IMPROVING SPEAKING SKILL BY USING SELF-TALK STRATEGY AT THE SECOND-GRADE STUDENTS OF SMAN3 PALOPO

A THESIS

By :

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ENGLISH EDUCATIONAL STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

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A THESIS

Presented as Partial Fulfilment for the Attainment of S.Pd. Degree

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State Islamic Institute of Palopo

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This thesis entitles *"Improving Speaking Skill by Using Self-Talk Strategy at the Second-Grade of SMAN 3 Palopo"*, which is written by **Tita Afrillah, Reg. Num. 17 0202 0134**, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on **Monday, August22th 2022 M**, coincided with **21st Muharram 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

<u>Palopo, August 22th 2022 M</u>
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Researcher

<u>Tita Afrillah</u>
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ABSTRACT

Tita Afrillah, 2022. "*Improving Speaking Skill By Using Self-Talk Strategy at the Second-Grade Students of SMAN 3 Palopo*". Thesis English Study Program Educational Department in the State Islamic Institute of Palopo. Supervised by Wahibah and Syamsudarni.

The objectives of this research were to find out the achievement of the students'Improving speaking skill by using Self Talk Strategy (STS) at the second grade of SMAN 3 Palopo. This research employed pre experimental design with one group pre-test and post test design. There were two variables self-talk strategy as the independent variableand students' speaking skills as the dependent variable the population in this research was the second grade of SMAN 3 Palopo and the sample was class XII IPA 2 that consisted of 24 students. The instrument of this research was speaking test that used pre test and post test . The result of the data indicated that there was significant differences between the students' pre test and post test in ore experimental class. The mean score of the students speaking in post tes (12.2) was greater than pre test (8.21). in the t-test analysis , the reaserchers found that t-test value for accuracy form higher than t-table (14.2>2.069) and t-test value forfluency form higher than the t-table (9.5>2.069) and the mean score of the comprehension (10,5>2.069)at the level of significancy (p) (0.05). It means that there is significant difference between the students' speaking in the class before and after implemented Self Talk Straregy in speaking process. Therefore, the null Hypotheses (H0) is rejected and the Alternative Hypothesiswas accepted (H1). Based on finding disscussion of the research, the researcher drew a clonclution that the utilization of Self Talk Strategy (STS) improved the students; speaking skill at the second grade of SMAN 3 Palopo.

Keywords : Self-talk Strategy, Speaking Skill

CHAPTER I

INTRODUCTION

A. Background

The ability to communicate oneself in a circumstance, the action of reporting acts or situations in precise terms, or the ability to converse or articulate a chain of thoughts fluently are all examples of speaking. The second of the four language skills (listening, speaking, reading, and writing) is speaking. The purpose of speaking ability is to express an idea, a feeling, or a thinking in a spontaneous manner. Speaking is a challenging skill to perfect since it is a language art of talking as a communication contact with someone. In other words, knowing a language isn't complete unless you can speak it fluently. Speaking is the most common way to communicate with others, and the ability to speak effectively is a basic prerequisite in English education that must be treated seriously[1].

The most significant language ability in communication is speaking, which is defined as "the use of oral language to connect directly and promptly with others" (Butler, Eignor, Jones, McNama&, Suomi, 2000, p. 2). Speaking is necessary since it is the most effective way to communicate on a global scale. Students who speak English fluently have a better chance in life in terms of the type of work they may be offered, promotions, and so on. even continuing their

[1]*DR. Munther Zyoud Department of English Al-Quds Open University, Jenin branch,West Bank, PALESTINE. "TheoretIcal Perspectiveon Howto Develop Speaking Skillamong University Student's", PUNE Research Scholar (An Internasional Multidisclipnary Journal) 1,ISSN 2455-3144X,Vol 2 issue 1(2016) .Februari 16-March 16.(www.puneresearch.com/scholar).*

studies (Baker and Westrup, 2003).[2] In this case, the teacher's role is very important to build a student's confidence to improve effective speaking, not only with the help of Vocabulary. To improve students' speaking performances, it is not only necessary to memorize a lot of vocabulary or practice pronunciation, but also how a teacher can build students' confidence because confidence determines how students can appear in front of the class boldly without any anxiety.

The researcher found the facts at the second-grade students in SMAN 3 Palopo, many students faced difficulties in speaking English well. They have low self-talk. It could be seen when they could not speak fluently. It was not because the students did not have English language skills, but they were not aware of their self-talk. Most of them are afraid to speak in front of their classmates so in their brains there are many negative perspectives.

Self-talk is the act of students conversing with themselves in their heads. As a result, self-talk is sometimes described as an activity that entertains students about what they are doing.

Self-talk refers to statements that athletes and exercisers address to themselves; these might represent automatic verbalizations or more deliberate forms of speech. Self-talk is sometimes referred to in the research literature as private speech, verbal rehearsal, or inner dialogue[3].In the self-talk literature the

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[2] *Abdallah Ahmed Baniabdelrahman, Ph.D." Effect of Using Internet Tools on Enhancing EFL Students' Speaking Skil". Yarmouk University Jordan. American International Journal of Contemporary Research.79, Vol. 3 No. 6; June 2013.*

[3]*Hardy, J. and Oliver, E.J. (2014) 'Self-talk, positive thinking, and thought stopping.', in Encyclopedia of sport and exercise psychology. Thousand Oaks, California: Sage.*

researcher will discuss its relationship with speaking skills, and how do we know that students should always be pleasant in speaking well and not in a hurry, therefore self-talk is one of the goals of researchers to train students to speak confidently and more relaxed and expressive. Self-talk are statement directed to the self, is multidimensional, and can be in an open/close or positive/negative form, which functions as instruction and/or motivation to the self, self-talk is related to various dimensions such as valence, overtness, self-determination, motivational interpretation, frequency, and functions.[4]Self-talk itself is one way for students to be able to talk authoritatively and help students relax more in the ongoing learning process and not be stiff when speaking in public, because as we all know that students have the same reasons why they find it difficult to speak English, one of which is anxiety about errors that may occur in the process of communicating in English. Self-talk is a multidimensional type of self-expression that can be open/closed, positive/negative, and serves as instruction and/or motivation to the self.

Based on the description above, the researcher is interested in conducting a study titled **"Improving Speaking Skills by Using Self-Talk Strategy" at the Second-Grade Students of SMAN 3 Palopo**"

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[4]*YusupHidayat&Didin Budiman (2014)' The Influence of Self-Talk on Learning Achievement and Self Confidence',.187, Asian Social Science; Vol. 10, No. 5; 2014 ISSN 1911-2017 E-ISSN 1911-2025.URL: http://dx.doi.org/10.5539/ass.v10n5p186.*

B. Problem Statement

Based on the description of the background above, does the use of the self-talk strategy significantly improve the students speaking skills in the second grade of SMAN 3 Palopo?

C. Objectives of the Research

To improve students speaking skills through Self-talk Strategy (STS) for the second-grade students of SMAN 3 Palopo.

D. Significance of the Research

This study's importance may provide some benefits to students and teachers. They are as follows:

1. Teachers can make extensive use of this method. It can also assist the teacher in assessing and identifying the students weaknesses.

2. This method can help students improve their speaking abilities.

3. For other researchers, the findings of this study are intended to provide an alternate source and references in their efforts to investigate Self-talk Strategy (STS), particularly to improve speaking skills.

E. Scope of the Research

The purpose of this study is to see if the Self-Talk Strategy (STS) enhances the speaking skills of second-grade students at SMAN 3 Palopo. The study's focus is on the use of Self-talk Strategy (STS) in students' speaking skills, namely correctness (vocabulary), fluency (smoothness), and comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Previous research findings linked to this study include: Based on the findings of the study, we can see differences in scores in both post-tests in two samples, experimental and control groups from two raters. We can see that there was a significant improvement in students' speaking skills in the experimental group from the post-test because there were many students who scored at a high level. This showed that teaching speaking English to the eleventh-grade students of Muhammadiyah Senior High School 6 in Palembang is effective and can be one of the alternative ways of teaching speaking skill.

On the other hand, we can see that there was no substantial increase in students' speaking skills from pre-test to post-test in the control group since no students received a decent score; we can see that there were many variances in scores in each pie chart from each group.[5]

Safitri (2016) "*Improving Students' Writing recount Text by using Self-talk Strategy at Second Grade of MTsNTunggangriKalidawir*" in herthesis found that after the researcher had implemented the strategy, the student's writing ability improved. It was known from the result of the students' tests from a preliminary study in cycle1 and 2. The researcher was known from the student's responses,

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[5] *Hermansyah, ''SELF-TALK STRATEGY IN IMPROVING THE ELEVENTH GRADE STUDENTS' SPEAKING ABILITY'', (Journal of English Language Teaching and Applied Linguistics) Volume 7, No. 1, January 2021 Page. 1 - 6 p-ISSN: 2356-2048 e-ISSN: 2356-203x.*

that the self-talk strategy was interesting. They were confident in their ability to create recount text, and they loved the teaching and learning process throughout the semester. They took the exercise seriously. As a result, it is possible to conclude that the self-talk method improves students' writing and motivates them to learn more about the subject..

Riansyah(2013)"Application of Self-Talk Strategy Learning instructional Improved Results In Learning Basic Skills and Defensive Clear Dropshot. the Indonesian University of Education" in his thesis found that the calculation results of independent samples t-tests test data is the experimental group and the control group using a clear defensive not assuming equal variances assumed where the
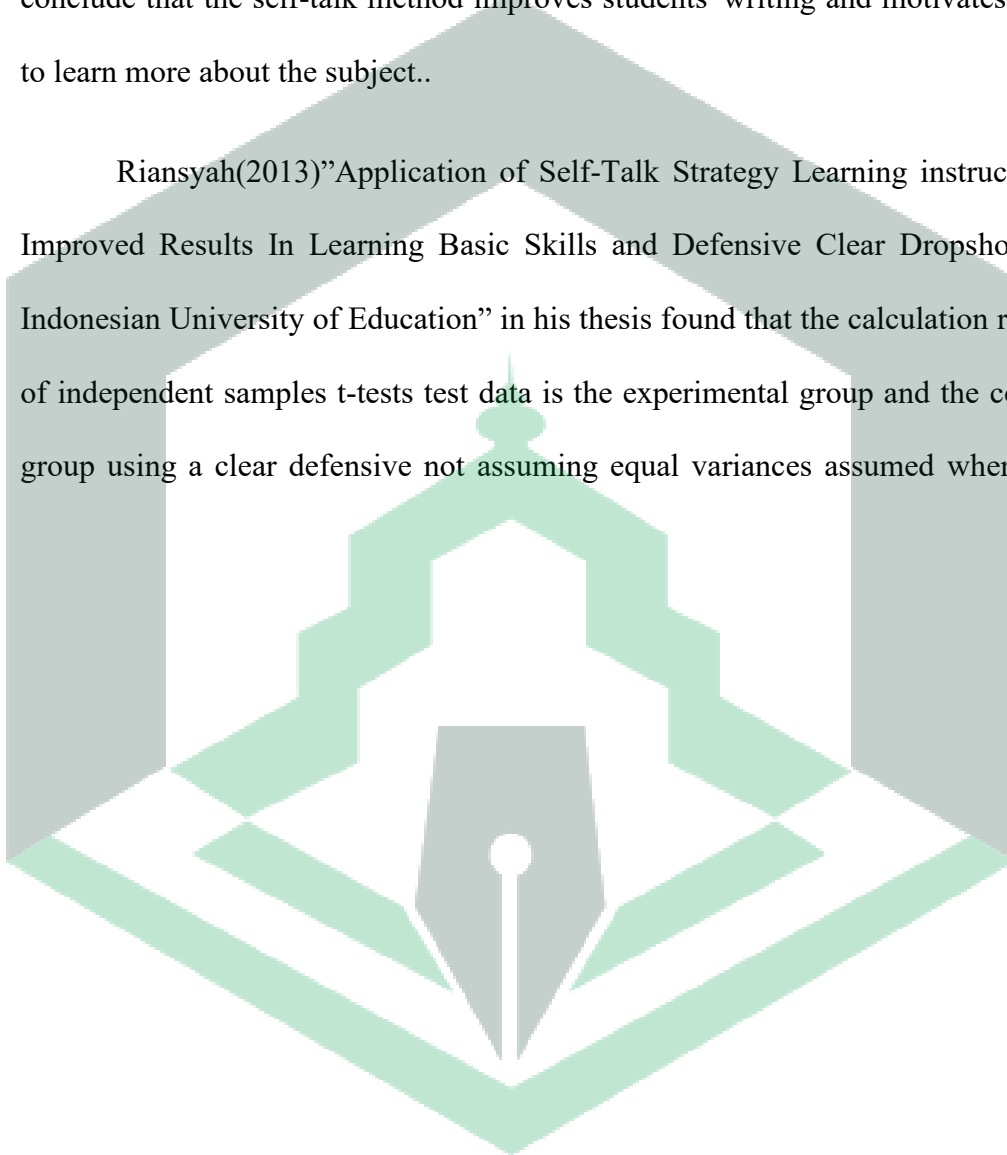
views of the average value of the experimental group were higher than in the control group (7.50>3.31) and the calculation of test results independent samples t-tests of data experimental group and the control group using the assumption equaldropshot variances not assumed where the views of the average value of the experimental group were higher than in the control group (10.56> 6.75). Furthermore, the overall learning experiment group and the control group also uses the assumption of equal variances not assumed where the views of the average value of the experimental group were higher than in the control group(18.06>10.06).

