The Correlation Between Students' Positive Self-Talk Strategy and Their

Speaking Performance in Oral Presentation

Heryanti Novitasari

Mahasiswa Program Studi Pendidikan Bahasa Inggris FPB UMY

ABSTRACT

Background: Speaking skill helps students to communicate with others, to reach the goals, to share students' ideas, and to convey students' purposes. One of the ways to examine students' speaking skill is by observing students' speaking performance. Students' speaking performance can be assessed through students' oral presentation. Positive self-talk strategy can contain various positive words that can improve students' speaking performance.

Purpose: The purposes of this research are to find out students' positive self-talk strategy, students' speaking performance, and the correlation between the two in oral presentation.

Methods: This research uses a quantitative research method. In this research, the researcher used simple random sampling as a technique to take the sample of the data. The data were collected from 96 university students at an English Language Education Department of a private university in Yogyakarta.

Results: The result of this research showed that students' positive self-talk strategy was in an excellent category and the students' speaking performance in oral presentation belongs to intermediate category.

Conclusion: It indicated that there is a correlation between students' positive self-talk strategy and their speaking performance in oral presentation.

Keywords: Self-talk, students' positive self-talk, students' speaking performance, oral presentation.

Introduction

There are some basic skills of English language. According to Torky (2006), there are four basic skills of English language. One of the four basic skills of English language is speaking skill. Students can be said to have good speaking skills if they can convey their ideas and opinions clearly and easily understood by the others. Torky (2006) added that speaking skill helps students to communicate with others, to reach the goals, to share students' ideas, and to convey students' purposes. One of the ways to examine students' speaking skill is by observing students' speaking performance. Students' speaking performance can be assessed through students' oral presentation. One way to examine students' speaking skill is self-talk strategy.

Self-talk strategy is communication that happens between students and their mind. Tod, Hardy, and Oliver (2011) defined that self-talk as a dialogue in which an individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives himself or herself instructions and reinforcement. One of the benefits of positive self-talk strategy for speaking performance in oral presentation is self-talk targeting performance boosts effort and achievement (Schwinger, Steinmayr, & Spinmath, 2012). In addition, self-talk also provides motivation to students (Ford, 2015).

Unfortunately, some students have problem that they face in oral presentation. The problems are nervous, anxiety or fear of speaking (Al-Nouh, Abdul-Kareem, & Taqi,

2015). Another problem are students worried about making mistake, fearful or criticism, and losing face.

The overall purposes of this research are to find out students' positive self-talk strategy in oral presentation, students' speaking performance in oral presentation, and the correlation between students' speaking performance and their positive self-talk strategy in oral presentation.

Research Methodology

This research used quantitative research method. It means that through quantitative research method, the researcher can find the trends that can answer the first and the second research questions. The method under quantitative research design adopted by the researcher was correlational design. The type of correlational design used in this research was explanatory design. This research was conducted at English Language Education Department (ELED) in a private university in Yogyakarta. The target population of this research was the students batch 2015 that the total of the students was 118 students. This research used questionnaires and document of students' score as the instruments.

The researcher used questionnaire to answer the first research question.This questionnaires was distributed through Google form on social media. The researcher distributed the questionnaires to the respondents via social media such as Line and WhatsApp. Then, the researcher used the documents of students' speaking performance to get the data for answering the second research question. The document was

taken from the assessment of oral presentation in one subject named Academic Presentation.

The data analysis used by the researcher were descriptive statistic and inferential statistics. According to Cohen, Manion, and Morrison (2011), descriptive statistics is used to describe and analyze the data that the researcher get. In this research, descriptive statistics was used to answer the first research question about the students' positive self-talk strategy in oral presentation. It was also used to answer the second research question about the students' speaking performance in oral presentation. In addition, this research also used class interval.

The third research question is "Is there any significant correlation between students' positive self-talk strategy and their speaking performance in oral presentation at English Language Education Department of a private university in Yogyakarta?". This research answered the third research question by using inferential statistics. "Inferential statistics is a kind of statistics that sustain researcher to make inferences about the wider population" (Cohen, Manion, & Morrison, 2011, p.641). In inferential statistics, there are normality test, linearity test, and Pearsons' product – moment correlation coefficient (r).

Result and Discussion

This section discusses the results and discussion of this research. The results and discussions are about students' positive self-talk strategy, students' speaking performance in oral presentation, and the correlation between students' positive self-talk strategy and their speaking

performance in oral presentation. Further discussion is presented below:

Result 1. Students' positive self-talk strategy. The first research question aims to know students' positive self-talk strategy. The data shows that the mean of students' positive self-talk strategy is 51.91. The mean (51.91) divided by the the total items of questionnaire (15) is 3.46. Based on the category of students' positive self-talk strategy, this score was in excellent category.

Discussion 1. Students' positive self-talk strategy. The first research question in this research is about how the students' positive self-talk strategy is. The result showed that the score is 3.46. Then, the researcher also found that there were sixty-five students (67.8%) having excellent positive self-talk strategy. There were

twenty-nine students (30.2%) having fair positive self-talk strategy. Then, there were two students (2%) having low positive self-talk strategy. It means that the average of students have excellent level of self-talk strategy. If the students have excellent level of positive self talk strategy, it means the students often use positive self-talk strategy.

