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THE EFFECT OF SELF TALK STRATEGY IN PUBLIC SPEAKING AS EFL CLASSROOM ON THE THIRD YEAR STUDENTS (ACADEMIC YEAR 2013) AT ENGLISH DEPARTMENT IN FKIP UNIVERSITAS HKBP NOMMENSEN PEMATANGSIANTAR

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SUMMARY

This research will tend to find out the significance and the effect Self Talk Strategy in Public Speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar. This research will use experimental research design. To answer the problems of the research, the writer uses the following theories: O' Malley, Chamot (2002), Braiker (1987), Vygotsky (1986), Winsler et al (2009), Gaskins (2005) in self-talk strategy and the writer uses the theory of Harris (1969), Ur (1996), Harmer (1998), Scrinever (2005), Thornburry (2005), Grugeon et al (2005) and Harmer (2007).

The population of this research is the third year students (Academic Year 2013) at English Department that sit in Public Speaking Class in FKIP Universitas HKBP Nommensen Pematangsiantar. There are 40 students taken as the sample of this research. The sample was divided into two groups: the first group (20 students) as the experimental group and the second group (20 students) as the control group. The writers will give a treatment in class by applying self talk strategy in teaching speaking in public speaking class. To analyze the data, the writer uses the theory of Arikunto.

After analyzing and calculating the data, the writer finds that The Mean Score was 7.8 and the value of t-test was higher than t-table (t-test > t-table), 2.671 > 1.686. Ha (Alternate Hypothesis) was accepted and Ho (Null Hypothesis) was rejected.

Key Words: Self Talk Strategy, Speaking, English,Foreign Language, , Teaching

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This research is aimed to discribe how self-talk strategy can gives positive effect to the students' performance in public speaking as EFL classroom.

Since April 2016, the writers has begun to do an observation in starting this research by seeing the real condition of students in doing public speaking as EFL class. The data shows that most of teacher used convention method in delivering their material to the students.

Step by step, this research has come almost to the end. The findings shows that there is a significant effect of the students' speaking ability taught by Self-Talk Strategy.

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CHAPTER I

INTRODUCTION

A. Background of the Research

The learners in Indonesia learn English language of speaking skill as a foreign language. According to Harrison (1973 : 17) English as a foreign language means precisely that English is a foreign language, not used for any national purpose, but used for international purposes. In foreign language learning, the first task is to ensure that pupils have the language to express thoughts and concepts relating to the chosen subject matter in which the learners produce trial versions to be discussed and criticised by their friends and the class teacher.English as a foreign language is not just only used as a daily communication but it is also used to gain knowledge. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. This is because English as a foreign language which has different structures and vocabularies are extremely different from our mother and national language.

In learning English as speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because they have the lack of motivations to practice the second language in daily conversation. The other problem related to the students is they are not interested in the method given to them so that they are bored and become passive in learning English. The last problem is that most of the students are shy and not confident in speaking English especially in front of the class.According to Setiadi (2006 : 19) language learners will be more active in learning when a language teacher can be less silent in the classroom. Rivers (1968 : 160) states that the teacher should give the student opportunities to practice speaking. She also states that if the students are able to speak the foreign language as they speak in their native language, the problem of speaking fluency of foreign language will be handled.

Based on the writers' experiences during teaching speaking I,II,II,and IV in EFL classroom at FKIP UHN, the writers observed that in teaching speaking some students were not confident, nervous and tacit to deliver their speech. They are not interested in talking English although some of them know clearly that they should know English well to face globalization era in their near future. The writer found that it would be become as long as teaching learning language specially in teaching speaking skill. This was the problem for

them in speaking skill. Considering the condition above, the writers want to apply self-talk strategy in Public Speaking class. This subject is given for the students who sit in semester five after finish taking the subject of speaking skills namely: Speaking I,Speaking II,Speaking III, and Speaking IV. Public Speaking is taught the students in speaking in advanced level By identification the problems of the students from the previous semester, the writers want to apply the strategy of self talk strategy in the classroom of Public Speaking. This strategy can help them to have confidence and to decrease their anxiety or negative feelings. O' Malley, Chamot (2002 : 139) defines self-talk is reducing anxiety by using mental techniques that make one feel competent to do thelearning task. The use of self-talk had an impact on effort, anxiety control confidence, and automatic execution. So, it has influence to the learners achievement to be more confidence in the speaking skill.

B. Problems of the Research

As related to the background of the research, the problems of the research formulated as follows:

"Is there any significant effect of self talk strategy in public speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar?"

C. Product of the Research

The result of the research will be useful for the lecturers, teachers in EFL classroom to improve the students' performance in listening ability. The result of the research will be published in international proceedings ISBN such as NISOLT.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Self-Talk Strategy

Self-talk defines as intrapersonal communication is <u>language</u> use or <u>thought</u> internal to the communicator". It can be useful to envision intrapersonal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop. As O' Malley, Chamot (2002 : 139) defines self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. Self-talk, based on Vygotsky's (1978) theory of the internalization of dialogue as inner speech, is thought itself. It regulates how students feel and act, interprets what they experience, guides and controls academic achievement, and determines the qual- ity of students' lives. The self develops as a result of repeated everyday events and interactions with parents, teachers, and peers. The self is the mediating variable in human behavior, the filter through which all new phenomena are interpreted.In self-talk, a person discusses many matter of importance with ones own self. The individual explores his or her own mind to find new ideas, answers to problems, information on difficult relationships, and many more matters that are important in life. Anybody can benefit from intelligent self-talk. Our failures in life are due to our lack of knowledge about ourselves. Therefore, knowledge about the self is the first step toward living a full, productive, and happy life. We have to use our inner strength through self-talk to know more about ourselves and to ensure a happy and successful life for ourselves.

Self-talk helps us develop a positive mental attitude. The ability to reassure ourselves that everything will be alright, especially during the trying moments in our lives, fills us with power and self-confidence. In addition, helps us convert negative patterns into uplifting positive patterns of thought and behavior. It gives us the required motivation to maintain our body, mind, and spirit in a healthy condition. This valuable technique enables us to give ourselves a lot of positive feedback, which, in turn, boosts our energy. We feel good about

ourselves, and if we feel good about ourselves, our way of life becomes easy and fun filled. We become more productive, have satisfying relationships, and lead a happier life.

Example :

Let's take the thought "I'm such a loser". Then, ask yourself:

a. "Is this really true?" and if so, "Is it true all of the time?"

b. "What evidence do I have that this thought is true?"

c. "What are the costs and benefits of believing this?"

d. "Would I say this to a friend?"

Based on the example above he/she has self talk about his/herself. Self-talk here is comprised of statements said to oneself and not addressed to others. So, it can be positive or negative self-talk like this examples;Is it really true that I am a loser? Well, yes, I believe it to be true. Is it true all of the time? It's true most of the time or a lot of the time, so I don't feel too much better. But has it always been true?I'm not sure, maybe not. I might have felt better than this at one time.