Rahniadeni (2013)"Junior High School Students' Learning Strategies and Their Achievement in Speaking" in her thesis found that from the student's scores on speaking, it is found that most of the students who get high scores apply metacognitive strategies in learning. Through metacognitive strategies, the students are led to evaluate their performance, so that they will know what and how to improve their learning.

Based on the some previous studies, the researcher discovered differences in the results of the studies amongSafitri,Nafrina,Riansyah, and Rahniadeni, in whichSafitri discovered that the Self-talk Strategy is to improve the students' writing and motivate them to follow the subject, , and Riansyah discovered that the calculation results of independent samples t-tests test data is the In learning, metacognitive methods are used. The teacher, on the other hand, is the most

common initiator. In other words, they were accustomed to utilizing English in other ways. The most crucial aspect of teaching speaking is talking to the student[6].

Based on the description above, the researcher is interested in conducting a study titled **'Improving Speaking Skill by Using Self-Talk Strategyat the Second-Grade Students of SMAN 3 Palopo''**

B. Some Pertinent Ideas

1. Self-Talk Strategy (STS)

  a. Definition of self-talk strategy (STS)

Bernard (2005)"The Effects of Self-Talk on the Level of Success in College Students. University of New Orleans" defined Self-talk is described as an internal dialogue in which individuals evaluate feelings and perceptions, manage and adjust evaluations and cognitions, and give oneself instructions and reinforcement.

Zetou, Nikolaos, andEvaggelos (2014)"The Effect of instructional Self-talk on Performance and learning the backstroke of young swimmers and on the perceived functions of it" self-talk that has been defined Strategy can be defined as expressions or statements directed towards oneself, multidimensional in character, with explanatory points that correspond to the content of the statements made, dynamics, and the accomplishment of at least two functions: directing and inspiring. This emphasizes the significance of language in the evolution of cognition and, as a result, action.

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[6] *ANDI RUSTIAWAN KARMADI, Thesis,''. Utilization of Self-talk Strategy (STS) to Improve the students' Speaking Skill at the First Grade of SMA Negeri 1 Libureng'',.Universitas MuhammadiahMakassar,(2018).Page6-7.*

Parvizi, Daneshfar&Shojaei (2012)"Effect of attentional focus of self-talk on anxiety and learning under pressure. European Journal of Experimental Biology" Self-talk is described as the use of verbal cues by performers during a performance to focus attention on the main parts of the skill. Self-talk serves two purposes. Self-talk that is instructional promotes performance by focusing attention on the movement, correct technique, or execution of the proper plan. Self-talk that is motivational increases performance by increasing energy and effort and is utilized to reduce arousal and anxiety.

Linnér (2010)"The effects of instructional and motivational self-talk on self-efficacy and performance in golf players" Self-talk is defined as "what people say to themselves out loud or in a small voice inside their heads" and "occurs whenever an individual thinks, whether making statements internally or externally, and an internal dialogue in which the individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives himself/herself instructions and reinforcement."

Intrapersonal communication is defined as language use or idea that is internal to the communicator.". Imagine intrapersonal communication taking place in the mind of the individual in a model that includes a sender, recipient, and feedback loop. As O" Malley, Chamot (2002) "Learning strategies in second language acquisition" Self-talk is defined as the process of lowering anxiety through the use of mental skills that help one feel capable to complete a learning assignment. This method requires pupils to undertake individual self-talk about

anything they are thinking about. Self-talk normally takes the form of actual words, but it can also take the form of images or concepts.

Self-talk, based on Vygotsky"s (1978)"Thought and Language. The internalization of communication as inner speech is thought itself, according to this theory. It impacts the quality of students' lives by regulating how they feel and act, interpreting what they encounter, guiding and controlling academic accomplishment, and regulating how they feel and act. The self is formed by repeated daily occurrences and interactions with parents, instructors, and peers. In human behavior, the self is the mediating variable, the filter through which all new occurrences are perceived. Self-talk is when a person converses with oneself on a variety of topics.[7]

Hardy, Gammage, and Hall (2001)"A descriptive study of athletes self-talk" in a qualitative study examined the reasons why the athletes use ST. Raw data themes were organized into cognitive and motivational dimensions. Higher-order cognitive specific and general categories were included in the cognitive dimension, whereas higher-order motivational mastery, motivational arousal, and motivational drive functions were included in the motivational dimension. Process and outcome functions were included in both dimensions; however, these functions were not discriminated against. Process roles included strengthening attention, managing arousal, maximizing effort, creating confidence, and raising

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[7] *RudiarmanPurba and SotardugaSihombing ,'' The Effect of Self-Talk Strategy in public Speaking as EFL Classroom on the Third Year Students (Academicyear 2013) at English Departement in FKIP Universitas HKBP NOMMENSEN Pematangsiantar '', Journal of English Language and Culture, English Department of Teaching Training, HKBP NommensenPematangsiantar University Vol. 8 (No. 1) : 45 - 59. Th. 2017 ISSN: 2087-8346 E-ISSN: 2597-889. Page3 : http://journal.ubm.ac.id.*

mental preparation, while outcome functions included skill development, strategy improvement, and performance enhancement. Self-talk in dialogue with oneself to increase confidence and reduce anxiety, which can also be regarded a cognitive activity to help the individual improve motivation and learning.[8] In my opinion, a cognitive activity to help the individual improve motivation and learning.

Self-talk assists us in cultivating a positive mental attitude. The ability to reassure ourselves that everything will be fine, especially during difficult times, gives us strength and self-assurance. In addition, it aids in the transformation of negative thought and behavior patterns into uplifting good ones. It provides us with the necessary incentive to keep our bodies, minds, and spirits in good shape. This useful strategy allows us to provide a lot of good feedback to ourselves, which enhances our vitality. While working on a difficult assignment, reassuring yourself can help you accomplish more than you believed possible, because even if you can't do the activity precisely, you can probably complete some of it.

They can consider learning tactics that have worked for them in the past to assist them in solving the issues at hand. When the kids are ready to communicate, they can employ the self-talk approach as a first step. The writer asked them personal questions so that they could readily share themselves when speaking. High motivation is the key to improving speaking skills because it is the first step toward developing speaking self-confidence. They communicate in English by accident to explain their thoughts and feelings. Self-talk is a type of discussion in

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[8] *Antonis Hatzigeorgiadis., ''Instructional and Motivational Self-Talk : An Investigation on Perceived Self-Talk Functions,'' University of Thessaly ,Trikala,Greece, HellenicJournal of Psychology, Vol. 3 (2006), pp. 164-175, :https://www.researchgate.net/publication/284903463.*

which people converse with themselves rather than with others. When it comes to learning through self-talk, most people think of reading textbooks or memorizing articles by talking to themselves; nevertheless, self-talk is a process that starts with thinking and ends with talking.

b. Kinds of Self-talk Strategy (STS)

There are two sorts of self-talk strategies: (1) positive self-talk and (2) negative self-talk strategies. According to Gaskins (2005)"Success with struggling Readers", states When individual variations are valued, rules are fair, mistakes are acknowledged, and nurturing is prevalent, positive self-talk flourishes. Students gain increased confidence and assurance as they learn to identify themselves positively, acknowledging their limitations but still seeing their potential. Caring teachers create scenarios that provide authentic, successful experiences for students, and they avoid putting them in situations where they are likely to fail again. Rather than focusing on flaws, they highlight areas of success. They look for something unique that each student can do or is interested in, and they encourage students to regard themselves as capable, valued, and accountable. Because the "potential self" is the crucial link between self-concept and motivation, a loving teacher also assists young people in developing a positive, yet realistic, vision of what they can become or do. Young individuals acquire self-respect, self-trust, and self-confidence in a loving setting because caregivers treat them with respect, trust, and confidence. Positive self-talk can go a long way toward giving you the confidence you need to fully utilize your abilities. Use your inner voice to reassure yourself if public speaking makes you nervous: "You can

do it. You've done it before and done it well." Because of the nature of the mind-body link, a happy attitude and positively phrased self-talk have a greater impact on behavior than many people believe. Many excellent outcomes result from cultivating a habit of positive self-talk in language learning English speaking skills. By imagining what they will do, students can increase their passion and concentrate on the work at hand (not what to avoid).

Negative self-talk is either self-critical or indicative of a failure to succeed. Comments like this are examples of negative self-talk. "Stupid mistake" "This is too hard" (Hardy, et al., 2001), and "A descriptive study of athlete self-talk". Because most students utilized negative self-talk, they lacked confidence, bad sentiments, and worry. It also diverts your attention away from what you should be doing, increasing your chances of missing something vital or making a mistake. As a result, when we talk negatively to ourselves, it has an impact on other critical mental skills including intensity regulation, confidence, and concentration.

Self-blame is the result of negative self-talk. Our early experiences can be traced back to what we blame ourselves for, or even that we are self-blaming. However, we all have a tendency to think in a blaming manner. It is, in effect, integrated into our program. Furthermore, negative self-talk can happen so swiftly in our brains that we aren't always conscious of it. We'll practice pausing to observe and capture these ideas so that we may all reduce our negative self-talk and safeguard our self-esteem. We must accept that we all make errors; that is what distinguishes us as human beings. Mistakes are inevitable in the learning

process, and we must all learn to accept them when they occur. We can get trapped in a rut and become reluctant to attempt again if we are unable to accept our mistakes and move on.[9] Studies that used self-talk tactics to improve performance in various activities were chosen. Studies were needed to include at least one experimental test of the effect of self-talk on task performance in their findings. In addition, studies that combined self-talk with other mental methods for performance improvement were examined, but solely to compare to research that used simply self-talk interventions.

Accordingto Kahrović et al (2014)". Effects Of The Self-Talk Strategy In The Mental Training Of Athletes" defined. Talking to oneself (self-talk) can be classified into two categories: positive and negative.

1) Positive self-talk refers to positive remarks that boost self-esteem and motivation while also allowing you to focus more effectively on the work at hand rather than past mistakes. Positive self-talk phrases examples are the following: "I can surely do it", "I am quite ready, I will do my best".

2) Negative self-talk comprises critical assertions that lead to increased anxiety, decreased self-efficacy, and poor performance. Here are a few examples: "There is no possible way I can do this", "I am so bad, I will certainly fail".

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[9] *RudiarmanPurba and SotardugaSihombing ,'' The Effect of Self-Talk Strategy in public Speaking as EFL Classroom on the Third Year Students (Academicyear 2013) at English Departement in FKIP Universitas HKBP NOMMENSEN Pematangsiantar '', Journal of English Language and Culture, English Department of Teaching Training, HKBP NommensenPematangsiantar University Vol. 8 (No. 1) : 45 - 59. Th. 2017 ISSN: 2087-8346 E-ISSN: 2597-889. Page48 : http://journal.ubm.ac.id.*

Furthermore, in one's own dialogues with oneself, self-talk can serve two purposes: educational and motivational.[10]

c. Self-talk as a motivational self-regulatory strategy.

Only a few studies have looked into the impact of motivational self-regulation strategies on academic engagement. These tactics can take many different shapes, but they're all used to get people motivated and keep them motivated, or to modulate motivational processing for peak performance. (Pintrich 2004; Wolters 2003)"The role of goal orientation in self–regulated learning". We focus on motivational self-talk as one of the various sorts of motivational self-regulatory tactics. Although motivated self-talk has been examined infrequently in educational settings, the role of self-talk (also known as private speech or inner speech in Vygotsky's terminology) has been stressed in general. Vygotsky's early work (1987)"Thinking and speech". Self-talk as a tool for behavioral regulation in early children was also investigated by Meichenbaum (1977) in his book "Cognitive behavior modification: An integrative approach." We looked at three main types of motivating self-talk in this study: mastery self-talk, performance/extrinsic self-talk (hereinafter referred to as extrinsic self-talk for brevity), and efficacy enhancement self-talk. These motivational self-talk strategies involve students' efforts to remind themselves of their reasons for completing a task or to reassure themselves of their ability to complete a task successfully to achieve effort enhancement and persistence in demotivating

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[10]*ANDI RUSTIAWAN KARMADI, Thesis,'' . Utilization of Self-talk Strategy (STS) to Improve the students' Speaking Skill at the First Grade of SMA Negeri 1 Libureng''.Universitas MuhammadiahMakassar,(2018).Page17.*

situations, with a clear focus on the regulation of motivational beliefs (e.g., achievement goals, self-efficacy). The effects of these various strategies have been investigated in a few previous studies (Hatzigeorgiadis, 2006; Wolters 1998; Wolters and Benzon 2013)"Instructional and motivational self-talk: An investigation on perceived self-talk functions," but the effects of these various strategies have remained unclear.[11]

d. Self-talk characteristics.

