills. Therefore, researchers will strive to utilise one of the aforementioned methodologies. The self-talk strategy (STS) is a well-established practise that has been shown to be effective in improving students' oral communication skills.

Self-talk is a cognitive activity characterised by participating in an internal dialogue with oneself. The previously described phenomenon is commonly influenced by unconscious cognitive processes, underlying beliefs, queries, verbal expressions, and self-perceptions. Furthermore, Cutton et al. (2015a) have demonstrated through empirical research that self-talk, a cognitive technique, can effectively modulate behaviour by mitigating interference or distractions. As a result, it enhances individuals' ability to efficiently tackle problems associated with a forthcoming activity. Self-talk refers to the intentional use of verbal statements, phrases, or suggestions that might manifest positive, negative,

instructive, or motivational qualities. There is no consistent correlation between the usage of self-talk tactics and pupils' capacity to recall words. Nevertheless, the utilisation of self-talk activities can function as a mechanism for students to motivate themselves to participate in English discourse, potentially influencing their proficiency and fluency levels.

The aforementioned disciplines offer valuable perspectives on the issues and obstacles encountered by educators and learners in the realm of spoken language proficiency. The study aims to achieve the following objectives: The aims of this study are as follows: The study aims to achieve the following objectives: 1) In order to assess the speaking proficiency of the students prior to the implementation of the Self Talk Strategy (STS), 2) In order to evaluate the speaking proficiency of the students subsequent to the implementation of the Self Talk Strategy (STS), and 3) To compare the speaking performance of the students before and after their exposure to the Self Talk Strategy (STS).

B. Research Method

The current investigation utilised a quantitative research approach. As stated by Goertzen (2017), quantitative research provides librarians with a valuable means to enhance their understanding of a population's demographics, assess the extent of service or product usage, analyse patron attitudes and behaviours, identify patterns, and validate anecdotal knowledge. The factors stated above can be assessed and confirmed by the application of quantitative measures, including counts, percentages, proportions, and correlations.

The current study utilised a pre-experimental methodology, especially employing a one-group pre-test and post-test design. The main objectives of this research were to evaluate the enhancement of students' oral communication abilities subsequent to the application of the Self Talk Strategy (STS) and to examine the influence of instructing speaking skills both before to and subsequent to the installation of the Self Talk Strategy (STS). The research encompassed participants who were now registered as 10th-grade students at SMA N 3 Pematang during the Academic Year

2023/2024. The researcher utilised the purposive sampling technique. The research sample consisted of 34 students who were enrolled in Class X.5. The data gathering procedure encompassed the administration of an oral examination, which was additionally enhanced through the utilisation of recording equipment. The purpose of the recording was to capture and preserve the spoken communication of the students. The researcher employed a smartphone as a technological instrument to capture and document the oral proficiency of the pupils.

The data collection methodology utilised in this study consisted of administering a pre-test and post-test. During oral examinations, researchers provide students with several subjects to ponder upon and subsequently present in front of the entire class. During the preliminary evaluation, the researcher underwent a pre-test prior to the initiation of the intervention. In order to evaluate and measure the students' current comprehension of speaking correctness and fluency within the context of recount text content, a pre-test was conducted. Prior to the delivery of the post-test, the

participants underwent a specified intervention or treatment. During the experimental intervention, the researcher utilised the Self Talk Strategy (STS) as a therapeutic modality for the students. Following the implementation of the therapeutic intervention, it is advisable to provide a post-test to assess the progress of students in terms of their proficiency in spoken language, specifically their accuracy and fluency. This evaluation is conducted after the students have been exposed to the treatment, which involves the incorporation of recall text content. The primary objective of this instrument is to evaluate the efficacy of the therapy interventions. Additionally, it would be advantageous to assess the efficacy of the Self Talk Strategy in augmenting the students' oral proficiency.

Once the data collection phase has concluded, the researcher proceeds to examine the acquired data. The initial phase entailed the examination of the score data obtained from the pretest and posttest assessments, with a particular focus on metrics related to accuracy and fluency. The third phase involved the collection and

analysis of data related to normality. The researcher performed a preliminary evaluation of the normality of the data before proceeding with computations to ascertain whether the data followed a normal distribution. Subsequently, the researcher proceeded to gather data pertaining to normalcy, pre-test, and post-test measurements. Following this, the t-test was employed to discern any disparities in the kids' speech proficiency.