B. Types of Self Talk Strategy

Self talk strategy can be divided into two types namely: (1) Positive self talk stragey and (2) negative self talk strategy. According to Gaskins (2005 : 79) states positive self-talk is fostered when individual differences are appreciated, rules are fair, mistakes are accepted, and nurturance is pervasive. As students come to define themselves in positive ways, they face each day with greater confidence and assurance, accepting their limitations and recognizing their potential.Caring teachers structure situations that provide authentic, successful experiences, and they avoid placing students in situations in which repeated failure is likely. They point out areas of accomplishment rather than focus on mistakes. They find something special that each student can do or is interested in, and invite students to see themselves as able, valuable, and responsible. A caring teacher also helps young people develop a positive, yet realistic, image of what he or she can become or do, because the "possible self" is the essential link between selfconcept and motivation. In a caring environment young people experience respect, trust, and confidence from caregivers and, as a result, develop self-respect, self-trust, and self-confidence.

Positive self-talk can do a lot to give you the confidence that frees you to use your talents to the fullest. If public speaking makes you nervous, use your inner voice to reassure yourself: "You can do it. You've done it well before". Braiker (1987) states a positive attitude and positively worded self-talk affect behavior more than many people realize because of the nature of the mind-body connection. In language learning English of speaking skill, many good things result from developing a habit of positive self-talk. The students can raise their enthusiasm and focus on the task at hand by thinking about what to do (not what to avoid).

Negative self-talk is self-critical or represents an inability to succeed. Negative self-talk is exemplified by comments such as "Stupid mistake" and "This is too hard" (Hardy, et al., 2001). Most of students used this negative self talk so they didn't have the confidence, negative feelings or anxiety. It also takes your focus away from what you should be doing, which makes it more likely that you will miss something important or make a mistake. So, when we talk negatively to ourselves, it affects other important mental skills such as intensity regulation, confidence, and concentration.In negative self-talk is self-blame. Obviously, what we blame ourselves about or even that we are self-blaming can be traced to our early experiences. But all of us think in blaming ways automatically. In effect, it is built into our software.In addition, negative self-talk can occur so quickly in our heads that it sometimes slips by our awareness. We're going to practice pausing to notice and catch these thoughts, so that we can each shrink our own negative self talk and protect our self confidence. We need to appreciate that we all make mistakes; it is what makes us human. Mistakes are part of the process of learning anything, and weall need to learn how to accept them when they occur. When we are not able to accept our mistakes and move on, we can get stuck in a rut and become afraid to keep trying.

C. Speaking Skill

Thornburry (2005 : 1) defines speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like politicians or auctioneers may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language.All of the teachers want to make the

students have the competence in English communication both as a foreign language and second language. It is fair to say that the speaking skill will play a large part in overall competences by themselves. Jeremy Harmer in his book (1998 : 42) states that 'when people speak they probably have some communicative purpose'. It means that speakers say things because they want something to happen as the result of what they say. According to Harmer (2007 : 345) students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates. Addition, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropiate stress and intonation patterns and speak in connected speech (Harmer, 2007 : 343). So, speaking activities in class and helping students to improve their speaking skill is part of teacher's job.

In language teaching, the four skills are described in terms of their direction language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Generally, many people feel that speaking in a new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time that usually the person you are talking to is waiting for you to speak right then. Second, when you speak you cannot edit and revise what you wish to say, as you can if you are writing. "Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of the speech process: (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, for oral communication certainly requires a subject to respond to speech as well as to initiate it."

(Harris, 1969 : 81-82)Scrivener (2005 : 146) states fluency and confidence are important goals. Ffluency as the ability to converse with others, much more than the ability to

read, write, or comprehend oral language. There is no point knowing a lot about language if you can't use it (which, sadly, has been the experience of many language learners in the past able to conjugate a verb, but unable to respond to a simple question).Language learners need to recognize that speaking involves three areas of knowledge: (1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation (2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building) (3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. In general, it is a good idea to get students' reactions to lesson, and their aspirations about them, clearly stated. Many teachers encourage to say what they fell about the lessons and how thay think the course is going. (Harmer, 1998 : 22). For many learners, their "passive" knowledge is much larger than their "active" language. Without experience in using the language, learners may tend to be nervous about trying to say somethings. Partly they may fear seeming foolish in front of others; they may wrong about getting things wrong; they may want to avoid your comments or corrections; and so on.

Grugeon (2005 : 86) said that some aspects to improve student speaking skill students are:

1. Taking opportunities to use talk in the classroom

Talk in the classroom is crucial to learning. It is where answers to puzzling questions can be found. It is where thoughtful argument and discussion make way for the understanding of new skills and difficult concepts. It is where difficult issues, which emerge from the children's literacy work, their math or science investigations, history or religious education (RE) studies, can be talked through. It is where children listen to and respects the views of each other and where everyone's learning is empowered by talking about what they have learned. It is where children can be supported in raising their own questions about their learning.

2. Questioning

When teachers speak to children about their work, asking questions is the most commonly used strategy to assess their learning and progress. We can challenge children's thinking if these questions are 'kept open', leading them into other areas of discussion and further

questions. Puzzling questions, primarily used to explore interesting scientific questions, can be a really useful assessment opportunity, encouraging children to think independently or individually in an interesting way and to question their learning.

3. Talk partners

This is one of the most successful and easily organized ways of helping students clarify and develop their ideas. Students can simply turn to the person next to them or work with a prearranged partner and talk through their ideas or response to a teacher's question. This is particularly effective as part of whole-class discussion, whether in shared text time or outside the Literacy Hour, and for helping quieter students to feel that their ideas are valued.

D. Hypothesis of the Research

The hypothesis of the research is in the following:

Ha: There is a significant effect of using self talk strategy on the students'ability in public speaking as EFL classroom

Ho: There is no significant effect self talk strategy on the students'ability in public speaking as EFL classroom

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CHAPTER III
THE OBJECTIVE AND THE SIGNIFICANCE

A. Objective of the Research

The objective of the research is to find out the effect of self talk strategy in public speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar. The research focuses to EFL classroom in Public Speaking class by using self talk strategy in learning English to increase the students' ability in speaking.

B. Significance of the Research

The result of the research will be useful for the lecturers, teachers and EFL learners to improve their ability in learning English. For the lecturers and the teachers, the model of self talk strategy can be applied in EFL classroom particularly in teaching Speaking I, Speaking II, Speaking III, and Speaking IV.

CHAPTER IV
RESEARCH METHODOLOGY

A. Research Design

The research was conducted by using experimental design which was to find the effect of the independent variable on the dependent variable. There were two group and experimental group.The pre-test was administered to both groups before treatment were given. The post-test was given after treatment. The control group was treated without using self talk strategy while the experimental group was treated by using self talk strategy.

Table 1 Randomized Groups Pre-Test and Post-Test Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Self talk strategy	√
Control	√	Without using self talk strategy	√

B. Population and Sample

According to Best (1981) population is any groups of individuals that have or more characteristics in common that are of interest to the researcher. The population of the research is all the students on the third academic year (2013) who finished taking the subject Speaking I, Speaking II, Speaking III, and Speaking IV. There are 200 students academic year (2013).   Best and Khoan (2002:14) stated that sample is a small proportion of population selected for observation and analysis. From the whole population 40 students was taken by using random sampling technique as the sample of this research, which consists, 20 students for experimental group and 20 students for control group. There are three groups of the public speaking class at FKIP UHN. The writers use only two classess as the sample of the research. Group A was chosen as experimental group which was taught by using Self-Talk Strategy and group B as control group without using self talk strategy. The reason for taking the number of the sample is based on Arikunto (1998:120) says that if the subject or population consists of a large number, the sample taken from 10-15% or 20-25% or more. It depends on the ability of the researcher. The sample was expected to represent the population.