The substance, selection, and overtness of self-talk are three aspects of interest.

1). One of the most intriguing questions about self-effectiveness talk's is the type (content) of self-talk. The contrast between instructive and motivational cues gave the self-talk literature new directions. As previously stated, research has usually confirmed the distinction between instructional and motivational self-talk and the differing effects they might have on performance. In their study "The effects of motivational versus instructional self-talk on improving motor performance," Theodorakis et al. (2000) proposed the "matching hypothesis": taking into account the task requirements, instructional self-talk should be more effective for tasks requiring precision and timing, while motivational self-talk should be more effective for tasks requiring strength and endurance. As a result, no particular hypotheses on the overall effectiveness of

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[11] *Cen Wang, Sungok Serena Shim,and Christopher A. Wolters, ''Achievement goals, MotivationalSelf-talk, andAcademicEngagement among Chinese Students'', Education Research Institute, Seoul National University, Seoul, Korea 2017, Asia Pacific Educ. Rev. (2017) 18:295–307,Page296.*

instructional and motivating self-talk were generated; however, the above-mentioned matching hypothesis was evaluated.

2). The second feature is whether the self-talk cues are assigned or chosen by the person. To guarantee that relevant cues were picked and employed by participants, studies were first based on assigned self-talk (e.g., Van Raalte et al., 1995)"The effects of positive and negative self-talk on dart throwing performance." However, in other recent studies, participants were given the option of choosing self-talk cues from a pre-determined list (e.g., Schuler&Langens, 2007) or from their own preferences (Malouff& Murphy, 2006). "The buffering effects of self-verbalizations on psychological crisis in a marathon"

3). The third feature is whether self-talk is internal (silent, covert) or external (overt, audible) (overt, out loud). In order to ensure that self-talk cues were employed, researchers first preferred external self-talk (Ming & Martin, 1996). Nonetheless, feedback from participants has revealed that using external self-talk can be awkward and distracting (e.g., Masciana, Van Raalte, Brewer, Brandon, & Coughlin, 2001)". Harvey, Van Raalte, & Brewer, 2002)"The effects of positive and negative self-talk on dart throwing performance," and many subsequent studies have advised participants to use internal self-talk or given them the choice between internal and external self-talk (e.g., Harvey, Van Raalte, & Brewer, 2002)"The effects of positive and negative self-talk on dart throwing performance"What we need to know about the above qualities is if giving people a choice about how they employ self-talk cues (both in terms

of substance and overtness) affects their effectiveness. Self-selected cues and overtness, we expected, would be more effective than those assigned.[12]

e. The Procedure of Self-talk Strategy

Self-talk is a developmentally appropriate method that children can utilize to assist them in listening, following directions, and staying on target. Self-talk usually becomes internalized over time and is no longer stated out. Self-talk, whether spoken aloud or silently, can be an effective technique for pupils to remember directions, focus, and manage their efforts.

Recap (2004)"Teaching Oral Communication in Grades K-8. A Viacom Company" demonstrated that developing an awareness of how our attitudes and beliefs influence our moods and actions, for better or worse, is a vital strategy for success. Students who learn to recognize the negative and irrational attitudes that lead to self-defeating behaviors can use positive self-talk to alter them to more positive and reasonable attitudes. Students can acquire the self-confidence to overcome hurdles to achievement by thinking about and challenging the messages they give themselves, and substituting positive messages for negative ones. The Self-Talk Strategy (STS) process is as follows:

1) The teacher gives a brief overview of what self-confidence entails to the students.

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[12] *AntonisHatzigeorgiadis, Nikos Zourbanos, EvangelosGalanis, and YiannisTheodorakis,'' Self-Talk and Sports Performance: A Meta-Analysis'', Department of Physical Education and Sport Sciences, University of Thessaly, Trikala, Greece,Page350, Perspectives on Psychological Science 6(4) 348–356 The Author(s) 2011 Reprints and permission: sagepub.com/journals , Permissions.nav DOI: 10.1177/1745691611413136 http://pps.sagepub.com.*

2) On butcher paper, kids brainstorm a variety of talents and hobbies that demand confidence and the acceptance of mistakes in order to succeed (performing an instrument, biking, skateboarding). After that, each group publishes its list on the wall for the entire class to discuss.

3) The teacher leads a brief whole-class discussion about each group's list, tying the talents stated to academic accomplishments.

4) The teacher leads a whole-class discussion about positive self-talk, explaining the differences between positive and negative self-talk as well as their impacts.

5) Each student completes the 'Making it Happen' worksheet on their own.

6) Students complete the 'Nothing ventured, nothing gained' worksheet in small groups. Students should talk about how important it is to take risks and be willing to make mistakes.

7) 7) The instructor guides a whole-class discussion of the meanings and essential concepts of a person's 'inner' and 'outer' worlds using the 'Being a "Yes" person' sheets.

8) Students work in couples to determine if they are a "Yes" person, "No" person, or "I don't know" person based on their responses on the "Being a "Yes" person" sheet.[13]

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[13] *ANDI RUSTIAWAN KARMADI, Thesis,'' . Utilization of Self-talk Strategy (STS) to Improve the students' Speaking Skill at the First Grade of SMA Negeri 1 Libureng'',. Universitas Muhammadiah Makassar,(2018).Page19*

2. Speaking Skill.

   a. Definition of Speaking.

   Speaking is important in learning a language because, as social creatures, humans need to interact with one another to express their ideas and thoughts in order to organize and persuade others, and it is also used because one of the goals of learning a language is to be able to communicate in that language. Speaking is an aspect of daily life that we take for granted, according to Thornburry (2005) in "How to Teach Speaking." The four skills are explained in terms of their direction in language teaching. Productive language is language generated by the learner (in speech or writing). Receptive language is language that is focused at the learner (in reading or listening). Another crucial concept is channel, which relates to the message's medium (aural/oral or written). As a result, speaking is a useful aural/oral ability. Producing organized linguistic statements to convey meaning is what it entails. In most examinations of the speech process, four or five components are identified:

   1) Pronunciation (including the segmental features – vowels and consonants – and the stress and intonation patterns),

   2) Grammar,

   3) Vocabulary,

   4) Fluency (the ease and speed of the flow of speech),

5) Comprehension, because oral communication necessitates a subject's ability to both respond to and initiate speech.[14]

The necessity of speaking abilities is discussed by five participants. S1 and S2 both agree that English is crucial. According to S1, English is a communication instrument. As a result, S2 contends that speaking is one of the language abilities needed to communicate with foreigners. Speaking is utilized directly while communicating with others, according to S3. Furthermore, S4 says that speaking is the most crucial language skill compared to the others. Meanwhile, S5 refutes S4's statement, claiming that speaking abilities are just as vital as listening, reading, and writing abilities. One of the most crucial talents to learn and master is speaking. The reason for this is that the participants wish to use English as a more global communication tool. As a result, speaking skills may have surpassed other talents as the most important aspect of studying English.[15] Speaking is a crucial ability because it is a technique for communicating with foreigners in and of itself. When speaking with others, direct speech is employed.

Researchers in the field of language learning have proposed a variety of definitions for the term "speaking." Speaking is defined as "saying words

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[14] *RudiarmanPurba and SotardugaSihombing ,'' The Effect of Self-Talk Strategy in public Speaking as EFL Classroom on the Third Year Students (Academicyear 2013) at English Departement in FKIP Universitas HKBP NOMMENSEN Pematangsiantar '', Journal of English Language and Culture, English Department of Teaching Training, HKBP NommensenPematangsiantar University Vol. 8 (No. 1) : 45 - 59. Th. 2017 ISSN: 2087-8346 E-ISSN: 2597-889. Page48 : http://journal.ubm.ac.id.*

[15] *Muhammad IqbalAdikusuma, FakhriFikri ,and RasiYugafiati '' The Analysis of Learning Strategy in Speaking SkillL: A Study On People With Disability, IKIP Siliwangi, Volume 1, No. 5, September 2018 pp 712-717.Page714.*

orally, communicating by talking, making a request, and making a speech" (Nunan,1995)"Webster's New World Dictionary."

"Speaking," as described by Bygate (1987), is the production of auditory signals in order to elicit various verbal replies from listeners. It is defined as the methodical combination of sounds to make coherent phrases. Speaking is defined as a two-way process that includes true communication of opinions, information, or emotions, according to Florez (1999) and Abd El Fattah Torky (2006) in their paper "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students." The spoken sentences are viewed from the top-down as a collaboration between two or more persons in a shared time and space.

According to Speaking is the process of creating and conveying meaning by using verbal and nonverbal symbols in various circumstances, according to Chaney (1998)"Teaching Oral Communication in Grades K-8. A Viacom Company." Speaking, according to Brown (1994) and Burns and Joyce (1997), is an interactive process of constructing meaning that involves producing, receiving, and processing information.[16]

To summarize, all definitions are provided to define the nature of the speaking competence that is required for the acquisition of a native or foreign language.

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[16] *NguyễnXuân Minh, Thesis, ISO 9001:2015 ,'' Effective Methods To Improve Speaking Skill For English Major Freshmen At HAI PHONG Technology and Management University, TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG. Page12.*

For most language learners, speaking a language is one of the most important abilities. A language student can demonstrate mastery of the language he or she is studying by speaking it. Learning strategies employed by high-achieving kids in improving speaking abilities are critical since acquiring speaking ability allows pupils to communicate with others. Furthermore, because we live in a globally period, students must willingly learn and perfect English, particularly speaking skills, in order to communicate and understand what is going on around them.

In English language learning, the learning target is that the students can communicate in speaking class, As a result, pupils must be provided several opportunities to speak English. Practice and exercise are the only way to improve students' speaking skills.

There are several reasons for the importance of speaking practices during lectures (Baker and Westrup):

1) Speaking activities will help students improve their vocabulary, grammar, and functional language skills.
2) Allowing students to use the target language.
3) Allowing students to become more proficient or fluent in practicing the language that they have learned in different situations and topics.

From the above opinion, it explains that to be the ability to communicate in English, is determined by how far the mastery of language aspects (vocabulary, grammar, pronunciation) through practicing and exercising so that the language

fluency in speaking English skill is obtained. On the other side, Nunan (1998)"Research Method In Language Learning", says that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[17]Speaking skill is a language skill that needs to be mastered properly. This skill is an important indicator of a student's success in language learning. In other words, through proper speaking skill mastery, people can communicate their ideas, either with friends on campus/workplace or with a foreign speaker.

Brown (2007)"Principles of Language Learning and Teaching" Micro-skills and macro-skills are involved in speaking skills, according to the author. It's a combination of micro and macro skills. The need of focusing on both the forms and functions of language is suggested by micro skill. Individual processes in language learning are addressed by macro skill. The purpose of speaking skills instruction is to improve conversational efficiency. Learners should be able to make themselves known by maximizing their current abilities.

Brown's (2000) "Teaching by Ideas: An Interactive Approach to Language Pedagogy" proposes various principles for constructing speaking approaches to achieve the aims. They are as follows:

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[17]*Haerani Mutia, Thesis,'' TheImplementation Of Socio-Affective Strategy To Improve Students' Speaking Skill At The Second Grade Students' Of Sman 1 Enrekang, Page20*

1 Employ strategies that address a range of learners' demands, from a language-based approach to an accuracy-based approach to engagement, meaning, and fluency.

2 Provide intrinsically motivating techniques.

3 Encourage the use of genuine language in appropriate situations.

4 Provide constructive criticism and feedback.

5 Take use of the natural connection that exists between speaking and listening.

6 Provide opportunities for kids to initiate spoken communication.

7 Encourage students to build speaking strategies.

Because speaking is the key to communication, the lecturer/teacher should be able to guide students into learning scenarios so that they may master it.[18]

b. **The problem of Speaking**.

The lack of vocabulary was a major issue for most students when it came to communicating :

1) A lack of confidence in one's ability to talk

2) Being unaccustomed to speaking in class

[18] *RiniFitria, '' Improving the Students' Speaking Skill Through Talking Chips (TC): A Classroom Action ResearchonSecond SemesterStudentsof English Study Pogram at STAIN BENGKALIS,'' INOVISH JOURNAL, Vol. 2, No. 1, June 2017, ISSN: 2528-3804, Page10.*

3) Difficulty putting words or sentences together.

4) The fear of making mistakes was the root of the problem for the majority of students.

