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IMPROVING STUDENTS' SPEAKING SKILL BY IMPLEMENTING SELF-TALK STRATEGY AT THE ELEVENTH GRADE STUDENTS OF SMKN 2 MATARAM

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ABSTRACTS	ARTICLE INFO
<p>The purpose of this study was to determine the improvement of students' speaking by implementing self-talk strategy in the eleventh grade of SMKN 2 Mataram. In this study, researchers used Classroom Action Research by Kemmis and MC Taggart as a research design. This study was conducted in one cycle: planning, action, observation, and reflection. Data were analyzed using quantitative and qualitative approaches. The results of the study showed that the implementation of self-talk strategy was able to improve students' speaking skills in class XI MPK 1. This has been proven by the achievement of students' speaking tests seen from the comparison of pre-test scores of 14.47 and post-test scores of 18.97 where the pre-test score is smaller than the post-test score $14.47 < 18.97$ or the post-test score is greater than the pre-test score $18.97 > 14.47$. Not only on speaking scores, this strategy has also improved students' speaking skills in class XI MPK 1. This study contributes to the development of language teaching and learning strategies in schools or universities, especially in improving students' speaking skills. The findings of this study can be used as a reference for educators and teachers in developing effective language teaching methods. In addition, this study has implications for society, as it highlights the importance of self-confidence and self-expression in language learning, which can ultimately improve individuals' communication skills and their participation in social and professional contexts.</p>	<p>Article History: Received: July 5th, 2025 Revised: July 17th, 2025 Published: July 2025</p> <p>Keywords: Self-talk Strategy, Speaking Skills</p>

INTRODUCTION

As the basic rule of communication, speaking is one of the four skills that students must master. Therefore, learning speaking is a crucial for the mastery of communication in English. Through speaking, students will know how to convey information, ideas, and thoughts well and clearly. Teachers play an important role in helping students to master speaking skills. Teachers, for example, must find an instrument or strategy that allows them to correctly assess students "live" or through recorded performances (Ginther, 2012).

With the development of the times, the use of good speaking is highly prioritised, especially in the field of education. This is also evidenced by presentations, group work, self-introductions. Proficiency in speaking skills provides many benefits for students, especially in English. According to Humairoh et al. (2021: 19) 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. Therefore, mastery of speaking skills is very important for students. However, there are still many students who experience obstacles in the speaking process, especially when dealing with foreign languages.

In the process of teaching in the classroom, English teachers also experience some challenges in developing students' speaking skills. According to Humairoh (2019: 29) said that, there are four components that are progressively recognized. They are vocabulary, pronunciation, grammar, and fluency. Furthermore, students are expected to be able to apply those skills and components in their daily activities. That means these four elements must be considered by teachers in teaching speaking in class. According to Karmadi (2018) in order to solve the problem the English teacher has to be creative to design many communicative activities in the classroom in teaching speaking. This case can motivate student to the language actively and productively.

Based on the researcher's observation at SMKN 2 Mataram, students had shortcomings and difficulties in English, especially in speaking skills. Some of the problems in learning to speak include; many students were nervous and afraid of using English conversation, students had problems with their confidence, many students are reluctant to create new sentences to share and communicate, many students are still clumsy in speaking, they only speak when the teacher asks them. Many students were worried that their vocabulary and grammar were limited, this makes students had difficulties when they wanted to express their ideas and opinions, many students participated less in class and many students were less motivated to learn English, especially in speaking.

One technique that can be used by teachers to improve speaking skills is Self-talk Strategy. This strategy was found by Shelton et al. (1985). In addition, Ave (2000) defined self-talk strategy means making positive statements like "I can do this" to help oneself get through challenging tasks. Self-Talk Strategy involves direct interpersonal conversation of a person with himself or herself. According to Humairoh (2019) a trying to evaluate self-talk when he or she talks to herself about a range of topics. The person searches his or her own mind for new ideas, solutions to problems, knowledge on challenging relationships, and a range of other life issues.

The researcher in researching Self- talk Strategy to improve speaking skill, focuses on how this technique can help students in developing their existing speaking skill. According to Choeruddin (2023) self-talk helps us develop a positive mental attitude. The ability to convince ourselves that everything will be okay, especially at difficult times in our lives, fills us with strength, and confidence. This shows that the use of Self-talk Strategy is very helpful for students who have problems in speaking skills.