C. Instrument of Collecting Data

The instruments that are used to collect the data are oral production tests. The marking, as well as being reliable, is simple, more rapid and often much more effective than other forms of written test. The writers use 5 criteria to measure data based on Harris' frame (1969 : 84) that used 1-5 points of rating scale. The speaking class rating is used the range of point 1-10 or 10-100. The amount of maximum scores gained in 25. It is gained from the five elements of speaking. According to the rounding the system, the researcher concludes that 100 is the highest score and 20 is the lowest score gained by the students. This rounding systemwill be done in pre-test and post-test. The scale rating scores are drawn as follows:

Criteria	Rating Score	Comments
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasinally makes grammatical and/or word-order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasinally obscure meaning.
	2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

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Vocabulary		
	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency		
	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension		
	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what, is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English

$$\frac{\text{Total of rating scores}}{25} \times 100$$

D. Procedure of Collecting the Data

1.Preparation

In preparation the writer divided two class namely experimental class and control class. In experimental class the writer applied self-talk strategy to the students while control class without self talk strategy.

2.Pre-test

Pre-test is given first to the control and experimental class which is done usually before doing the teaching and learning process. The pretest was administered before the treatment. The pre-test was given to both experimental group and control group. The aim of the pre-test is to find out the homogeneity in the mean score of experimental and control group. In doing the pre-test, the students were asked to do a simple conversation related to the given materials.

3. Treatment

The treatment was conducted to the experimental group. The experimental group was taught by using prediction strategy. Meanwhile, the control group was taught without using Prediction Strategy.

4. Post Test

After explaining the material, both of the groups were given the same test to know the result of the treatment. At last, the writer found the effect of using self-talk strategy which was given the influence to the students' speaking skill. The post-test was administered after the treatment. The post-test was given to both experimental group and control group. The aim of the post-test is to find out the difference in the mean score of experimental and control group. For the post test, the students were asked to do a simple conversation related to the given materials.

E. Technique of Analyzing Data

There are two groups of data, those of the control and experimental groups. To analyze the data, mean of variable, standard deviation and the t-test formula are shown below:

Seeking gained score symbolized with d from the students' speaking test and describing it in the tables. The gained score (d) of experimental class are variable I and the gained score (d) of control class are variable II.

1. Determining mean of variable of experimental class with formula: $Ma = \frac{\sum d}{Na}$

2. Determining mean of variable of control class with formula: $Mb = \frac{\sum d}{Nb}$

3. Arikunto, 2006:307 Determining standard deviation score of experimental class with formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$

3. Determining standard deviation score of control class with formula: $db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb}\right)$

4. Arikunto, 2006 : 308 Analyzing the data result by using statistic of t-test with formula:

$$t = \frac{M_{a-M_b}}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

(Arikunto, 2006 : 311) Where: M_a = Mean of experimental class, M_b = Mean of control class

d_a = The standard deviation of experimental class, d_b = The standard deviation of control class

N_a = Total students of experimental class. N_b = Total students of control class

da^2 = Standard Deviation of experimental class, db^2 = Standard Deviation of control class ,

t = t-value

CHAPTER V
DATA ANALYSIS AND RESEARCH FINDINGS

A. Data Analysis

The data acquired in the study were obtained from the result of the test given to the students, the first class as the experimental class and the second as the control class. There were some steps to following in order to get the data, namely administrating the test to the students, checking the test performance done by the students, collecting the result as the data analyzed and comparing the achievement between the group after giving them different treatment. The complete data of the students as presented in the next table, the experimental class will be the first and the following is the control class.

B. The Description of the Data

The data given to the students is a speaking test and the score was based on five components of speaking skill; Pronunciation (P), Grammar (G), Vocabulary (V), Fluency (F), and Comprehension (C) (Harris, 1969 : 84). The results of the data were pre-test and post-test as this following result.

Table 2
The Score of the Students' Pre-Test in Experimental Class

No	Students	Rating Score					Total	Scores of Pre-Test (X)
		P	G	V	F	C		
1.	A D	3	3	3	3	3	15	60
2.	A N T	3	3	3	3	3	15	60
3.	A A S	3	4	4	4	3	18	72
4.	B I S S	3	4	4	3	3	17	68
5.	C S P	4	4	4	3	4	19	76
6.	C B N	2	1	1	2	2	8	32
7.	D T A	3	4	4	4	4	19	76
8.	G L H	1	2	2	2	2	9	36

9.	R L S	3	2	2	3	2	12	48
10.	M H	3	4	4	3	3	17	68
11.	M A A S	2	4	4	3	3	16	64
12.	P D I	3	4	4	3	3	17	68
13.	P M H	2	1	1	2	2	8	32
14.	R W	3	4	4	4	3	18	72
15.	S P A	4	4	4	3	3	18	72
16.	T J S	3	3	3	3	2	14	56
17.	Y V	4	4	4	3	4	19	76
18.	A	2	2	2	2	2	10	40
19.	M N P P	3	2	2	3	3	13	52
20.	D W	2	2	2	2	2	10	40
	N = 20							$\sum a_1 = 1168$
								$Ma_1 = 58,4$

From the table above showed that the score of pre-test is low, the lowest score of pre-test is 32. There are two students who got 32. There are one student who got 36, two students who got 40, one student who got 48, and one student who got 56. And the highest score is 76. There are three students who got 76. There are three students who got 72, three students who got 68, one student who got 64 and two students who got 60. The mean score of pre-test was 58, 4. It means that the mean score was medium.

The score of the five components in speaking:

100 – 86 = the ability is very high
85 – 66 = the ability is high
65 – 46 = the ability is fair
45 – 0 = the ability is low

The mean lists of mean score:

99.50 – 85.00 = the mean score is very high
80.35 – 70.00 = the mean score is high
65.35 – 50.00 = the mean score is medium
45.35 – 0.00 = the mean score is low

Table 3
The Score of the Students' Post-Test in Experimental Class

No	Students	Rating Score					Total	Scores of Post-Test (Y)
		P	G	V	F	C		
1.	A D	3	4	4	4	4	19	76
2.	A N T	3	4	4	3	3	17	68
3.	A A S	4	5	5	5	5	24	96
4.	B I S S	4	4	4	4	4	20	80
5.	C S P	5	5	5	5	5	25	100
6.	C B N	3	2	2	5	3	15	60
7.	D T A	4	5	5	5	5	24	96
8.	G L H	1	4	4	3	3	15	60
9.	R L S	3	3	3	3	3	15	60
10.	M H	2	5	5	3	3	18	72
11.	M A A S	4	3	3	5	3	18	72
12.	P D I	5	5	5	5	5	25	100
13.	P M H	3	2	2	5	3	15	60
14.	R W	3	5	5	4	3	20	80
15.	S P A	5	2	2	5	5	19	76
16.	T J S	4	3	3	4	4	18	72
17.	Y V	5	3	3	5	5	21	84
18.	A	4	5	5	5	4	23	92
19.	M N P P	3	4	4	3	3	17	68
20.	D W	2	4	4	2	3	15	60
	N = 20							$\sum b_1 = 1536$
								$Mb_1 = 76,8$

From the table above showed that in the post-test, the students are able in speaking ability by using self-talk strategy. The highest score is 100. There were two students who got 100 and the ability is very high, two students who got 96, one student who got 92, one student who got 84, two students who got 80, two students who got 76, three students who got 72, two students who got 68 and five students who got 60. The mean score in post-test was 76,8. It means that the mean score was high.