This study found that all students had various issues with their English speaking abilities, based on both observation and interview. The pupils' most common concern was a lack of vocabulary, with fear of making mistakes being the primary cause of the problem that prevented them from speaking.[19] Students' difficulties in speaking the English language, include common grammar errors, a lack of confidence in speaking the English language, a fear of making mistakes when speaking the English language, and a lack of enthusiasm to speak the English language.

c. **Types of speaking**

According to Ms. Trupti Shinde, an Indian linguist, there are three types of speaking situations in which we find ourselves:

1) Interactive speaking circumstances include face-to-face talks and phone calls in which we alternate speaking and listening and have the opportunity to ask our conversation partner for clarification, repetition, or slower speech.

2) Some speaking settings are partially interactive, such as when giving a speech in front of a live audience, where the audience is

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[19] *Hendra Heriansyah, Thesis, ''Speaking Problems Faced by The English Department Students of Syiah Kuala University, Lingua Didaktika, volume . 6. No.1. Desember 2012, ISSN;1979-0457, Page43.*

expected to remain silent. Despite this, the speaker can see the audience and determine whether or not he or she is being understood based on their facial expressions and body language.

3) Only a few speaking scenarios, such as when recording a speech for a radio broadcast, may be non-interactive.

d. The importance of speaking skills.

Humans are born with the ability to communicate before learning to read and write. Humans spend far more time communicating vocally with language than they do utilizing it in its written version in any particular situation. The most significant ability is speaking because it is one of the abilities required to carry on a discussion. Speaking English is difficult because speakers must be proficient in many areas, including pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have sufficient English speaking ability to communicate with others simply and effectively. Rivers' "Interacting Language Teaching," published in 1987, looked at how people use language outside of the classroom and discovered that speaking is used twice as frequently as reading and writing combined. Speaking and listening are learners' language tools, according to Brown (1994), "Teaching by Principles - An Interactive Approach to Language Pedagogy." Speaking is of major importance for people interaction, according to Efrizal (2012), who stated that "Improving Students' Speaking through Communicative Language Teaching Method." Oral communication of ideas and messages is known as speaking. We should utilize the language in genuine communication and advise pupils to do the same if we wish to encourage them to

speak in English. According to Rodgers (2001), "Language Teaching Methodology," the speaking skill was disregarded in traditional methods in classrooms where the emphasis was on reading and writing skills. Reading and writing, for example, were the most critical abilities in The Grammar-Translation technique, while speaking and listening skills were not as crucial. According to Ur's (2000) "A Course in Language Teaching," speaking is the most crucial of the four language skills (speaking, listening, reading, and writing), and it is essential for efficient communication. With the integration of the other language abilities, the importance of speaking is demonstrated. Speaking helps students improve their vocabulary and grammar skills, which in turn helps them improve their writing skills. Students can use language to communicate their emotions and ideas, tell stories, make requests, and converse, discuss, and demonstrate its different purposes. Outside of the classroom, speaking is crucial. As a result, language speakers have a greater chance of finding work in various organizations and businesses. Baker and Westrup's (2003) "Essential Speaking Skills" backed up these claims, stating that learners who speak English well had a better chance of acquiring a better education, finding good jobs, and getting promoted. People cannot learn a language without many opportunities for meaningful repetition, according to previous study. Oral language contacts and opportunities to create the language in meaningful tasks give the necessary practice for internalization. Asher's (2003) "Learning Another Language by Actions" supports the premise that learners like to imitate what is spoken shortly after teachers model it. The relationship between speaking and listening skills was investigated by Krashen

(1988) in his paper "Second Language Acquisition and Second Language Learning." When students talk, he claims, they are demonstrating that they have learned the language. As a result of this concept, several teachers transitioned quickly from speaking to reading and writing classes.[20]

e. Speaking Performance

For many second-language or foreign-language learners, mastering English speaking abilities is a top priority. As a result, learners frequently assess their language learning success based on how much they believe their speaking skills have improved. As a result, there are a wide range of techniques to learning to talk, from direct approaches that focus on specific elements of oral engagement to indirect approaches that build conditions for oral interaction. "Teaching Listening and Speaking," by Jack C. Richards (2008), uses three-part expansion functions of speaking to build appropriate materials for pupils. Talk can be viewed as a conversation, a transaction, or a performance. Each of these activities is distinct in terms of form and purpose, necessitating unique teaching methods.

1) The term "talk as interaction" refers to the type of communication that we have on a regular basis. It refers to a type of engagement that is predominantly social in nature. The emphasis is on the speakers and how they want to exhibit themselves to one another rather than the message.

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[20] *NguyễnXuân Minh, Thesis, ISO 9001:2015 ,'' Effective Methods To Improve Speaking Skill For English Major Freshmen At HAI PHONG Technology and Management University, TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG. Page18-19.*

2) A situation in which the focus is on the message or what is said or done is referred to as "talk as transaction." The message of making oneself understood clearly and properly takes precedence over the participants and how they connect socially with one another.

3) Talk as if it were a performance. Talk as a performance is the third sort of talk, and it relates to public speaking that conveys knowledge to an audience. Classroom presentations, public announcements, and speeches are examples.

Based on those functions, the teacher must choose a proper strategy to teaching speaking to pupils in terms of what function is the learning process's purpose. Following the teacher's decision on the best approach, indicators are needed to track the pupils' progress.

According to Duzer (1999)" Improving ESL students' listening skills at work and beyond" students' speaking ability and habits have an impact on the success of any exchange. Students must be able to predict and then produce the expected patterns of specific discourse settings as the speaker. They must also deal with things like rephrasing, providing criticism, taking turns, and redirecting. The speaker must be aware of the typical pattern of such interactions and must be able to retrieve this knowledge as the conversation continues. They must also use proper facial expressions while describing things on that topic, including reiterating or emphasizing terms to clarify the explanation. Other factors that are considered indicative of high speaking abilities include:

1) Making language sounds, stress patterns, rhythmic structures, and intonations.

2) Correct grammatical and structural usage.

3) Choosing terminology that is appropriate for the audience, the issue being discussed, and the location in which the speech act takes place.

4) Using comprehensibility-improving tactics such as keyword emphasis and rephrasing.

5) Using body language or gestures. To maximize listener comprehension and involvement, pay attention to the success of the interaction and change components of speech such as vocabulary, rate of speech, and grammar and structure complexity.

f. The aspect of Speaking Skill

Bashir, AzeemandDogar (2011)"Factor Affecting Students' English Speaking Skills" revealed that. Many language learners consider speaking ability to be a criterion for mastery of a language. Fluency, according to these students, is defined as the capacity to converse with others rather than the ability to read, write, or understand oral language. They consider speaking to be the most important skill they can learn, and they measure their success in terms of their ability to communicate effectively. Learners of a language must understand that speaking requires three types of knowledge:

1) Mechanics (pronunciation, grammar, and vocabulary): Using the correct words in the correct order and with proper pronunciation.

2) Transaction and interaction functions: Knowing when communication clarity is critical (transaction/information exchange) and when precise understanding isn't (interaction/relationship development).

3) Social and cultural conventions and norms (turn-taking, speech tempo, speaker-to-speaker pauses, relative roles of participants): Knowing how to take into consideration who is speaking to whom. What circumstances, what was it about, and why was it done?

Torky (2006)"The Effectiveness of a Task-Based Instruction Program in Speaking is defined operationally in this study as secondary stage students' ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context to serve both transactional and interactional purposes using correctpronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoken language. To put it another way, they must demonstrate mastery of the following sub-competencies/skills:

1) Linguistic competence: This involves the following abilities:

 a) Pronunciation that is understandable.

b) Correctly applying grammatical rules.

c) Using a vocabulary that is relevant, adequate, and acceptable.

2)   Discourse competence: This covers the following abilities:

a) Cohesive and cohesive discourse structure.

b) Keeping the conversation going by properly managing it and interacting with it.

3) Pragmatic competence: This involves the ability to:

a) Effectively and correctly express a variety of functions according on the context and register.

b) Fluency: This refers to the ability to talk clearly and eloquently.[21]

C. Conceptual Framework

The following is the theoretical framework that underpins this study:

Figure 2.1


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┌──────────┐      ┌─────────────────┐      ┌─────────────────┐
│          │      │    Self-talk    │      │ Achievement in  │
│ Speaking │ ───▶ │ Strategy (STS)  │ ───▶ │   Speaking      │
│          │      │                 │      │                 │
└──────────┘      └─────────────────┘      └─────────────────┘
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In the diagram above, input, process, and output are divided into three categories:

1. Any type of pronunciation is referred to as input.

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[21] *ANDI RUSTIAWAN KARMADI, Thesis,'' . Utilization of Self-talk Strategy (STS) to Improve the students' Speaking Skill at the First Grade of SMA Negeri 1 Libureng'',.Universitas MuhammadiahMakassar,(2018).Page13-14.*

2. The students pronunciation of the content is referred to as the process.

3. Output refers to the students' ability to pronounce words correctly.

D. Hypothesis

This study's hypothesis is formulated as follows:

1. (H1) In second grade, students' speaking skills can be improved by using the Self-talk Strategy (STS) of SMAN 3 Palopo.

2 . (H0) The Self-Talk Strategy (STS) cannot help students enhance their speaking skills in second grade of SMAN 3 Palopo.
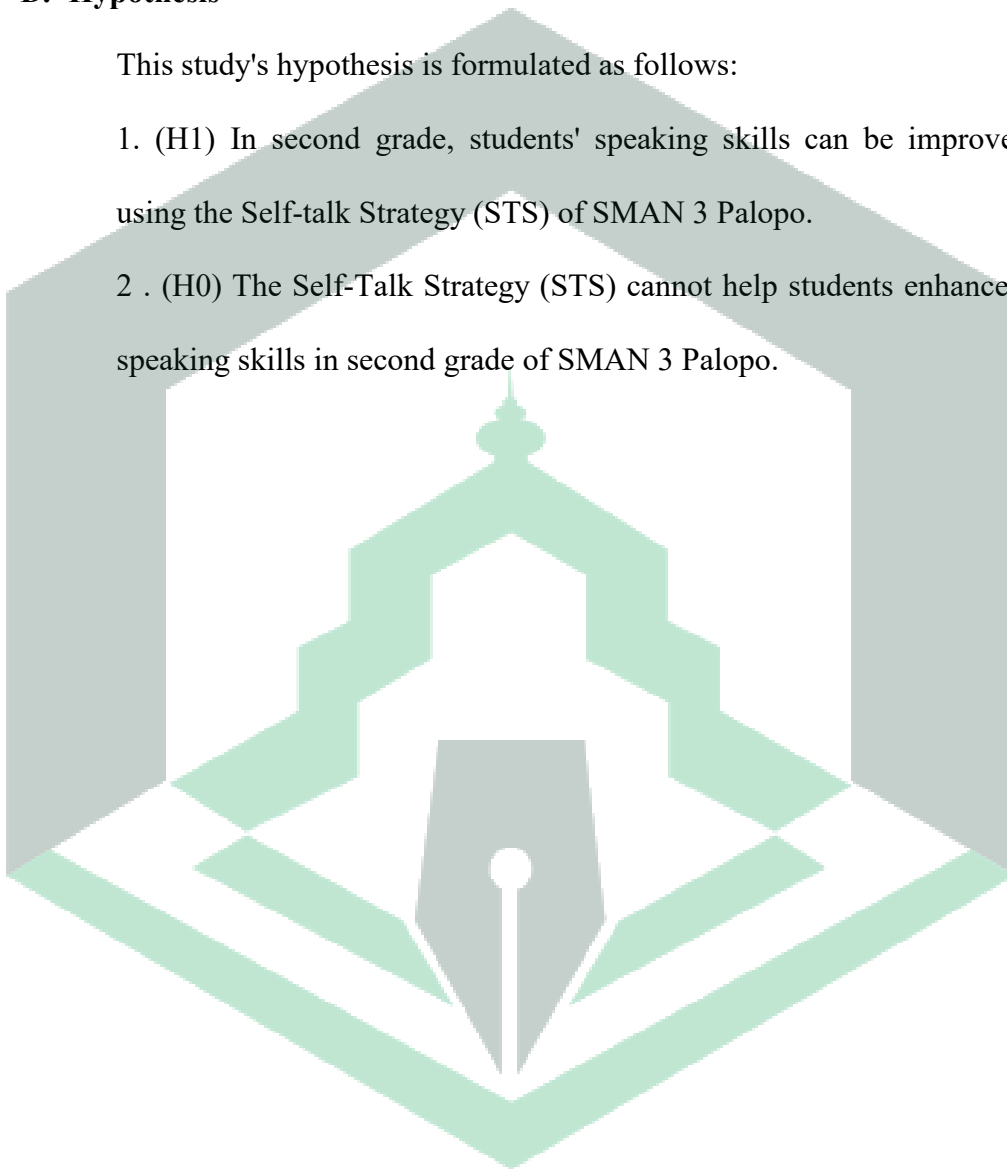
CHAPTER III

RESEARCH METHOD .

This chapter covers study method and design, population and sample, variable, research instrument, data collection procedure, and data analysis approach.

A. Research Type

This research used pre-experimental method with one group pre-test treatment and post-test.