C. Findings and Discussion

Prior to analysing the outcomes in this study, the researcher conducted a normality test to determine the distributional characteristics of the data. The researcher employed the Statistical Package for the Social Sciences (SPSS) software. According to the hypothesis that the data adheres to a normal distribution, the following assertions hold true. In the context of hypothesis testing, if the calculated significance value (Sig.value) is greater than 0.05, the null hypothesis (H_0) is accepted. Conversely, if the Sig.value is less than 0.05, the null hypothesis is not accepted. The results of the normality test indicate

that a statistically significant proportion of pre-test and post-test scores in accuracy exceed the predetermined level of significance ($0.069 > 0.050$) ($0.081 > 0.050$). Similarly, a substantial proportion of pre-test and post-test scores in fluency also surpass the threshold of significance ($0.074 > 0.050$) ($0.090 > 0.050$). This implies that the distribution of marks for the student's correctness and fluency in speaking follows a normal distribution.

1. The achievement students' speaking ability before applying the Self Talk Strategy (STS)

Prior to assessing the impact of the Self-Talk Strategy on students' speaking competency, it is imperative for the researcher to first evaluate their initial speaking ability. Prior to the implementation of the Self-Talk Strategy, students were administered a pre-test to assess their level of competency in oral communication. The primary evaluation encompassed an oral examination. The researcher presents the topic of personal experience as a means for students to investigate and subsequently communicate within an educational environment.

After obtaining the pre-test data, the researcher proceeded to calculate the mean results by summing the scores of each individual student. Based on the findings from the pre-test, the mean score was determined to be 5.21. The minimum score recorded among the students was 2.5, while the maximum score reached was 8.5. Based on the findings of the pre-test measuring fluency, the participants achieved an average score of 4.85. The student's performance ranged from a minimum score of 2 to a maximum score of 8.3. Based on the results obtained, it is apparent that a subset of students still exhibit a deficient grasp of the many elements linked to general oral comprehension, as their overall performance falls well below the expected standards.

The researcher proceeded to provide further details on several speaking strategies, one of which was the self-talk approach. After the distribution of information regarding self-talk strategies for improving speaking proficiency, the researcher proceeded to elucidate this methodology to the students in order to enhance their understanding of their own speaking abilities, promote

an increase in their confidence in speaking, and cultivate higher personal performance expectations.

2. The achievement students' speaking ability after applying the Self Talk Strategy (STS)

Before evaluating the impact of the Self-Talk Strategy on the student's oral communication skills, it is crucial for the researcher to analyse the student's abilities following the execution of the intervention. It is vital for individuals to acquire a heightened awareness of their own capacity to participate in verbal communication. Following the administration of the pre-test and therapeutic intervention, the researchers proceeded to conduct a post-test. The post-test is administered by the researcher in order to evaluate the participants' level of speaking proficiency. The post-test comprised an oral examination. The researcher introduces a variety of topics for students to deliberate upon and subsequently provide presentations on to the entire class.

Following the collection of post-test data, the researcher proceeded to compute the mean outcomes by aggregating the scores

of each individual student. The mean score achieved in the post-test evaluation was 6.40, as indicated by the data. The student obtained a minimum score of 3.5, whilst the maximum score gained was 9.8. The results obtained from the post-test assessment of fluency indicate that the average score attained was 6.42. The lowest score achieved by a student was 3.5, while the highest score recorded was 9.8.

Based on the aforementioned explanation, it can be deduced that students demonstrate comprehension of the practicality and effectiveness of this strategy in enhancing their speaking skills, hence making the learning process more attainable for them. The implementation of the Self Talk Strategy resulted in a notable enhancement in students' academic performance in the domain of speaking skills, as indicated by the post-test scores surpassing the pre-test levels.

3. The significant result on the students' speaking achievement taught before and after being Self Talk Strategy (STS)

The data is evaluated via the statistical software SPSS, which applies computational algorithms to

derive the score. Furthermore, this research provides information pertaining to the standard deviation, mean, and classification of students' results on the pre-test and post-test, specifically in relation to their speaking abilities. The findings indicate that the average accuracy score on the pretest was 5.21, and the average fluency score on the pretest was 4.85. The administration of the preceding student evaluation did not incorporate the use of the Self Talk Strategy through an oral examination format. In the subsequent session, the researcher proceeded to apply the intervention by teaching the Self Talk Strategy as a means to enhance students' comprehension of oral communication abilities. The initial phase encompassed the pupils' readiness for the educational endeavour, subsequently succeeded by the researcher's elucidation of the specific instructional material to be employed, namely Recount Text.