Table 4
The Score of the Students' Pre-Test in Control Class

No	Students	Rating Score					Total	Scores of Pre-Test (X)
		P	G	V	F	C		
1.	A A A	4	4	4	3	4	19	76
2.	A S S	4	3	3	4	3	17	68
3.	A S R	3	2	2	4	3	14	56
4.	C N T	4	3	3	4	4	18	72
5.	C A	4	3	3	3	3	16	64
6.	E M G	4	3	3	4	3	17	68
7.	E M S	4	3	3	5	4	19	76
8.	F A	3	3	3	3	3	15	60
9.	I H	3	4	4	3	3	17	68
10.	J A S	3	3	3	3	3	15	60
11.	M H W	3	3	3	3	3	15	60
12.	M Z	2	3	3	3	2	13	52
13.	R S A	3	3	3	3	3	15	60
14.	T C	3	4	4	3	3	17	68
15.	U K	3	4	4	3	3	17	68
16.	V F	2	4	4	2	3	15	60
17.	W H	3	3	3	3	3	15	60
18.	W M M	3	3	3	3	3	15	60
19.	A K	3	2	2	3	3	13	52
20.	M F S	3	4	4	3	3	17	68
	N = 20							$\sum a_1 = 1276$
								$Ma_{1 = 63,8}$

From the table above showed that the score of pre-test is fair, the lowest score of pre-test is 52. There were two students who got 52 and one student who got 56. The highest score is 76. There were two students who got 76, one student who got 72, six students who got 68, one student who got 64, and seven students who got 60. The mean score was 63,8. It means that the mean score was medium.

Table 5
The Score of the Students' Post-Test in Control Class

No	Students	Rating Score					Total	Scores of Post-Test (Y)
		P	G	V	F	C		
1.	A A A	4	4	4	4	4	20	80
2.	A S S	4	3	3	4	3	17	68
3.	A S R	3	4	4	4	3	18	72
4.	C N T	4	4	4	4	4	20	80
5.	C A	4	4	4	3	3	18	72
6.	E M G	3	5	5	4	4	21	84
7.	E M S	4	4	4	4	4	20	80
8.	F A	3	5	5	3	4	20	80
9.	I H	3	4	4	4	4	19	76
10.	J A S	4	4	4	4	4	20	80
11.	M H W	3	4	4	4	4	19	76
12.	M Z	3	3	3	3	3	15	60
13.	R S A	3	4	4	3	4	18	72
14.	T C	4	4	4	3	4	19	76
15.	U K	3	5	5	4	4	21	84
16.	V F	3	3	3	3	3	15	60
17.	W H	3	3	3	4	4	17	68
18.	W M M	3	4	4	4	4	19	76
19.	A K	3	4	4	3	4	18	72
20.	M F S	3	4	4	4	3	18	72
	N = 20							$\sum b_1 = 1488$
								$Mb_1 = 74,4$

From the table above showed that in the post-test, the students are able in speaking ability. The highest score was 84. There are two students who got 84, five students who got 80, four students who got 76, five students who got 72, two students who got 68, and two students who got 60. The mean score was 74,4. It means that the mean score was high.

C. Analyzing Data by Using t-test Formula

1. Experimental Class

a. Seeking gained score symbolized with (*d*) from the students' speaking test and describing it in the tables. The gained score (*d*) between pre-test and post-test of experimental class will show in the table below:

Table 6

No.	Students	Pre-Test	Post-Test	d	d²
1.	A D	60	76	16	256
2.	A N T	60	68	8	64
3.	A A S	72	96	24	576
4.	B I S S	68	80	12	144
5.	C S P	76	100	24	576
6.	C B N	32	60	28	784
7.	D T A	76	96	20	400
8.	G L H	36	60	24	576
9.	R L S	48	60	12	144
10.	M H	68	76	8	64
11.	M A A S	64	72	8	64
12.	P D I	68	100	32	1024
13.	P M H	32	60	28	784
14.	R W	72	80	8	64
15.	S P A	72	76	4	16
16.	T J S	56	72	16	256
17.	Y V	76	84	8	64
18.	A	40	92	52	2704
19.	M N P P	52	68	16	256
20.	D W	40	60	20	400
	Na = 20			**$\sum$d = 368**	**$\sum$d² = 9216**

Note: Na is the total number of the students in experimental class.

$\sum$d is the gained score in experimental class from pre-test and post-test.

$\sum$d² is the result's score from gained score and it will be calculated to find the significant score in t-test formula.

Determining Mean of variable of experimental class with formula:

$$Ma = \frac{\sum d}{Na}$$

So, the result was:

$$Ma = \frac{368}{20}$$

$$Ma = 18.4$$

After getting the result of Mean variable of experimental class, the writer calculated the standard deviation score as follows:

Determining standard deviation score of variable I (experimental class) with formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$

So, the calculation and result were:

$$da^2 = 9216 - \left(\frac{(368)^2}{20}\right)$$

$$= 9216 - \left(\frac{(135424)}{20}\right)$$

$$= 9216 - 6771.2$$

$$da^2 = 2444.8$$

From the calculation above, the results of experimental class were:

a. Total number of the students (Na) = 20

b. Mean of variable (Ma) = 18.4

c. Standard deviation score (da²) = 2444.8

The result above will be calculated again after find the calculation in control class to find out the comparison scores in two classes and then find out the significant influence of the students' speaking ability taught by self-talk strategy with t-test formula.

2. Control Class

a. Seeking gained score symbolized with (d) from the students' speaking test and describing it in the tables. The gained score (d) between pre-test and post-test of control class will show in the table below:

Table 7

No.	Students	Pre-Test	Post-Test	d	d²
1.	A A A	76	80	4	16
2.	A S S	68	68	0	0
3.	A S R	56	72	16	256
4.	C N T	72	80	8	64
5.	C A	64	72	8	64
6.	E M G	68	84	16	256
7.	E M S	76	80	4	16
8.	F A	60	80	20	400
9.	I H	68	76	8	64
10.	J A S	60	80	20	400
11.	M H W	60	76	16	256
12.	M Z	52	60	8	64
13.	R S A	60	72	12	144
14.	T C	68	76	8	64
15.	U K	68	84	16	256
16.	V F	60	60	0	0
17.	W H	60	68	8	64
18.	W M M	60	76	16	256
19.	A K	52	72	20	400
20.	M F S	68	72	4	16
	Nb = 20			**∑d = 212**	**∑d² = 3056**

Note: Nb is the total number of the students in control class.

$\sum d$ is the gained score in control class from pre-test and post-test.