Pre-test	Treatment	Post-test
X1	O	X2

Where :

X1 = Pre-test

O = Treatment

X2 = Post-test

Gay (1981, p. 226) "Analysis and Application of Educational Research Competencies"

1. Pre-test

   The students' were given a pre-test to determine their past knowledge before beginning the treatment.

   1. Treatment

After administering the pre-test, the researcher used the Self-talk Strategy to treat the students (STS). Treatments would take place over the course of eight appointments, including a pre-test and a post-test. The following are the treatment procedures:

a. In the first meeting

   1) The researcher will introduce herself, explain the students about the research, and serve as their tutor for the next six meetings, while their teacher will work as a collaborator, observing all actions during the teaching and learning process.

   2) On butcher paper, kids brainstorm a variety of talents and hobbies that demand confidence and the acceptance of mistakes in order to succeed (performing an instrument, biking, skateboarding). After that, each group publishes its list on the wall for the entire class to discuss.

   3) The teacher leads a brief whole-class discussion about each group's list, tying the talents stated to academic accomplishments.

   4) The teacher leads a whole-class discussion about positive self-talk, explaining the differences between positive and negative self-talk as well as their impacts.

   5) Each student completes the 'Making it Happen' worksheet on their own.

   6) Students complete the 'Nothing ventured, nothing gained' worksheet in small groups. Students should talk about how important it is to take risks and be willing to make mistakes.

   7) The instructor guides a whole-class discussion of the meanings and essential concepts of a person's 'inner' and 'outer' worlds using the 'Being a "Yes" person' sheets.

   8) Students work in couples to determine if they are a "Yes" person, "No" person, or "I don't know" person based on their responses on the "Being a "Yes" person" sheet.

b. Second Meeting

    a) The researcher gave opportunity for them to retell in front of their friends in the next meeting.

    b) The researcher divided the students into groups that consistedof four students.

    c) This grouping wasaimedto stimulate the students to work with the partner and to bring the students more actively.

    d) By combining students' knowledge about the content of text, the students were expected to be able to speak or arrange the meaningful context.

    e) As the practice of speaking text, the researcher gave the students a text and some questions about the the text.

    f) Gave the students chance to practice and understood the content of the text.

c. Third Meetings

    1) The researcher divided the students into groups that consistedof four students.

    2) The researcher gave the students a topic as teaching materials about the students experience.

    3) The students worked with the partner andbrought the studentsmore actively.

    4) Gave the students chance to practice and understood the contentof the text.

5) As the next practice of speaking text, the researcher gave

the students a text and some questions about the the text.

d. Fourth Meeting

a) The researcher divided the students into groups that consisted of four students. This grouping wasaimedto stimulate the students to work with the partner and to bring the students more actively.

b) The researcher delivered some questions to bring the students' attention and focus to the material.

c) Then, the researcher gave the students a topic as teaching materials about the students experience.

d) The students made a conversation about the topic in their group.

e) One of the students retold part of the story in front of another students in one group.

f) Gave the students chance to practice and understand the contentof the text.

e. Fifth Meetings

1) The students are divided into four-person groups by the researcher. This grouping will encourage students to collaborate with their partners and to become more engaged.

2) The researcher asks certain questions in order to focus the students' attention on the content.

3) The researcher then assigns a topic to the students to use as teaching materials regarding their experience.

4) In their groups, the students have a discussion about the issue.

5) In one group, one of the students tells a portion of the narrative to another student.

6) Allow students to practice and comprehend the content of the text.

f. Sixth Meeting.

1) At the next meeting, the researcher permits them to tell it to their friends.

2) The students were separated into four-person groups by the researcher.

3) The goal of this grouping is to encourage kids to collaborate with their peers and to make them more active.

4) Students are required to be able to talk or organize the meaningful context by combining their knowledge of the text's content.

5) In the spoken text exercise, the researcher provides the students a text and some questions to answer about it.

6) Allow students to practice and comprehend the content of the text.

2. Post-Test

Following the treatment, a post-test would be administered to determine the kids' speaking abilities (accuracy, fluency, and comprehensibility). It will be utilized to assess the effectiveness of the therapies, as well as to determine whether the Self-talk Strategy was beneficial in improving the students' speaking abilities. The test was carried out in the same way as a pretest.

B. Population and Sample

1. Population

According to Arikunto (2010), "Prosedur Penelitian Suatu Pendekatan Praktik," the overall population is being studied. Sugiyono (2010) agrees, stating in "MetodePenelitian Pendidikan PendekatanKuantitatif, Kualitatif, dan R&D" that population is a generalization region that involves an object or a subject that has the quality and special characteristics that the researcher chooses to investigate and make a conclusion. The term "population" refers to a huge collection of people. The population of this study comprised all students in the second grade (about 352 students) at SMA Negeri3Palopo in the academic year 2020/2021. The children in this study are in second grade at SMAN 3 Palopo for the academic year 2021/2022. It consists of[22] the following components:

No	Class	Number
1	XI. MIPA 1	32
2	XI. MIPA 2	32
3	XI MIPA 3	32
4	XI MIPA 4	32
5	XI MIPA 5	32
6	XI MIPA 6	32
7	XI IIS 1	32
8	XI IIS 2	32

[22]School administration of SMAN 3 Palopo

9	XI IIS 3	32
10	XI IIS 4	32
11	XI IIS 5	32
Count		352

Table 3.1 Number of Populations

2. Sample

The researcher in this study needed to gather the data taken from part of the population involved in this research. According to Lodico et al (2006: 143)[23], "A sample is a smaller group selected from a larger population. Data is taken from students among the population, which was then considered as a sample. Arikunto, Sample is a part of the population that is investigated. It means that the sample was a representative part of the population that was taken to represent the research. The data was taken from students among the population, which was considered a sample.[24] The researcher was conducting a sample by using a purposive sampling technique. According to Cohen et al., (2007)"Research Methods in Education"The research used a purposive sampling technique. In relation to this sampling technique, the English teacher of SMA Negeri 3Palopo's second grade allows one class to be the sample. This class is chosen based on the school's proposal. As a result, the sample for this study comprised of 36 students from class XI IPA II of the second grade at SMA Negeri 3 Palopo.

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[23]*Dewi Puspitasari, Thesis, "The Correlation Between Students Grammar Mastery and Their Achievement in Writing Descriptive Text," IAIN Tulungagung, 2017, Page 33.*

[24]Nur WahyuniSyarif, Thesis, ''The Relationship between Students Self-Efficacy and their Speaking Ability at English Education Department Unismuh Makassar,''2018, Page 23

C. Research Variable

Relating to a variable, In this study, there were two types of variables: dependent and independent variables.

a. The independent variable is the self-talk strategy.

a. The dependent variable is the students' ability to communicate.

D. Research Instrument.

The instrument utilized in this study will be a test to determine the students' speaking abilities. There are two parts to the test: a pre-test, a treatment and a post-test.

E. The Data Collection Procedure

Conducting a pretest The student was given a pretest through a spoken test to check his or her speaking abilities before beginning the treatment. After the treatment, the results of the pretest were compared to the results of the post-test.

Conducting a Posttest Following the treatment, the students were given a post-treatment spoken test to evaluate their speaking abilities. Its results were compared to the results of the pretest to see how well pupils had improved and progressed. The test was carried out in the same way as a pretest.

F. Data Analysis

1. The rubric for Measuring Students' English Fluency

The researcher employed a rubric measurement of the scoring scale to collect the students' fluency scores, which included fluency in the students'

speaking. This rubric outcome described the students' English fluency when conducting the test in class. The researcher used scoring classification for fluency by Heaton

No	Classification	Score	Criteria
1.	Excellent	6	Speak without much effort and with a reasonably wide range of expression. Searches for words on occasion, but only with one or two awkward pauses.
2.	Very good	5	It is necessary to make an effort to seek for words at times. Nonetheless, overall smooth delivery with only a few odd pauses.
3.	Good	4	Ignoring the fact that he needs to work hard and hunt for words, there aren't too many awkward pauses. The majority of the time, the delivery is fairly smooth. It is occasionally partial, yet it conveys the basic concept. A good range of expressiveness.
4.	Average	3	He/she has to put forth a lot of effort most of the time. It is common to have to search for the required meaning. The presentation is laggy and disjointed. Often, the range of expression is restricted.
5.	Poor	2	Much of the time, he/she has to work hard.

			Frequently has to look for the desired meaning. The delivery is quite sluggish and fragmented. The range of expression is frequently limited.
6.	Very poor	1	There are a lot of extended and unnatural pauses. The delivery is quite sluggish and fragmented. At times, he or she gives up making an effort. There is a very limited spectrum of expression.

Table 3.2 Scoring Classification for Fluency

The following is the data collection method employed by the researcher:

a. Using the algorithm to score the best replies of the students

$$Score = \frac{Students^F correct\ answer}{Total\ number\ of\ item} X\ 100$$

a. Using the following grade based on Heaton, classify the students' speaking scores

Number	Criteria of Mastery	Grade
6	95-100	Excellent
5	85-94	Very good
4	75-84	Good
3	65-74	Average
2	55-64	Poor
1	Below 55	Very poor

Table 3.3 Score Classification

1. The Assessment of Speaking Accuracy

Table 3.4: Assessment of Vocabulary

Classification	Score	Criteria
Excellent	9.6 - 10	They speak effectively and excellent of using vocabulary
Very Good	8.6 - 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 - 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 - 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 - 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 -5.5	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	0.0 - 3.5	They speak quickly, and many of their statements are inappropriate, with little or no language and little or no communication.

2. The Assessment of Speaking Fluency

Table 3.5: Assessment of Smoothness

Classification	Score	Criteria

Excellent	9.6 - 10	They speak effectively and excellent of using smoothness.
Very Good	8.6 - 9.5	They speak effectively and very good of using smoothness.
Good	7.6 – 8.5	They speak effectively and good of using smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of using smoothness.
Fair	5.6 – 65	They speak sometimes hasty fair of using smoothness
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate using smoothness.
Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

3. The Assessment of Speaking Comprehensibily

Classification	Score	Criteria
Excellent	9.6 - 10	They Equivalent good and very similar almost similar dengan native speaker
Very Good	8.6 - 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 - 8.5	They speak effectively and understanding quite good and complete.
Fairly Good	6.6 - 7.5	They speak sometimes hasty but fairly good.
Fair	5.6 - 6.5	They speak sometimes hasty fair
Poor	3.6 -5.5	They speak very hasty, and more sentences are not appropriate.
Very Poor	0.0 - 3.5	They speak quickly, and many of their statements are inappropriate, with little or no language and little or no communication.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the research. The findings of the research cover the description of the students speaking improvement. And discussions of the research cover further explanations of the findings in detail.

A. Findings

After conducting this research it was found that there was an improvementin students' speaking after implementing the Self Talk Strategy in teachingspeaking skills process to the seventh-grade students of SMA NEGERI 3 Palopo. The students' improvement can be seen clearly in the following Explanation:

1. Accuracy (vocabulary)

   a. Pre-Test

Table 4.1: Rate percentage and frequency in the pretest of the speaking in Accuracy form.

Pre-test				
No	**Classification**	**Score**	**Frequency**	**Percentage**
1	Excellent	9.6 to 10	0	0%
2	VeryGood	8.6 to 9.5	0	0%
3	Good	7.6 to 8.5	3	12,5%

4	FairlyGood	6.6 to 7.5	1	4,1%
5	Fair	5.6 to 6.5	3	12,5%
6	Poor	3.6 to 5.5	5	20,8%
7	VeryPoor	0.0 to 3.5	12	50%
Total			**24**	**100%**

Table4.1above shows that of 24 students, there are no students who get very good and excellent accuracy of speaking skills. Based on accuracy,12(50%)is classification as very poor category , 5(20,8%) students is classification as poor category,3(12,5%)students is classification as fair category, 1 (4,1%) student is classification as fairly good category and 3(12,5%)students is classification as good category.

    b. Post-Test

Table 4.2: Rate percentage and frequency in posttest of the speaking in accuracy form.

Post-test				
No	**Classification**	**Score**	**Frequency**	**Percentage**
1	Excellent	9.6 to 10	1	4,1%
2	VeryGood	8.6 to 9.5	2	8,3%
3	Good	7.6 to 8.5	3	12,5%
4	FairlyGood	6.6 to 7.5	3	12,5%
5	Fair	5.6 to 6.5	5	20,8
6	Poor	3.6 to 5.5	7	29,1%
7	VeryPoor	0.0 to 3.5	3	12,5%
Total			**24**	**100%**

Table 4.2 above shows that from 24 students, based on accuracy, 3(12,5) students is classification as very poor category,7 (29,1%) students is classification as poor category, 5 (20,8) students is classification as fair category, 3 (12,5%) students is classification as fairly good category, 3(12,5) students is classification as good category, 2 (8,3%) students is classification as very good category and 1 (4,1%) students is classification as excellent category.