The researcher provided a comprehensive analysis of the Self Talk Strategy as a means of comprehending the oral communication skills of pupils. Prior to administering the post-test, the

researcher provided a comprehensive explanation regarding the Recount Text and the use of the Self Talk Strategy. After the implementation of the intervention, the researcher proceeded to administer a post-test comprising of an oral examination to assess the students' proficiency in speaking. Following the administration of the post-test, a notable improvement was observed in the pupils' performance. The average accuracy score on the post-test was 6.40, while the average fluency score on the post-test was 6.42. To evaluate the outcomes of the educational process, it is crucial to examine the potential correlation between the first assessment and future evaluation of a certain hypothesis. A commonly employed significance level in statistical analysis is 0.05, where results below this threshold are considered statistically significant, while results over it are categorised as non-significant. Upon doing an analysis of the SPSS data, it was discovered that there exists a correlation coefficient of 0.00 between the pre-test and post-test results. Researchers accept the significance of the correlation between the pre-test and post-test

results, which is found to be below the threshold of 0.05.

The statistical analysis findings suggest that there is no statistically significant difference in the levels of accuracy and fluency observed between the pre-test and post-test assessments. This assertion is substantiated by the two-tailed p-value of 0.00. The numerical value of 0.00 is distinct from that of 0.05. A notable disparity was observed in the speaking proficiency scores of the pupils when comparing the pre-test and post-test assessments. This was demonstrated by the rejection of the null hypothesis (H_0) at a significance level lower than 0.05, and the acceptance of the alternative hypothesis (H_a). The results of the paired sample test indicate that the implementation of this methodology shows potential in enhancing the significance of students' oral communication skills. The findings of this study align with previous research conducted by Nova et al. (2019). The results of the study indicate that the utilisation of Self-Directed Dialogue has the potential to improve students' proficiency in oral communication. This is supported by a notable improvement in the mean

score on the initial assessment, which was 4.8 prior to the intervention, and subsequently increased to 84.95 on the follow-up assessment.

The discrepancy in mean scores observed between the initial assessment (pretest) and subsequent assessment (posttest) of the students. The mean score of the students on the accuracy form during the pretest was 5.21, however, it exhibited a significant improvement to 6.40 during the posttest. In the context of evaluating fluency, the average score obtained during the pretest phase was 4.85. However, during the posttest phase, there was an increase observed, with the average score rising to 6.42. The mean score, which quantifies the improvement in students' oral communication skills as assessed through the utilisation of the Self Talk Strategy, demonstrated a rise from 10.06 during the initial assessment to 12.82 in the subsequent evaluation. The computed disparity value is 2.76 units. This suggests that the students' performance on the posttest exhibited higher scores when compared to their performance on the pretest. The results indicate that the utilisation of the Self Talk Strategy led to a

significant improvement in the students' oral communication skills, particularly in their ability to talk fluently and accurately.

D. Conclusion and Suggestions

The researcher conducted computations and engaged in a comprehensive analysis of the research findings. According to the researcher's findings, a preliminary assessment was conducted on the pupils, which yielded an average accuracy score of 5.21 and an average fluency score of 4.85. The mean pre-test score was 10.06. This demonstrates the restricted oral communication abilities displayed by the students prior to the implementation of the self-talk strategy. The post-test was administered to the student participants, resulting in a mean accuracy score of 6.40. In a similar vein, the average fluency score on the pre-test was determined to be 6.42. The mean post-test score was 12.82. The results suggest that there was a statistically significant difference in the mean of 2.76 before and after the implementation of the self-talk strategy. There are significant differences in the accuracy

and fluency of students' speaking abilities when comparing the results of the pre-test and post-test, after the adoption of the Self-Talk Strategy. Although a significant proportion of students demonstrated pretest scores that did not reach the maximum attainable score, the utilisation of the Self-Talk Strategy resulted in a noteworthy improvement in their performance in terms of both accuracy and fluency, as evidenced by the posttest outcomes. As a result, the implementation of the Self Talk Strategy in teaching speaking skills has demonstrated effectiveness in improving students' competence in oral communication.

Based on the empirical evidence, the researcher presents a set of recommendations in the following manner: When allocating assignments to pupils, it is crucial for educators to consistently develop novel strategies. The utilisation of the Self Talk Strategy presents a feasible method that can be implemented within English language instruction to augment students' proficiency in oral communication. There should be an increased encouragement for educators to employ the self-talk strategy more extensively. 2) The

constant participation of students in speaking activities inside the classroom setting, as well as in diverse real-life situations, is of utmost importance. It is expected that the utilisation of the self-talk strategy will improve students' oral communication abilities. 3) The findings of this research can be utilised as additional sources of information for future academic researchers. There are still certain issues within the study of English, specifically related to oral proficiency, that require additional exploration by future academics.

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