$\sum d^2$ is the result's score from gained score and it will be calculated to find the significant score in t-test formula.

b. Determining Mean of variable of control class with formula:

$$Mb = \frac{\sum d}{Nb}$$

So, the result was:

$$Mb = \frac{212}{20}$$

$$Mb = 10.6$$

After getting the result of Mean variable of control class, the writer calculated the standard deviation score as follows:

c. Determining standard deviation score of variable II (control class) with formula:

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb}\right)$$

So, the calculation and result were:

$$db^2 = 3056 - \left(\frac{(212)^2}{20}\right)$$

$$= 3056 - \left(\frac{(449444)}{20}\right)$$

$$= 3056 - 2247.2$$

$$db^2 = 808.8$$

From the calculation above, the results of control class were:

a. Total number of the students (Nb) = 20

b. Mean of variable (Mb) = 10.6

c. Standard deviation score (db²) = 808.8

The results above will be calculated again in t-test formula. And from the results, it can be seen that the experimental class has a high mean variable and standard deviation than in control class. The total number both of the class (Na and Nb) are the same so that it is easy to calculated the two classes by using t-test formula which proposed by Arikunto (2006 : 311).Before doing the calculation of t-test formula, the writer must found the degree of freedom (df) with the formula:

df = Na + Nb - 2

$\quad$ = 20 + 20 − 2

$\quad$ = 38

Based on the data calculation above from experimental class and control class, the results were:

Ma = 18.4 $\qquad\qquad\qquad$ Na = 20

Mb = 10.6 $\qquad\qquad\qquad$ Nb = 20

da² = 2444.8

db² = 808.8

df $\;$ = 38

$$t = \frac{M_{a-M_b}}{\sqrt{\left[\dfrac{da^2 + db^2}{[Na + Nb] - 2}\right]\left[\dfrac{1}{Na} + \dfrac{1}{Nb}\right]}}$$

$$t = \frac{18.4 - 10.6}{\sqrt{\left[\dfrac{2444.8 + 808.8}{[20 + 20] - 2}\right]\left[\dfrac{1}{20} + \dfrac{1}{20}\right]}}$$

$$t = \frac{7.8}{\sqrt{\left[\dfrac{3253.6}{38}\right]\left[\dfrac{2}{20}\right]}}$$

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$$t = \frac{7.8}{\sqrt{[85.62][0.1]}}$$

$$t = \frac{7.8}{\sqrt{8.562}}$$

$$t = \frac{7.8}{2.92}$$

$$t = 2.671$$

The result of the data analysis was 2.671 with the degree of freedom (df) in calculating two tails is 38. So, the t-table result is 1.686. It is shown that t-test is higher than t-table (2.671>1.686) at the level of significance (0.05) with two tails. So, from the results it can be seen that there is significant influence by using Self-Talk Strategy on the students' speaking ability.

D. Hypothesis Testing

The hypothesis testing is aimed to know the answer of the question about the significant influence of the students' speaking ability taught by using Self-Talk Strategy.

To get the answer of the question the writer should propose Alternate Hypothesis and Null Hypothesis as follow:

Ha: There is a significant effect of using Self-Talk Strategy on the students' speaking ability.

Ho: There is no significant effect of using Self-Talk Strategy on the students' speaking ability.

"The value of t-test the same or less than the value of t-table (t-test =
t-table or t-test < t-table)"

The calculation of t-test for the degree freedom (df) 38 at the level of significance 0.05 showed that the critical value (t-test) was 2.671.

t-test > t-table with df 38

2.671 > 1.686 with df 38

Based on the calculation of hypothesis testing above, it was concluded that the value of t-test was higher than the value of t-table (2.671 > 1.686). Therefore, the Alternate Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected.

F. Research Findings

As stated above that if t-test was higher than t-table, so the alternative hypothesis is accepted. According to the explanation about the analysis of the results on the table above, the writer can conclude that there is a significant influence of the students' speaking ability taught by using Self-Talk Strategy. With the research data and results findings of the calculation below:

1. Na and Nb = 20 and 20

There are 20 students in Experimental Class and 20 students in Control Class. The writer will include the score of data research in this thesis findings, they are:

   a. **Pre-test (Experimental Class)**: the lowest score of pre-test is 32. There are two students who got 32 (the ability is low). There are one students who got 36 (the ability is low), two students who got 40 (the ability is low), one students who got 48 (the ability is fair), and one students who

got 56 (the ability is fair). And the highest score is 76 (the ability is high). There are three students who got 76 (the ability is high). There are three students who got 72 (the ability is high), three students who got 68 (the ability is high), one students who got 64 (the ability is fair) and two students who got 60 (the ability is fair).

b. **Post-test (Experimental Class)**: The highest score is 100. There are two students who got 100 (the ability is very high), two students who got 96 (the ability is very high), one student who got 92 (the ability is very high), one student who got 84 (the ability is high), two students who got 80 (the ability is high), two students who got 76 (the ability is high), three students who got 72 (the ability is high), two students who got 68 (the ability is high), and five students who got 60 (the ability is fair).

c. **Pre-test (Control Class)**: the lowest score of pre-test is 52. There are two students who got 52 (the ability is fair) and one student who got 56 (the ability is fair). The highest score is 76. There are two students who got 76 (the ability is high), one student who got 72 (the ability is high), six students who got 68 (the ability is high), one student who got 64 (the ability is fair), and seven students who got 60 (the ability is fair).

d. **Post-test (Control Class)**: the highest score is 84. There are two students who got 84 (the ability is high), five students who got 80 (the ability is high), four students who got 76 (the ability is high), five students who got 72 (the ability is high), two students who got 68 (the ability is high), and two students who got 60 (the ability is fair).

2. The writer found the mean score in Experimental Class from pre-test and post-test were (Ma_1 and Mb_2) = 58.4 and 76.8.

3. The writer found the mean score in Control Class from pre-test and post-test were (Ma_1 and Mb_2) = 63.8 and 74.4.

4. The writer found the total mean score from Experimental Class (Ma) was 18.4.

5. The writer found the total mean score from Control Class (Ma) was 10.6.

6. Df (degree of freedom) was 38.

7. The writer found the total standard deviation from Experimental Class (da^2) was 2444.8.

8. The writer found the total standard deviation from Control Class (db^2) was 808.8.

9. After calculated the data from the previous point, the writer found the t-table score with df 38 = 1.686 from William Knight.

10. After calculated the data from the previous point, the writer got the t-test score = 2.671 from the t-test formula.

E. Interpretation

The problem of this thesis: "Is there any significant effect of self talk strategy in public speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar?". After analyzing the data, the writer finds that using Self-Talk Strategy has the influence to increase the students' confidence to be more focus and aware about themselves. The students can know about their

weakness, accepting their mistakes and recognizing their potential. The students must ensure themselves that they can do it in positive self-talk while they can lose it if they have negative self-talk. In positive self-talk, the students can be confident in speaking skill in front of their classmates.

G.Discussion

Speaking is a productive skill. It involves putting a message together, communicating the message and interacting with other people. Thornburry (2005 : 1) defines speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like politicians or auctioneers may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Harmer (2007 : 345) students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates. So, speaking activities in class and helping students to improve their speaking skill is part of teacher's job. Therefore, the

teacher must be appliying one way of strategy on the students' speaking skill. The strategy is self-talk to increase their confidence be better. As O' Malley, Chamot (2002 : 139) defines self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. How students feel about themselves depends on how their minds filter and interpret everyday experiences. How students define themselves depends on how they think others define them. So, it is expected that self-talk strategy in teaching speaking skill can increase the students' confidence be better.

CHAPTER VI

CONCLUSIONS

1. By self-talk strategy the students can help them to come closer to themselves and to learn to trust their actions.

2. Having been analyzed, the data showed a significant effect of the students' speaking ability taught by Self-Talk Strategy in Experimental Class and no significant effect of the students' speaking ability taught by Conventional Method in Control Class. The value t-table was 1.686 while the value of t-test was 2.671.