2. Fluency (smoothness).

    a. Pre-Test

Table4.3: Rate percentage and frequency in the pre test of the speaking in fluency form.

		Pretest		
No	**Classification**	**Score**	**Frequency**	**Percentage**
1	Excellent	9.6 to 10	0	0%
2	Very Good	8.6 to 9.5	0	0%
3	Good	7.6 to 8.5	3	12,5%
4	Fairly Good	6.6 to 7.5	1	4,1%
5	Fair	5.6 to 6.5	2	8,3%
6	Poor	3.6 to 5.5	5	20,8%
7	Very Poor	0.0 to 3.5	13	54,1%
	Total		**24**	**100%**

Table 4.3 above shows that from 24 students, there were no students who got excellent and very good fluency form of speaking ability. Based on fluency, 13 (54%) is classification as very poor category, 5 (20,8%) students is classification as poor category, 2 (8,3%) is classification as fair

category,1(4,1%)students is classification as fairly good category and 3 (12,5%) students is classification as good category.

b. Post-Test

Table4.4: Rate percentage and frequency in post-test of the speaking in fluency form.

Posttest				
No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 to 10	1	4,1%
2	Very Good	8.6 to 9.5	2	8,3%
3	Good	7.6 to 8.5	3	12.5%
4	Fairly Good	6.6 to 7.5	1	4,1%
5	Fair	5.6 to 6.5	9	37,5%
6	Poor	3.6 to 6.5	6	25%
7	Very Poor	0.0 to 3.5	2	8,3%
	Total		24	100%

Table 4.4 above shows that from 24 students Based on fluency, 2 (8,3%) students is classification as very poor category, 6 (25%) students is classification as poor category,9 (37,5%) students is classification as fair category, 1 (4,1%) students is classification as fairly good category, 3 (12,5%) students is classification as good category, 2 (8,3%) students is classification very good category and 1 (4,1) students is classification as excellent category.

3. **Comprehensibilty**

    a. Pre-Test

Table4.5: Rate percentage comprehension in the pre test of thespeaking form

No	Classification	Score	Frequency	Percentage
**Pretest**
1	Excellent	9.6 to 10	0	0%
2	Very Good	8.6 to 9.5	2	8,3%
3	Good	7.6 to 8.5	3	12,5%
4	Fairly Good	6.6 to 7.5	1	4,1%
5	Fair	5.6 to 6.5	2	8,3%
6	Poor	3.6 to 5.5	4	14,5%
7	Very Poor	0.0 to 3.5	14	52%
	Total		**24**	**100%**

    Table 4.5 above shows that from 24 students Based on comprehension, 14 (52%) students is classification as very poor category, 4 (14,5%) students is classification as poor category,2 (8,3%) students is classification as fair category, 1 (4,1%) students is classification as fairly good category, 3 (12,5%) students is classification as good category, 2 (8,3%) students is classification very good category and 0 (0%) students is classification as excellent category.

    b. Post-Test

No	Classification	Score	Frequency	Percentage
**Posttest**
1	Excellent	9.6 to 10	1	4,1%
2	Very Good	8.6 to 9.5	2	8,3%
3	Good	7.6 to 8.5	2	8,3%
4	Fairly Good	6.6 to 7.5	1	4,1%
5	Fair	5.6 to 6.5	5	20,8%
6	Poor	3.6 to 6.5	4	14,5%
7	Very Poor	0.0 to 3.5	9	37,5%
	Total		**24**	**100%**

Table 4.6 Rate percentage comprehension in the post test of the speaking form

Table 4.6 above shows that from 24 students Based on comprehension, 9(37,5%) students is classification as very poor category, 4 (14,5%) students is classification as poor category,5 (20,8%) students is classification as fair category, 1 (4,1%) students is classification as fairly good category,2(%) students isclassification as good category, 2 (8,3%) students is classification very good category and 1 (4,1%) students is classification as excellent category.
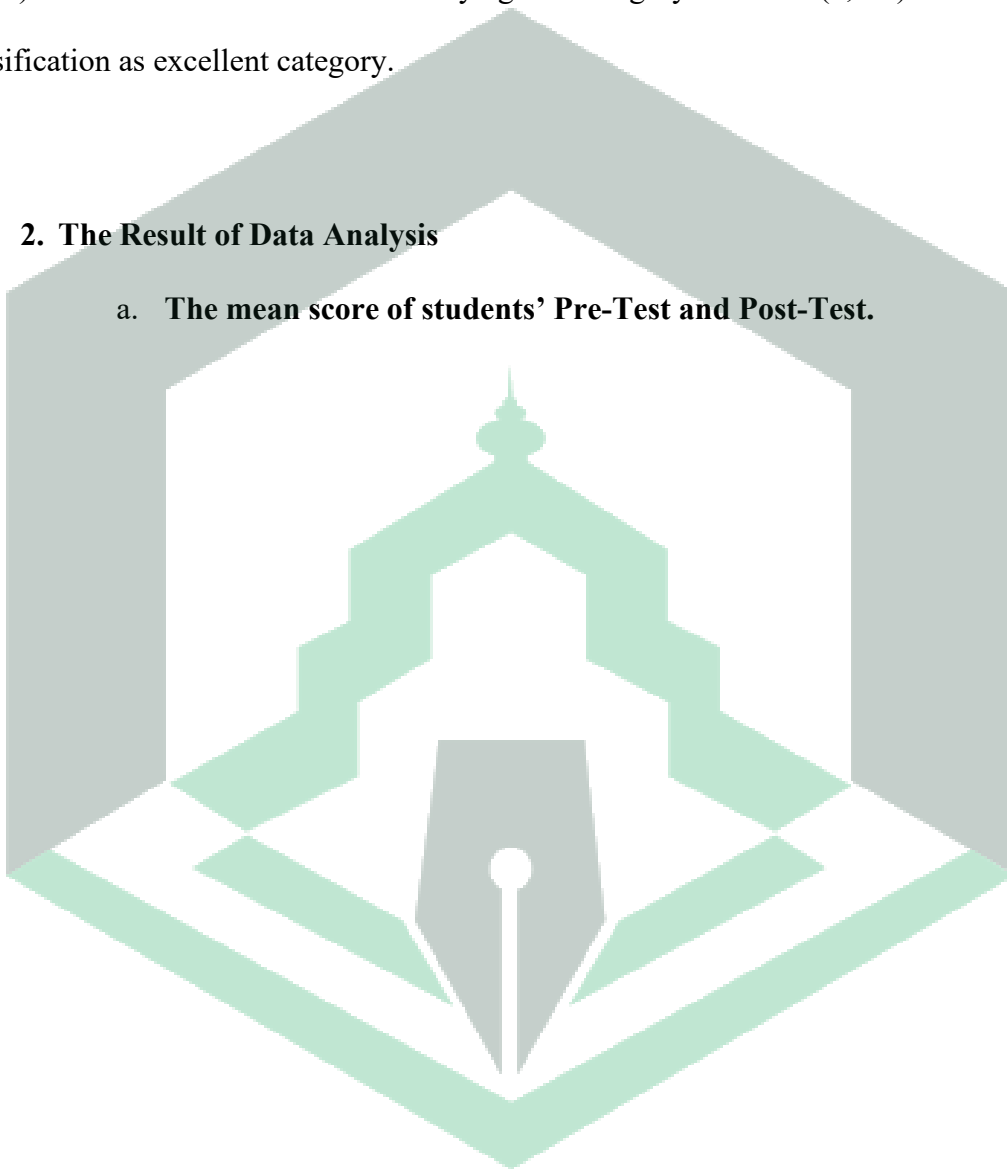
2. **The Result of Data Analysis**

    a. **The mean score of students' Pre-Test and Post-Test.**

After being calculating the result of the student's score on the pre-test and post-test , theme an score was presented in the following table:

Table4.5:The mean score of the students pretest and posttest

Category	Mean Score		Percentage of Improvement(%)
	Pretest	posttest	
Accuracy	4,01	6,02	50,05%
Fluency	4,20	6,10	45,43%
Comprehensibility	8,21	12,12	47,62%

Table4.5above shows that the mean score of the students in accuracy form on pre-test is 4.01 and post-test is 6.02, in fluency form on pretest is 4.20 and post-test was 6.10.So,the total percentage of the students' improvement in speaking ability after using Self Talk Strategy 47.62%, where the mean score of the pre-test is 8.21 to 12.12 in the post-test. The difference score is 3.91. it means that the students' score in the post-test is greater than the students' score in the pre-test.

To know the percentage of the students' mean score of fluency and Accuracy in pretest clearly ,following chart is presented :

Chart4.1*The Mean Score of Pretest and Posttest*

	Accuracy	Fluency	Comprehension
■ Pretest	4.01	4.2	8.21
■ Post Test	6.02	6.1	12.12
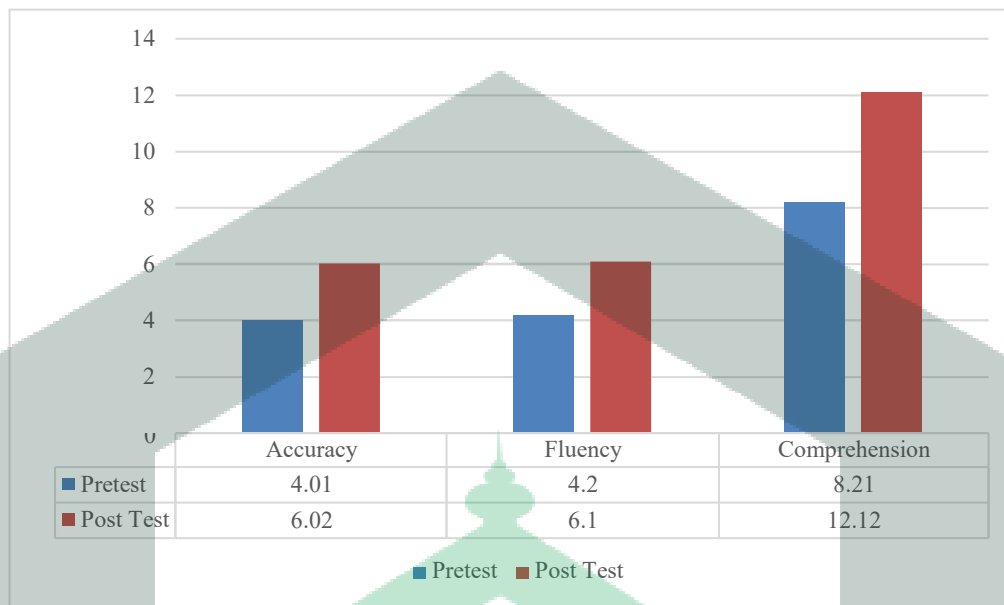
■ Pretest ■ Post Test

The chart above shows that there was an improvement in the students' speaking ability in terms of fluency and accuracy. It showed from the mean score of fluency of the pretest is 4.20 to the mean score of the post-test is 6.10,so the percentage of the students' improvement is 45.43% and the mean score of the accuracy of the pretest was 4.01 to the mean score of the posttest is 6.02,so the percentage of the students' improvement was 50.05%. and the mean score of comprehension It shows that there is a significantimprovement in the students' speaking ability in terms of fluency and accuracy by using the Self-Talk Strategy in the second grade of SMA Negeri 3 Palopo.

3. T-test of Value

To know the level of significance value of pretest and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) =N-1,whereN= number of subjects (24students) then the value of t-table is 2.069.

Table4.6:The t-test of the students improvement

Component	t-test value	t-table value
Accuracy	14.2	2.069
Fluency	9.5	2.069
Comprehension	10.5	2.069

Table 4.6 above shows that the t-test value for the accuracy form is higher than t-table (14.2>2.069) and t-test value for fluency form higher than t-table(9.5>2.069). and also t-test value for comprehension form higher than (10,5>2.069) . It means that there is a significant difference between the students' speaking in the class before and after implementing the Self Talk Strategy in the speaking process of the second-grade students of SMA Negeri 3 Palopo.

4. Hypothesis Testing

Hypothesis testing was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test is lower than t-table value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than t-table value, the alternative hypothesis (H1) will be accepted.

In order to find out of the degree of freedom (df), the researcher use d the following formula:

df = n-1
df = 24-1
df = 23

For the level of the significance (p)= 0.05 and df = 24, the value of the t-table 2.069. The result t-test value of the accuracy form is 14.2>2.0693, t-test value of the fluency 9.5>2.069, and t-test value of the comprehension 10,5>2.069

The Null Hypothesis (H0) is rejected and the Alternative Hypothesis is accepted (H1) where the t-test value in accuracy (14.2),fluency form(9.5) and comprehension 10,5)are higher than t-table (2.069) .Therefore, there was a significant difference between the result of the students pretest and post-test in speaking skills through the using Self Talk Strategy. The result of the t-test value of accuracy and fluency form in speaking skills is used to determine the hypotheses that occur in this research.