Result 2. Students' speaking performance in oral presentation. The second research question of this research aims to discover students' speaking performance in oral presentation. The result reveals that the mean value of students' speaking performance in oral presentation is 24.03. Based on the category of students' speaking performance in oral presentation mentioned above, the score belongs to intermediate category. It means that most of

students at English Language Education Department in one private university in Yogyakarta have intermediate score of speaking performance in oral presentation.

Discussion 2. Students' speaking performance in oral presentation. The result showed that the mean of students' speaking performance is 24.03. Based on the category level of students' speaking performance (see table 3.8, chapter three), the score 21-28 is on the intermediate category. It means the students skill of speaking performance is not really low or not really high. This can happen because students do not get the maximum score in every aspects. For example, some students do not ask questions for their friends, or some students maybe do not give follow ups question to their firends.

Result 3. The correlation between students' positive self-talk strategy and their speaking performance in oral presentation. The third research question of this research is about correlation between students' positive self-talk strategy and their speaking performance in oral presentation. However, researcher tested normality of the data before analyzing the correlation. The researcher used SPSS version 22.0 to test the normality and the correlation. **Normality test.** Normality test can be tested using SPSS. The researcher chose manual way to check the normality of the data. The first step was the researcher looked for the value of Skewness and Kurtosis in SPSS. The result shows that Z kurtosis and Z skewness score of students' positive self-talk strategy are 2.264497 and -3.48168. It can be

concluded that the data distribution of students' positive self-talk strategy was normal because Z kurtosis is lower than 7 (2.264497 < 7) and Z skewness is lower than 2 (-3.48168 < 2). Then, Z kurtosis and Z skewness score of students' speaking performance in oral presentation are -1.41997 and -0.83922. It means the data of students' speaking performance was normally distributed because Z kurtosis was lower than 7 (-1.41997 < 7) and Z skewness was lower than 2 (-0.83922< 2). In conclusion, the data distribution of this research was normal. Finally, the next step is looking for the correlational test.

Discussion 3. The correlation between students' positive self-talk strategy and their speaking performance in oral presentation. This research found out that there is a correlation between students' positive self-talk strategy and their speaking performance among English Language Education Department in a private university of Yogyakarta students batch 2015. It can be seen by looking at the significance 2- tailed of this research which is less than 0.05 (0.035 > 0.05). It is means alternative hypothesis in this research is accepted. A correlation between those variable were caused by the way of positive self-talk strategy does influence students' speaking performance.

Conclusion

Students' speaking performance can be assessed through students' oral presentation. However, students face many problems in oral presentation. One way to solve the problem is self-talk strategy.

There are two types of self-talk, positive self-talk and negative self-talk. Positive self-talk is a good thinking about ourself and a motivation to ourselves. Positive self-talk strategy gives many benefits for students, such as giving motivation, improving self-confidence, coping with difficulties, shaking off anxiety and depression, and decreasing worries and threat.

This research used quantitave research method. The method under quantitative research design adopted by the researcher was correlational design. This research was conducted at English Language Education Department (ELED) in a private university in Yogyakarta. The target population of this research was the students of English Language Education Department in a private university in Yogyakarta batch 2015, and the total of the students was 118 students. From 118 students at English Language Education Department in a private university in Yogyakarta batch 2015, only 96 students became the research sample. This research used questionnaires and document as the instruments.

Based on this research, the researcher found out that the level of students' positive self-talk strategy was excellent. The category of students' positive self-talk strategy in this research is 3.46 since the excellent category belongs to 3.1 – 4. It means that English Language Education Department of a private university in Yogyakarta students batch 2015 have excellent positive self-talk strategy.

This research also aims to find out English Language Education Department of a private university in

Yogyakarta students' speaking performance in oral presentation. The students' speaking performance in oral presentation is in intermediate level since the mean value is 24.03. It means, the mean value of this research belongs to intermediate level (21 – 28). This score was obtained from the document of students' of speaking performance in oral presentation from Academic Presentation Class. It indicates that students are averagely performing well in oral presentation.

In addition, based on the correlation analysis, there is a correlation between students' positive self-talk strategy and their speaking performance in English Language Education Department of a private university in Yogyakarta. It was because the significant 2- tailed of this research is lower than 0.05. It can

be concluded that the alternative hypothesis of this research (H_1) is accepted meaning that there is a correlation between students' positive self-talk strategy and their speaking performance in oral presentation.

Recommendations

Based on the result about the correlation between students' positive self-talk strategy and their speaking performance in oral presentation at English Language Education Department of a private university in Yogyakarta batch 2015 above, this research provides some recommendations for students, teacher, ad other researchers. The recommendations are presented below:

Students. The students of ELED in a private university in Yogyakarta are recommended to do positive self-talked strategy in

speaking performance. They also suggested to do positive self-talked strategy in their daily life. They also can do this for other objectives during teaching and learning process. Because there is a correlation between students' positive self-talk strategy and their speaking performance in oral presentation, positive self-talk strategy can be used as one of the way to help students in teaching and learning process.

Teacher. The teacher are suggested to apply positive self-talk strategy in teaching and learning process to students. The teacher can use this method to improve students' speaking skill and increase their confidence. Especially in speaking performance.

Other researchers. For the other researchers who have interest in conducting a research in the same

topic are recommended to focus on gender or age toward the use of positive self-talk or other specific variables. The next researchers are also suggested to investigate the effect of positive self-talk strategy toward students' academic achievement. Last, other researchers can do a research under qualitative method.

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