3. It means that t-test (2.671) was higher than t-table at the level of significant of 0. 05 (1.686), or 2.671 > 1.686.

4. It can be concluded that there is a significant effect of using Self-Talk Strategy of the students' speaking ability. It can be seen on the table of the students' speaking scores that the students who learn speaking through Self-Talk Strategy and Conventional Method.

    In other words, the effect of Self-Talk Strategy has a significant influence on the students' speaking ability of students in Public Speaking class at FKIP Universitas HKBP Nommensen.

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Lampiran 1. LESSON PLAN

LAMPIRAN 1.A. LESSON PLAN FOR EXPERIMENTAL CLASS

1. Identity

Subject	: Public Speaking
Year/ Semester	: III/ V
Skill	: Speaking
Time Allocation	: 2 X 50 Minutes

1. Standard Competence :

Understanding the meaning of short functional written text in a form of descriptive that related to the nearest of environment.

2. Basic Competence :

Responding to the meaning contained in the text written or oral short simple functional accurately, smoothly, and thankful relate to the surrounding environment.

3. Indicators :

Cognitive
    a. To understand the expression of asking, giving, and rejecting items
    b. To analyze a context of expression of asking, giving, and rejecting items

Affective
    a. To express the expression of asking, giving, and rejecting items
    b. To respond the expression of asking, giving, and rejecting items

Psychomotor
    a. To practice on the context of the expression of asking, giving, and rejecting items
    b. To create a conversation by using the expression of asking, giving, and rejecting items

4. Learning Objectives :
    1. The students are able to understand the expression of asking, giving, and rejecting items.
    2. The students are able to analyze a context of expression of asking, giving, and rejecting items.

3. The students are able to express the expression of asking, giving, and rejecting items.
4. The students are able to respond the expression of asking, giving, and rejecting items.
5. The students are able to practice on the context of expression of asking, giving, and rejecting items.
6. The students are able to create the conversation by using the expression of asking, giving, and rejecting items.

5. Learning Materials

Conversation about the expression of asking, giving, and rejecting items

The context: Budi and all his classmates are going to Dufan. Budi is chatting with his best friend, Dani.

Budi   : It's very exciting today.
Dani   : Yes, it is. I'm having so much fun.
Budi   : Which is the most exciting game for you here?
Dani   : Well, I must say that roller coaster is the most exciting game.
Budi   : Yes, I agree. The roller coaster gave me an unforgettable experience.
             I think I want to ride it again.
Dani   : Yes, me too. By the way, are you chewing gum? Can I have some?
Budi   : Yes, of course. Here you are.
Dani   : Thanks.
Budi   : Do you want the new banana flavor? It tastes good.
Dani   : Not for me, thanks. I don't like bananas.

Speech Act

1. You can use these expressions to ask for items from someone.
   a. Can I have ….?
   b. Can you give me ….?
   c. May I have …?
2. You can use these expressions to give items to someone.
   a. Here you are.
   b. This is for you.
   c. I'd like to give you ….
   d. Please accept ….
3. You can use these expressions to reject items from someone.
   a. No, thank you.
   b. Not for me, thanks.
   c. Not this time, thanks.

6. Teaching Method

Self Talk Strategy

7. Step by step of procedures

1. Pre Activities (5 minutes)
a. Greeting
b. Praying
c. Checking the attending list

2. Main Activities

No	Teacher's Behavior	Students' Behavior	Time Allocation
1.	Asking the previous lesson	Giving attention	5 minutes
2.	Giving pre-test before start the new lesson	Answering the pre-test	15 minutes
3.	Introducing and explaining the topic about the expression of asking, giving, and rejecting items.	Giving attention	20 minutes
4.	Introducing the students in applying self talk strategy in their speaking.	Giving attention	15 minutes

5.	Explaining the difference between positive and negative self-talk and the effects of each.
	▪ Positive self-talk :
	  e.g : You can do it
	▪ Negative self-talk :
	  e.g : This is too hard
		Giving attention	10 minutes

6.	Asking the students to make a dialogue by using the expression of asking, giving, and rejecting items.	Doing the activities	15 minutes
7.	Asking the students to practice and recording the expression of asking, giving, and rejecting items.	Practising the dialogue	15 minutes

3. Closing Activities (20 minutes)

   a. Conclude the lesson materials.
   b. Post test

8. Sources
   a. Text book : English in Focus for Grade VIII Junior High School
   b. Dictionary

9. Evaluation
   a. The test will be done orally
   b. The instruments are pre-test and post-test.

10. Scoring

1. Pronunciation : 5
2. Grammar : 5
3. Vocabulary : 5
4. Fluency : 5
5. Comprehension : 5

Total : 25

$$\text{Value} = \frac{\text{Total of rating scores}}{25} \times 100$$

Pematangsiantar,

Oktober 2016

The Researcher

Rudiarman
Purba,M.Pd

LAMPIRAN 1.B. LESSON PLAN FOR CONTROL CLASS

1. Identity

Subject   : Public Speaking

Year/ Semester   : III/ V

Skill   : Speaking

Time Allocation   : 2 X 50 Minutes

2. Standard Competence :

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3. Basic Competence :

Responding to the meaning contained in the text written or oral short simple functional accurately, smoothly, and thankful relate to the surrounding environment.

4. Indicators :

Cognitive
    a. To understand the expression of asking, giving, and rejecting items
    b. To analyze a context of expression of asking, giving, and rejecting items

Affective
    a. To express the expression of asking, giving, and rejecting items
    b. To respond the expression of asking, giving, and rejecting items

Psychomotor
    a. To practice on the context of the expression of asking, giving, and rejecting items
    b. To create a conversation by using the expression of asking, giving, and rejecting items

5. Learning Objectives :
1. The students are able to understand the expression of asking, giving, and rejecting items.
2. The students are able to analyze a context of expression of asking, giving, and rejecting items.
3. The students are able to express the expression of asking, giving, and rejecting items.

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4. The students are able to respond the expression of asking, giving, and rejecting items.
5. The students are able to practice on the context of expression of asking, giving, and rejecting items.
6. The students are able to create the conversation by using the expression of asking, giving, and rejecting items.

6. Learning Materials

Conversation about the expression of asking, giving, and rejecting items
The context: Budi and all his classmates are going to Dufan. Budi is chatting with his best friend, Dani.

Budi   : It's very exciting today.
Dani   : Yes, it is. I'm having so much fun.
Budi   : Which is the most exciting game for you here?
Dani   : Well, I must say that roller coaster is the most exciting game.
Budi   : Yes, I agree. The roller coaster gave me an unforgettable experience.
               I think I want to ride it again.
Dani   : Yes, me too. By the way, are you chewing gum? Can I have some?
Budi   : Yes, of course. Here you are.
Dani   : Thanks.
Budi   : Do you want the new banana flavor? It tastes good.
Dani   : Not for me, thanks. I don't like bananas.

Speech Act
1. You can use these expressions to ask for items from someone.
   a. Can I have ….?
   b. Can you give me ….?
   c. May I have …?
2. You can use these expressions to give items to someone.
   a. Here you are.
   b. This is for you.
   c. I'd like to give you ….
   d. Please accept ….
3. You can use these expressions to reject items from someone.
   a. No, thank you.
   b. Not for me, thanks.
   c. Not this time, thanks.