B. Discussion

The research finding sindicate that the students 'speaking achievement by using Self Talk Strategy shows the improvement of the students speaking ability in terms of fluency and accuracy. The improvement shows the process in the pretest and posttest.

The result of the students' speaking in the pretest is low, especially in accuracy and fluency. It shows that the students could not express their ideas orally and their speech could not be understood. It is before using Self-Talk Strategy in speaking class.

Based on the problem above, the researcher give the treatment by using the self-talk strategy, so that the students could show improvement in the post-test. In the pretest, only give exercise (speaking test) to know their prior

knowledge before using the self-talk strategy .In the beginning, their speaking is very bad. Almost all of them are confused   and spent much time thinking about the vocabulary. Repeating the words and fillers is often done by them. They speak full of long and unnatural pauses while they search for desired meaning. It is frequently halting delivery.

The researcher gives the treatment by using the self-talk strategy. As the result, the students became active and enjoyed the speaking activity. They speak fluently ,easily, and automatically .Most of their utterances are correct and no need to think for a long time to produce words. Nevertheless, smooth delivery on whole and only a few minutes unnatural pauses. The description of data collection through the speaking test as explained in the previous findings section that the students' achievement after using the self-talk strategy is significant.

In using the self-talk strategy in the speaking process, the researcher found that the mean score of post-test students' achievement is greater than the pretest. Table 4.5 shows that the score fluency which is the mean score of the pretest is 4.2 and after using the self-talk strategy the mean score for the post-test is 6.10.The mean score of accuracy in the pretest is 4.01 and the mean score for the post-test is 6.02 .there for the researcher indicated that there is a significant improvement in students achievement after using the self-talk strategy.

This research has a line with Atheles and Choaches's (2011) belief that self-talk is an intervention it can boost productivity, motivation, and confidence .So. I conclude based on that statement that Self-talk is a conversation that a

person carries a mentally about self ,others, and environments can help students to deliver their thinking and felling easily because self-talk give a good contribution for the students to explore their knowledge and make the students be confidence and creative one.

Besides Safitri (2016) found that the Self Talk Strategy is to improve the students' writing and the students motivation in following the subject and their confidence in making recount text and enjoyed teaching and learning process during the course and they did the activity seriously. After comparing the result of this research and previewing research findings the researcher concludes that the use of the self-talk strategy is effective in improving. This is some significant differences in the students' speaking ability in the terms of fluency and accuracy before and after using the technique. It means that the t-test is bigger than the t-table, which means the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis is accepted.

After using the self-talk strategy ,the researcher found that this approach was effective for use in the class. This assumption is stated with evidence. During the application process of treatment, the researchers see that the students are more interested in the material that the researcher present. Based on the result of the speaking process, the students' speaking ability is increasing. It is proven by the result of the posttest in terms of fluency and accuracy.

On the other side , there searcher found that the result between t-test and the t-table showed that t-test was greater than the t-table or still here. It means there is a significant difference between pre-test and post-test.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestions are discussed in this chapter. The conclusion is derived from the findings and discussed. And depending on the findings and discussion, the researcher makes recommendations.

A. Conclusion

The researcher finds that the implementation of the self-talk approach is beneficial in increasing the students' speaking ability in SMA Negeri 3 Palopo in terms of fluency, based on the findings and discussion in the previous chapter. It is demonstrated by the fact that the mean fluency score of the post-test is greater than the mean fluency score of the pre-test. Also, the mean score of the post-test in accuracy, which is greater than the mean score of a pre-test, is beneficial in increasing the students' speaking ability in terms of correctness. The t-test value of the final score in accuracy was greater than t-table, and fluency was greater than t-table, proving this.

B. Suggestion

The researchers advise that English teachers employ the self-talk approach as an alternative in the teaching and learning process to improve students' speaking English skills, particularly their speaking ability, based on the results of the data analysis and conclusion. Teachers should be innovative when it comes to creating the classroom learning process. The method and model utilized in the classroom should be appropriate for the students' circumstances. Students are

expected to develop their confidence in learning by speaking through the self-talk method, and this technique can also be used as an extra technique or for further study with various topics for the next researcher.

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School administration of SMAN 3 Palopo

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RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah   : SMAN 3 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/II

Materi Pokok   : Tindakan menyapa, berpamitan, mengucapkan terima

          kasih dan meminta maaf, serta menanggapinya

Alokasi Waktu   : 6 Pertemuan

A. KOMPETENSI INTI :

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.

2. Menghargai perilaku (jujur, disiplin,tanggungjawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya)

3. Memahami pengetahuan(factual, konseptual, dan procedural) dalam ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenominadan kejadian yang tampak mata.

4. Mencoba, mengolah, dan menyaji berbagai hal dalam ranah kongkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang / teori.

B. KOMPETENSI DASAR

3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responsnya, sesuai dengan konteks penggunaannya.

4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuai konteks.

C. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KD

KD		Indikator
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks Penggunaannya	3.1.1.	Memahami teks menyapa berpamitan, berterimakasih, dan meminta maaf serta menanggapinya, sesuai dengan konteks penggunaannya dan fungsinya
	3.1.2	Memasangkan dan membedakan ungkapan yang melibatkan tindakan menyapa, berpamitan, berterimakasih, dan meminta maaf serta menanggapinya.
	3.1.3	Menentukan ungkapan yang melibatkan tindakan menyapa, berpamitan, berterimakasih, dan meminta maaf serta menanggapinya.
	3.1.4	Menerapkan ungkapan yang melibatkan tindakan menyapa, berpamitan, berterimakasih, dan meminta maaf serta menanggapinya, sesuai dengan konteks penggunaannya.
4.1. Menyusu n teks interaksi	4.1.1	Menerapkan ungkapan menyapa,

KD		Indikator
interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks		berpamitan, berterimakasih, dan meminta maaf serta dengan memperhatikan fungsi sosial dan struktur teks yang tepat.
	4.12	Menyusun dan menampilkan sebuah ungkapan ungkapan menyapa, berpamitan, berterimakasih, dan meminta maaf serta menanggapinya dengan memperhatikan unsur kebahasaan yang tepat.

D. TUJUAN PEMBELAJARAN

Pertemuan 1:

1. Setelah mengamati gambar tentang sapaan, siswa dapat menyebutkan fungsi sosial, interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa.

2. Setelah mengamati gambar tentang sapaan, siswa dapat mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa.

3. Setelah mengamati gambar tentang sapaan, siswa dapat menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa.

Pertemuan 2:

1. Secara berkelompok, siswa dapat menyusun teks lisan dan tulis yang melibatkan tindakan menyapa

2. Setelah menyusun teks sapaan, siswa dapat mendemonstrasikan teks lisan yangmelibatkan tindakan menyapa

Pertemuan 3:

1. Setelah mengamati gambar tentang sapaan, siswa dapat menyebutkan fungsi sosial, interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.
2. Setelah mengamati gambar tentang sapaan, siswa dapat mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.
3. Setelah mengamati gambar tentang sapaan, siswa dapat menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.

Pertemuan 4:

1. Secara berkelompok, siswa dapat menyusun teks lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.
2. Setelah menyusun teks sapaan, siswa dapat mendemonstrasikan teks lisan yangmelibatkan tindakan berpamitan dan berterimakasih.

Pertemuan 5:

1. Setelah mengamati gambar tentang sapaan, siswa dapat menyebutkan fungsi sosial, interaksi interpersonal lisan dan tulis yang melibatkan tindakan memintamaaf dan menanggapinya.
2. Setelah mengamati gambar tentang sapaan, siswa dapat mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapinya.
3. Setelah mengamati gambar tentang sapaan, siswa dapat menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapinya.

Pertemuan 6:

1. Secara berkelompok, siswa dapat menyusun teks lisan dan tulis yang melibatkan tindakan meminta maaf dan menaggapinya.
2. Setelah menyusun teks sapaan, siswa dapat mendemonstrasikan teks lisan yangmelibatkan tindakan meminta maaf dan menanggapinya.

Pertemuan 7 dan 8 : Penilaian Harian 1

E. MATERI PEMBELAJARAN

Pertemuan 1 dan 2
- Ungkapan sapaan

GREETINGS	RESPONSE
- Good… (morning/afternoon/evening/night) - Hi ! - Hello ! - How are you? - How is life? - How are things? - How is everything with you? For friends/ less formal - How do you do ?	- Good… (morning/afternoon/evening/night) - Hi ! - Hello ! - I'm fine, thank you - Very well, thank you - Good - Thanks/Not bad - How do you do?

Pertemuan 3 dan 4
- Ungkapan berpamitan

PARTINGS	RESPONSE
- Sorry, I have to go - I'll talk to you later - It's been nice talking to you - I must be going home - Good bye - Bye - See you later - Good night - Have a nice dream	- Yes, of course. See you - Sure, see you later - Keep in touch - Take care - Good bye - Bye - See you too - Good night - Have a nice dream too

- Ungkapan berterimakasih

THANKING	RESPONSE
- Thanks - Thank you - Thanks a lot - Many thanks - Thank you very much	- You are welcome - Don't mention it - It was my pleasure - No big deal - I'm glad that I can help you

Pertemuan 5 dan 6
- Ungkapan meminta maaf

APOLOGIZINGS	RESPONSE
- I apologize - I am sorry - Please forgive me - I hope you can forgive me	- Never mind - It's okay - No problem - Not at all - That's alright

Pre-test

S-1

Hi Guys, Let me introduce my self

My name is Indah Noriyah, I was born on 18 september 2005 and i'm sisteen years old right now, i am the first child of 2 sister, now i'm live at perumahan islamic centre, My hobby is watch a movie and sometimes read book but my favorite movie is " Alice in Wonderland". I really like to eat food that is not too sweet like meadball. I think thats all that i tell you.

S- 2

Hi, My name is Dhea Lestari you can call me Dea, I was born on the 25 of june 205 i am 16 years old, I live watching movies, and my favorite food is meatball, Thats all about me. Thanks.

S-3

Assalamualaikum wr.wb and good morning

I here to introduce my self, so my name is Muh.Raihan Thoriq and i'm in grade 2 of high school . My hobbies is play a game and play badminton , sometimes i read right novels when i find them interesting. My Favorite food is sate and fried chicken with a little chili sauce. My activities are just playing games and that's what makes my sleeping hours irregular, but now, im trying not to be like that anymore. I think that's all, thank you for your time. Assalamualaikum wr.wb and good morning.

S-4

Hy guys my name is Nabila Jayanti, I was born on 08 desember 2004 and I'm seventeen years old right nom, I am first of one sister and one brother,I like reading novels and self improvement books. I also like watching k-dramas, and my favourite food is fried chicken. That's all about me.Thanks.

S-5

Hi,Let me introduce myself

My name is Nindira Zahratunnisa, I was born on 18 may 2005 and I 'm seventeen years old right now. I am the first child of the five sibling, now I m live at perum.permata benteng. My hobby is watching movies,and my favorite food is meatball.

S-6

Hi Guys!

My name is Muhammad Fikriansyah, I was born in Palopo, 21 February 2005 I'am 17 years old right now I have one sister. I like listening music. My favourite food is vegetables. That's all about me!. Thank you.

S-7

My name is Muh. Alqadri Basri. You can call me Aldi. I was born in Makassar. I live in btn Hartaco,and now I'm study in SMA Negeri 3 Palopao. I really like football and playing mobile legends everyday, my favorit hero in mobile legend is Nana,Estes and Lancelot.

S-8

My Name is M. Adit Kurniawan, people usually call me adit, I m 17 years old and I was born inpalopo,on14 april 2005, I live in palopo and now I study in SMA Negeri 3 Palopo, I really football and playing badminton,My favorite is C.Ronaldo and Kevin Sanjaya.

S-9

Let me introduce my self, my name is Aditya S. Pratama my age is seventeen years old, I was born in Makassar at the date 2 october 2004. I live in Islamic centre,my favorite food is fried rice, my hobby is football,and my favorite actress is Julia Peres.

S-10

A.Muh Syafaat Pratama B

Baca again with tvone is different I went to share my experience about how to routine in the morning,for beginners frense subscribe and like comment so you can watch 1000 subscribers.

S-11

I will introduce my self my name is Ahmad Mubarak Syam my hobbies is playing football my foavourite food is meetball my favorite actris is Ricky Harun. I live in jln andi mappanyompa non blok. I was born in palopo at 4 july 2005, I am the third child of 3 brothers and sister, I study at school senior high school number 3 palopo city in class II

S-12

Hi , my name is Firman Kurniawan people usually call me firman, I'm 17 years old and I was born in Makassar,on 13 may 2005. I live in palopo and now I study in SMA Negeri 3 Palopo.

S-13

My Name is Andi Muh.Akram, can be called Akram, I am 17 years old ,I was bortn in Kendari City, I live on jln Benteng city, my hobby is playing game my favorite food is fried rice,my favorit artist is Jordi.

S-14

Hi guys!