RESEARCH METHODS

The research design that used by researcher is Classroom Action Research (CAR). According to Mettetal (2001) classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning. In addition, the researcher used classroom action research as a method to improve students' speaking skills by collaborating with the English teacher. The researcher applied four steps to conduct classroom action research (CAR): planning, acting, observing, and reflecting. These four components are developed by Kemmis and McTaggart (1988). In the research subject, researcher used cluster random sampling to obtain samples. To determine the subject to be studied, the researcher used a lottery technique. the researcher collected all class majors in class XI using small pieces of paper and shuffled them. The paper that came out of the shuffle was class XI MPK 1 in the academic year 2023/2024. The primary instrument used for data collection is lesson plan, speaking test, and recording, which includes a pretest and a posttest designed to assess students' speaking skill. The test evaluates students' speking skills across five indicators of speaking test such as pronunciation, grammar, vocabulary, fluency, and comprehension. The data collection process involves five main stages: observation, preparation, pre-test, treatmeant, and post-test. There were two techniques of data analysis used, namely:

- a. Qualitative, In the qualitative analysis stage, it explained the results of observations, the process from the beginning of planning to the end.
- b. Quantitative, quantitative analysis was presented in the form of an average score. This aimed to see the improvement of speaking skills before and after the pre-test and post-test. In order to find out the mean, the researcher used formula proposed by Arikunto (2006: 307):

$$Md = \frac{\sum D}{N}$$

Where:

Md: The mean of the differences

$\sum D$: The gain (d) of the differences score ($X_1 - x_2$)

N: The total number of students

RESEARCH FINDING AND DISCUSSION

In this chapter, researcher explained about the result of the research that has been conducted at the eleventh grade students of SMKN 2 Mataram. Through the data collected, it seen that this study succeeded in the first cycle so that the researcher stopped the study and did not continue to the next cycle. This happened to answer the formulation of the problem, namely "How does the improvement of student speaking skill by implementing self-talk strategy at the eleventh grade of SMKN 2 Mataram" that explained based on the pre-test and post-test mean scores below:

Table 1 pre-test and post-test mean scores

The Total Number Of The Students	Pre-test	Post-test	Gain(d). (Post-test Pre-test)
N= 36	521 $\bar{x}_1 = 14.47$	620 $\bar{x}_2 = 18.97$	$\Sigma d = 100$

Calculating the students' mean the difference score of pre-test and post-test

$$Md = \frac{\Sigma D}{N} = \frac{100}{36} = 2.77$$

Based on the number of speaking score of pre-test and post-test above, it can be concluded that the number speaking score of pre-test and post-test from 36 students has a significant increase and it can be seen that the total post test score was greater than the total pre-test score. The results of the table above show that the post test score of 36 students is 620 while 18.97 is the result of the post test score divided by the number of students as many as 36 students. Meanwhile, the total score of the pretest is 521 and 14.47 is the result of 521 divided by the number of students as many as 36 students. It can be concluded that $14.47 < 18.97$ or $18.97 > 14.47$.

The next stage after finding the results of the pre-test and post-test scores, the researcher calculated the average value of the difference from the pre-test and post-test scores using the formula previously presented by the researcher. To find the final result, the researcher shared the difference between the pre-test and post-test with the number of students, namely, 100 divided by 36 and the final result is 2.77. The score of 2.77 is a calculation of the difference between the average score of students in the initial test and the final test.

Based on the explanation above, it can be concluded that this cycle is successful and runs well due to changes in students' abilities in speaking skills by implementing self-talk strategies. Such as, students become more courageous in speaking English, the students looked confident, enthusiastic to come forward and present their work, no longer afraid to ask and answer questions from the teacher and students look more active in class.

Furthermore, this study is different from previous studies. What makes this research unique is that this study involved 36 students and predominantly female composition (91,67%) in the class. This creates a more calm and structured learning environment and teaching process. Therefore, the implementation of this self-talk strategy is very effective.

CONCLUSION

This research is about how to implement self-talk strategy in improving students' speaking skills. This was done based on the student problems that the researcher found during observation at SMKN 2 Mataram. This research is motivated by the researcher's findings regarding students' problems in speaking, for example, students have problems in speaking English, feel nervous to move forward to present their work, afraid to ask and answer questions, do not dare to convey their ideas. Not to mention that based on the results of observations that have been carried out by previous researchers, it shows that teaching methods and strategies by teachers are less effective, making it difficult to improve students'

abilities in speaking skills. However, after implementing the Self-talk Strategy, the problems that students had previously faced have been resolved. In addition, by implementing the Self-talk Strategy, students in the class are able to achieve 5 indicators in speaking skills; pronunciation, grammar, vocabulary, fluency and comprehension.

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