7. **Teaching Method**
   Conventional Method
8. **Step by step of procedures**
   1. Pre Activities (5 minutes)
   a. Greeting
   b. Praying
   c. Checking the attending list

2. Main Activities

No	Teacher's Behavior	Students' Behavior	Time Allocation
1.	Asking the previous lesson	Giving attention	5 minutes
2.	Giving pre-test before start the new lesson	Answering the pre-test	15 minutes
3.	Introducing and explaining the topic about the expression of asking, giving, and rejecting items.	Giving attention	20 minutes
4.	Introducing the students in applying self talk strategy in their speaking.	Giving attention	15 minutes
5.	Explaining the difference between positive and negative self-talk and the effects of each. ▪ Positive self-talk : e.g : You can do it ▪ Negative self-talk : e.g : This is too hard	Giving attention	10 minutes
6.	Asking the students to make a dialogue by using the expression of asking, giving, and rejecting items.	Doing the activities	15 minutes
7.	Asking the students to practice and recording the expression of asking, giving, and rejecting items.	Practising the dialogue	15 minutes

3. Closing Activities (20 minutes)

    a. Conclude the lesson materials.

    b. Post test

9. **Sources**

    a.   Text book : English in Focus for Grade VIII Junior High School

    b.   Dictionary

10. **Evaluation**

    a.   The test will be done orally

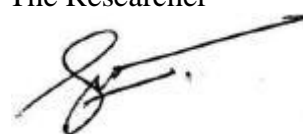   b.   The instruments are pre-test and post-test.

11. **Scoring**

1.Pronunciation   : 5

2.Grammar   : 5

3.Vocabulary   : 5

4. Fluency   : 5

5.Comprehension   : 5

      Total   : 25

$$\text{Value} = \frac{\text{Total of rating scores}}{25} \times 100$$

Pematangsiantar,
Oktober 2016
The Researcher

Rudiarman
Purba,M.Pd

PRE-TEST

Complete the following conversation with the suitable expressions in the box.

Yes, of course	Would you help me take that book
Can you help me	Good day
Good afternoon	No, thank you
Sure	I will read it
Would you lend me this book	See you tomorrow
I'm fine	

Situation : Elizabeth is doing her homework with Fredy at Fredy's house.

Elizabeth : 1) ... How are you?
Fredy : Good afternoon. 2) .... And you?
Elizabeth : I'm good.
Fredy : So do I.
Elizabeth : Fred, 3) ...?
Fredy : 4) ... What can I do for you?
Elizabeth : 5) ... ? I cannot reach it.
Fredy : Which one do you mean?
Elizabeth : It is the one with the blue cover.
Fredy : Here you are.
Elizabeth : Thank you. 6) ...?
Fredy : 7) ... Do you want to borrow another book?
Elizabeth : 8) ....
Fredy : What will you do with this book?
Elizabeth : 9) ...
Fredy : Alright then.
Elizabeth : 10) ...
Fredy : See you tomorrow too.

POST-TEST

Complete the following conversation with the suitable expressionsin the box.

> Do you need some help?
> No problem
> Happy New Year's Eve
> I'm sorry, I'm using it.
> Would you take more biscuits in the cupboard
> Certainly
> May I borrow your telescope
> Do you think you can take the picture of the fireworks
> Don't mention it
> Keep the telescope carefully
> Good bye

Situations : Fredy is celebrating New Year's Eve at his house with his friends.

Sanusi	: Happy New Year's Eve.
Andi	: 1) ... too.
Sanusi	: By the way, 2) ...
Fredy	: San, 3) ...? I think we need more.
Sanusi	: 4) .... I'll take it.
Adi	: Andi, do you bring your digital camera?
Andi	: Yes. Why?
Adi	: 5) ...?
Andi	: 6) ... Look at the red one. It's marvelous!
Fredy	: Yes, you're right. By the way, 7) ...?
Adi	: 8) ... Give me 5 minutes.
Fredy	: Okay, no problem.
Adi	: Your telescope is new, isn't it?
Fredy	: You're right. 9) ...
Adi	: Ok. Thank you.
Fredy	: 10) ...

KEY ANSWERS

A. PRE-TEST
1. Good afternoon.
2. I'm fine.
3. Can you help me?
4. Yes, of course.
5. Would you hepl me take that book?
6. Would you lend me this book?
7. Sure.
8. No, thank you.
9. I will read it.
10. See you tomorrow.

B. POST-TEST
1. Happy New Year's Eve.
2. Do you need some help?
3. Would you take more biscuits in the cupboard?
4. Certainly.
5. Do you think you can take the picture of the fireworks?
6. No problem.
7. May I borrow your telescope?
8. Here you are.
9. Keep the telescope carefully.
10. Don't mention it.

Lampiran 2. T-TABLE

Distribution of T-Table Value

.f	0.10	0.05	0.025	0.01	0.005
	.078	.314	2.71	1.82	3.66
	.886	.920	.303	.965	.925
	.638	.353	.182	.541	.841
	.533	.132	.776	.747	.604
	.476	.015	.571	.365	.032
	.440	.943	.447	.143	.707
	.415	.895	.365	.998	.499
	.397	.860	.306	.896	.355
	.383	.833	.262	.821	.250
0	.372	.812	.228	.764	.169
1	.363	.796	.201	.718	.106
2	.356	.782	.179	.681	.055
3	.350	.771	.160	.650	.012
4	.345	.761	.145	.624	.977
5	.341	.753	.131	.602	.947
6	.337	.746	.120	.583	.921
7	.333	.740	.110	.567	.898
8	.330	.734	.101	.552	.878
9	.328	.729	.093	.539	.861

0	.325	.725	.086	.528	.845
1	.323	.721	.080	.518	.831
2	.321	.717	.074	.508	.819
3	.319	.714	.069	.500	.807
4	.318	.711	.064	.492	.797
5	.316	.708	.060	.485	.787
6	.315	.706	.056	.479	.779
7	.314	.703	.052	.473	.771
8	.313	.701	.048	.467	.763
9	.311	.699	.045	.462	.756
0	.310	.697	.042	.457	.750
1	.309	.696	.040	.453	.744
2	.309	.694	.037	.449	.738
3	.308	.692	.035	.445	.733
4	.307	.691	.032	.441	.728
5	.306	.690	.030	.438	.724
6	.306	.688	.028	.434	.719
7	.305	.687	.026	.431	.715
8	.304	**.686**	.024	.429	2.712
9	.304	.685	.023	.426	.708
0	.303	.684	.021	.423	.704
1	.303	.683	.020	.421	.701
2	.302	.682	.018	.418	.698

3	.302	.681	.017	.416	.695
4	.301	.680	.015	.414	.692
5	.301	.679	.014	.412	.690
6	.300	.679	.013	.410	.687
7	.300	.678	.012	.408	.685
8	.299	.677	.011	.407	.682
9	.299	.677	.010	.405	.680
0	.299	.676	.009	.403	.678
1	.298	.675	.008	.402	.676
2	.298	.675	.007	.400	.674
3	.298	.674	.006	.399	.672
4	.297	.674	.005	.397	.670
5	.297	.673	.004	.396	.668
6	.297	.673	.003	.395	.667
7	.297	.672	.002	.394	.665
8	.296	.672	.002	.392	.663
9	.296	.671	.001	.391	.662
0	.296	.671	.000	.390	.660
1	.296	.671	.000	.390	.659
2	.296	.671	.999	.389	.659
3	.296	.670	.999	.389	.658
4	.296	.670	.999	.388	.657
5	.296	.670	.998	.388	.657

6	.295	.670	.998	.387	.656
7	.295	.670	.998	.387	.655
8	.295	.670	.997	.386	.655
9	.295	.669	.997	.386	.654
0	.295	.669	.997	.385	.653
1	.295	.669	.996	.385	.653
2	.295	.669	.996	.384	.652
3	.295	.669	.996	.384	.651
4	.295	.668	.995	.383	.651
5	.295	.668	.995	.383	.650
6	.294	.668	.995	.382	.649
7	.294	.668	.994	.382	.649
8	.294	.668	.994	.381	.648
9	.294	.668	.994	.381	.647
0	.294	.667	.993	.380	.647

Source : "Table of Percentage Points of the t-Distribution." Biometrika, Vol. 32. (1941), p. 300.