My name is Faiza Radita. I was born in Palopo, 20 march 2005. I'm 17 years old right now. I' m the third of three sisters. I like watching movies. My favorite food is French fries.

That's all about me! Thankyou.

S-15

Good Morning

I would like to introduce my self. My name is Alif Wali and my parents call me Alif . I live in Ahmad Razak street,palopo. I was born in palopo 8 may 2005 . my hobby is playing games. If youhave the same hobby as me, I'm really to happy to talk about games with you, I think that's all for me. Thank you.

S-16

Hi Guys! My Name is Fahima Nabila, I was in palopo 22,November 2004. I'm 17 years old right now, I live at

Btp.Bogar I have on brother, I like watching movies and my favorite food is fread rice. That's all about me. Thanks.

S-17

Hi Guy!

My name is Kezia Ayunita Zakkir and people used to call me Kezia. I was born in Palopo, 22 June 2006. I live at Pajalesang. I have one brother and one sister. My hobbys play piano and guitar. My daily life usually I follow some student council activities and almost every day I follow tutoring.

S-18

My name is Marisa Ditya you can call me ica. I live at Benteng raya I have one sister my hobby is travelling and my favorite actress is Harry Styles and Shawn Mendes and my favorite movies is bridgerton that's all about me.

S-19

Hi everyone

I am Risky Amalia you can call me Risky , I was born in palopo ,on January 7 2005 my religion is islam, now I am from class XI IPA 2 my hobbies are reading and listening to music. I live on the whit bridge road,I am the fourth child of five siblings, I have three bridge older brothers and one youngers sister.

S-20

My Name is A. Aura Salsabila. You can call me Aura. I'm the first child in my family. I was born in Makassar ,on December 28,2003, I live in jalan tociung, palopo city, speaking of a hobby,music is my hobby and I love reading novel too,I have 1 sibling. My father and my mother are works at IAIN Palopo.

S-21

Okay I will tell you a little about me

My name is Farhan F HAS you can call me Abang I have three siblings , one boy and one girls, my daily life is just like a normal child go to school , learn, and help parents I'm sitting in the second grade of high school, my favorite food is fried rice and my favorite drink is coffe, my hobby is climbing mountains I really like going hiking,my fathers is also like me he is the one who introduced me to nature. Yeah, that;s more or less about me. Thankyou.

S-22

Introduce my name is Nur Amanda I live in pajalesang I am 16 years old I study at SMA Negeri 3 Palopo my hobby is swimming and my favorite food is meatbel and chicken , my favorite drink is thaithea I like watching drakor.

S-23

Hello Guys!, introduces myself, my name is Nur Ainun , usually called ainun. I live binturu . I am 16 years old , now I am in 2nd grade of high school . my favorite color is yellow,my favorit foodmis fruid salad, my hobbies are swimming, playing volleyball. That's my introduction,thanks.

S-24

My name is Annisa Putry Yunandari can you tell me annisa, my hobby is traveling now I am school in denior hight school number 3 palopo,my favorit food is meatball,noodles and my favorite drink is matcha and greentea, I live on pajalesang, palopo city, that's all about me. Thankyou.

Post-Test

S-1

Hello Guys!, introduces myself, my name is Nur Ainun , usually called ainun. I live binturu . I am 16 years old , now I am in 2nd grade of high school . my favorite color is yellow,my favorit foodmis fruid salad, my hobbies are swimming, playing volleyball. I also always help my parents when I have nothing to do and in my spare time I do my homework happilyThat's my introduction,thanks.

S-2

My name is Annisa Putry Yunandari can you call me annisa, my hobby is traveling now I am school in denior hight school number 3 palopo,my favorite food is meatball,noodles and my favorite drink is matcha and greentea, I live on pajalesang, palopo city,usually I always make chocolate cake when I have free time because I really like it that's all about me. Thankyou.

S-3

Introduce my name is Nur Amanda I live in pajalesang I am 16 years old I study at SMA Negeri 3 Palopo my hobby is swimming and my favorite food is meatbel and chicken , my favorite drink is thaithea I like watching

drama Korea, and I really like to volleyball usually I play with my friends and we spend time together and some of the time I can also help my parents at home, I think enough .Thankyou

S-4.

Okay I will tell you a little about me

My name is Farhan F HAS you can call me Abang I have three siblings , one boy and one girls, my daily life is just like a normal child go to school , learn, and help parents I'm sitting in the second grade of high school, my favorite food is fried rice and my favorite drink is coffe, my hobby is climbing mountains I really like going hiking,my fathers is also like me he is the one who introduced me to nature. Because I like mountains and like to climb I have a dream to climb the mountain that I have and always longed for namely Mount Sesean.Yeah, that;s more or less about me. Thankyou.

S-5

My Name is A. Aura Salsabila. You can call me Aura. I'm the first child in my family. I was born in Makassar ,on December 28,2003, I live in jalan tociung, palopo city, speaking of a hobby,music is my hobby and I love reading novel too,I have 1 sibling. My father and my mother are works at IAIN Palopo.i aspire to be a lecturer when I grow up and of course I will make my parents proud I think it's enough I'm sorry if there is a wrong word and thankyou.

S-6

Hi everyone

I am Risky Amalia you can call me Risky , I was born in palopo ,on January 7 2005 my religion is islam, now I am from class XI IPA 2 my hobbies are reading and listening to music. I live on the whit bridge road,I am the fourth child of five siblings, I have three bridge older brothers and one youngers sister.at this time I always help my mother in the shop when I come home from school,one of my goals when I grow up is that I want to become a doctor.Thankyou so much

S-7

My name is Marisa Ditya you can call me ica. I live at Benteng raya I have one sister my hobby is travelling and my favorite actress is Harry Styles and Shawn Mendes and my favorite movies is bridgerton, besides I like harry styles I also like Taylor swift because she has beautiful and beautiful songs and also I really like music that

makes me calm and peaceful, and besides that I am also always kind to my parents. that's all about me.

S-8

Hi Guy!

My name is Kezia Ayunita Zakkir and people used to call me Kezia. I was born in Palopo, 22 June 2006. I live at Pajalesang. I have one brother and one sister. My hobbys play piano and guitar. My daily life usually I follow some student council activities and almost every day I follow tutoring.and I am very happy when I read a book that I like. I also always play musical instrument when I have free time after school,now I am busy preparing to study and will go to class and will pass the exam and choose a college place that I will want in the future that's from me ,if there's anything wrong,please forgive me,Thankyou

S-9

Hi Guys! My Name is Fahima Nabila, I was in palopo 22,November 2004. I'm 17 years old right now, I live at Btp.Bogar I have on brother, I like watching movies and my favorite food is fread rice. I really like watching action movies and I always take the time to watch tv if there is a chance, and besides that I also always help my parents if they need my help.That's all about me. Thanks

S-10

Good Morning

I would like to introduce my self. My name is Alif Wali and my parents call me Alif . I live in Ahmad Razak street,palopo. I was born in palopo 8 may 2005 . my hobby is playing games. If you have the same hobby as me, I'm really to happy to talk about games with you,because I really like games I always think about being able to take part in competitions based on the games I like. I think that's all for me. Thank you.

S-11

My name is Faiza Radita. I was born in Palopo, 20 march 2005. I'm 17 years old right now. I' m the third of three sisters. I like watching movies. My favorite food is French fries.my hobby besides watching movies I also like fishing and swimming and usually I can swim every day if I have enough time.

That's all about me! Thankyou.

S-12

Hi Guys, Let me introduce my self

My name is Indah Noriyah, I was born on 18 september 2005 and I am sixhteen years old right now, i am the first child of 2 sister, now I am live at Perumahan Islamic centre, My hobby is watch a movie and sometimes read book but my favorite movie is " Alice in Wonderland". I really like to eat food that is not too sweet like meatball. Noodle soup and all savory foods because I don't really like sweet food because I am already too sweet and I think that's all that i tell you.

S-13

Hi, My name is Dhea Lestari you can call me Dea, I was born on the 25 of june 205 i am 16 years old, I like watching movies, and my favorite food is meatball,I really like to run in the afternoon and I have a dream to become a board member because I like to read books about politics I think enough. Thats all about me. Thanks.

S-14

Assalamualaikum wr.wb and good morning
I here to introduce my self, so my name is Muh.Raihan Thoriq and i'm in grade 2 of high school . My hobbies is play a game and play badminton , sometimes i read right novels when i find them interesting. My Favorite food is sate and fried chicken with a little chili sauce. My activities are just playing games and that's what makes my sleeping hours irregular, but now, im trying not to be like that anymore. I think that's all, thank you for your time. Assalamualaikum wr.wb and good morning.

S-15

Hy guys my name is Nabila Jayanti, I was born on 08 desember 2004 and I'm seventeen years old right nom, I am first of one sister and one brother,I like reading novels and self improvement books. I also like watching k-dramas, and my favourite food is fried chicken. That's all about me.Thanks.

S-16

My name is Nindira Zahratunnisa, I was born on 18 may 2005 and I 'm seventeen years old right now. I am the first child of the five sibling, now I m live at perum.permata benteng. My hobby is watching movies,and my favorite food is meatball, and I really like sweet foods like chocolate cakes and foods like that are certainly not good for healthy so I only eat them occasionally,that's all from me thankyou.

S-17

My Name is Andi Muh.Akram, can be called Akram, I am 17 years old ,I was bortn in Kendari City, I live on jln Benteng city, my hobby is playing game my favorite food is fried rice,my favorit artist is Jordi.I also really like playing basketball and I always practice and play very well thank you so much.

S-18

Hi , my name is Firman Kurniawan people usually call me firman, I'm 17 years old and I was born in Makassar,on 13 may 2005. I live in palopo and now I study in SMA Negeri 3 Palopo.My Hobby is listening to music and also like swimming. Thank You

S-19

I will introduce my self my name is Ahmad Mubarak Syam my hobbies is playing football my foavourite food is meetball my favorite actris is Ricky Harun. I live in jln andi mappanyompa non blok. I was born in palopo at 4 july 2005, I am the third child of 3 brothers and sister, I study at school senior high school number 3 palopo city in class II. I think enough for me sorry and please forgive me if I wrong word. Thank You so much

S-20

A.Muh Syafaat Pratama B

Introduce my name is faat and I like to play games ,play football and if I have free time I like to play basketball. Thankyou so much.

S-21

Hi Guys!

My name is Muhammad Fikriansyah, I was born in Palopo, 21 February 2005 I'am 17 years old right now I have one sister. I like listening music. My favourite food is vegetables. That's all about me!. Thank you.

S-22

My name is Muh. Alqadri Basri. You can call me Aldi. I was born in Makassar. I live in btn Hartaco,and now I'm study in SMA Negeri 3 Palopao. I really like football and playing mobile legends everyday, my favorit hero in mobile legend is Nana,Estes and Lancelot.That is all about for me if I wrong please forgive me thankyou.

S-23

My Name is M. Adit Kurniawan, people usually call me adit, I m 17 years old and I was born inpalopo,on14 april 2005, I live in palopo and now I study in SMA Negeri 3 Palopo, I really football and playing badminton,My

favorite is C.Ronaldo and Kevin Sanjaya. I think enough Thankyou

S-24

Let me introduce my self, my name is Aditya S. Pratama my age is seventeen years old, I was born in Makassar at the date 2 october 2004. I live in Islamic centre,my favorite food is fried rice, my hobby is football,and my favorite actress is Julia Peres. I also like travelling and I have a dream that one day I will be able to travel around the country I want to visit so much and thank you.

NO	NAME	M/F	CODE
1	A.AURA SALSABILA	F	S-1
2	A.MUH SYAFAAT PRATAMA	M	S-2
3	ANDI MUHAMMAD AKRAM	M	S-3
4	ADITYA S. PRATAMA	M	S-4
5	AHMAD MUBARAK SYAM	M	S-5
6	ALIF WALI RIZKY S. BANDASO	M	S-6
7	ARYA ICHZA MALINTA	M	S-7
8	DHEA LESTARI	F	S-8
9	FAHIMA NABILA	F	S-9
10	FAIZA RADITA	F	S-10
11	ANNISA PUTRI YUNANDARI	F	S-11
12	FARHAN FADLURRAHMAN	M	S-12
13	FIRMAN KURNIAWAN	M	S-13
14	INDAH NORIYA	F	S-14
15	KEZIA AYUNITA ZAKKIR	F	S-15
16	M. ADIT KURNIAWAN RIDWAN	M	S-16
17	MARISA MIFTA DITYA	F	S-17
18	MUHAMMAD AL QADRI BASRI	M	S-18
19	MUHAMMAD FIKRIANSYAH	M	S-19
20	MUH RAIHAN THORIQ	M	S-20
21	NINDIRA ZAHRATUNNISA	F	S-21
22	NUR AINUN MUTHYA	F	S-22
23	NUR AMANDA S	F	S-23
24	RISKI AMALIA	F	S-24

Note : 12 male, 12 female.

Appendix IV Documentation