LAMPIRAN 3. BIODATA TIM PENELITI

A. Identitas Diri

NO	Nama Lengkap (dengan gelar)	Rudiarman Purba, S.Pd., M. Pd
1	Jenis Kelamin	Laki-laki
2	Jabatan Fungsional	Asisten Ahli III/B
3	NIP/NIK/Identitas lainnya	111214010
4	NIDN	101058702
5	Tempat dan Tanggal Lahir	Parbatuan, 01 Mei 1987
6	E-mail	rudiarmanpurba@yahoo.com
7	Nomor Telepon/HP	082168297222
8	Alamat Kantor	JL. Sangnaualuh No. 4 Pematangsiantar
9	Nomor Telepon/Faks	0622-7550232/0622-7552017
10	Lulusan yang Telah Dihasilkan	S-1 = 50 orang; S-2 = -- orang; S-3 = --orang
11	Mata Kuliah yang Diampuh	1. Speech and Debate 2. Speaking I 3. Speaking II 4. Speaking III 5. Speaking IV 6.Curiiculum and Material Development 7. TEFL I

B. Riwayat Pendidikan

	– 1	– 2	-3
Nama Perguruan Tinggi	Universitas HKBP Nommensen	Universitas HKBP Nommensen	
Bidang Ilmu	Pendidikan Bahasa Inggris	Magister Pendidikan Bahasa Inggris	
Tahun Masuk - Lulus	2006-2010	2011-2013	
Judul Skripsi/Tesis/Disertasi	The Implementation of Pragmatic Approach in Teaching Speaking Skills in SMA Negeri 1 Siantar	Language anxiety: A Sociocultural contrains in Stundents" Speaking English for the Fift Semester Students of English Department FKIP UHN Siantar	
Nama Pembimbing/Promotor	Dr. Tagor Pangaribuan, M.Pd. Bertharia Sohnata Hutauruk, M.Hum	Dr. Drs. Eddy Setia, M.Ed, TESP Drs. Bloner Sinurat, M.Hum	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, maupun Disertasi)

NO	TAHUN	PENELITIAN	PENDANAAN	
			SUMBER	JUMLAH
	2013/2014	.A Study On Improving Students" Ability in Speaking class by Using Poetry at Grade XI SMA Negeri 6 Pematangsiantar	Mandiri	4.000.000
		Study on the Implementation of Pragmatic Approach in Teaching Speaking Skills at SMA Negeri 6 Pematangsiantar	Mandiri	4.000.000
	2014/2015	Study On The Slip of the Tongue Made by the Students in Speaking at Grade VII SMP Katolik Assisi	Mandiri	4.000.000
	2013/2014	Research on English Communication Strategies of the Students Semester V (year 2011) at English Department in FKIP UHNPematangsiantar	Mandiri	4.000.000
	2015/2016	Lexical Variation on Students" Daily Conversation at Campus by First Year Students of English Department FKIP HKBP Nommensen University	LPPM Universitas HKBP Nommensen	4000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

NO	TAHUN	PENELITIAN	PENDANAAN	
			SUMBER	JUMLAH
	2012	Sebagai Pembicara dalam cara Ceramah & Diskusi Singkat Anggota Ikatan Sarjana Pendidikan Indonesia Cabang Siantar Simalungun	Mandiri	
		Sebagai Pembicara dalam		

	2013	Acara Sosialisasi Pendekatan CBSA dan Pendekatan Keterampilan Proses dalam Pembelajaran	Mandiri	
	2014	Sebagai Pembicara dalam Acara Sosialisasi dan WorkshopPenerapan 5 M (Mengamati, Menanya, Mengasosiasi,Mengeksplora si dan Mendemonstrasikan)	Mandiri	

E. Publikasi Artikel Ilmiah dalam Jurnal 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
	Study on Teacher"s Technique in Teaching Vocabulary for the Grade VII Students of SMP N 1 Jorlang Hataran	Prosiding Seminar Internasional Terbitan Singapore International Press	ISBN: 978-981-09-1355-7.)
	Study on Teacher"s Communicative Competence in Teaching English for the Grade VIII Students of SMP Swasta Karya imantin	Jurnal Pendidikan Indonesia Pedagogos	VOLUME 1, NO. 1, Februari 2015, ISSN: 2442-3688.
	An Investigation of Cociocultural Factors that Cause Language Anxiety in Speaking English for the Second Year Students of English Department of Teachers Training Faculty HKBP Nommensen University Pematangsiantar	JETAFL Journal of English Teaching as Foreign Language	VOLUME 1, NO. 1, Juni 2015, ISSN: 2459-9506/Prodi Pendidikan Bahasa Inggris FKIP UHN

F. Pemakalah Seminar Ilmiah (Oral Presentation) dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu danTempat
	1St Nommensen nternational Seminar on Language Teaching	The effect of Self Talk Strategy in Public Speaking	**5 Oktober 2017 Universitas**

		as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar.	**HKBP Nommensen**

G. Karya Buku dalam 5 Tahun Terakhir

NO	Judul Buku	Tahun	Jumlah	Penerbit

H. Pengalaman Merumuskan Kebijakan Publik / Rekayasa Sosial Lainnya dalam 5 Tahun Terakhir

NO	Judul/Tema/Jenis Rekayasa Sosial Lainnyayang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat

I. Pengahrgaan dalam 5 Tahun Terakhir (dari Pemerintah, asosiasi atau institusi lainnya)

NO	JENIS PENGHARGAAN	INSTITUSI PEMBERI ENGHARGAAN	TAHUN

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum, apabila dikemudian hari terdapat ketidaksesuaian dengan kenyataan saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam mengajukan penelitian dosen pemula.

Medan 09 Desember 2017,
Ketua

Rudiarman Purba

A. Identitas Diri

NO	Nama Lengkap (dengan gelar)	Sotarduga Sihombing,S.Pd,M.Pd.
1	Jenis Kelamin	Laki-laki
2	Jabatan Fungsional	Asisten Ahli
3	NIP/NIK/Identitas lainnya	208012012630001
4	NIDN	120126301
5	Tempat dan Tanggal Lahir	Padangsidempuan, 20 Desember 1963
6	E-mail	sotarduga.sihombing@yahoo.com
7	Nomor Telepon/HP	08126305800
8	Alamat Kantor	Jl. Sangnaualuh No. 4 Pematangsiantar
9	Nomor Telepon/Faks	0622-7550232/0622-7552017
10	Lulusan yang Telah Dihasilkan	S-1 = orang; S-2 = -- orang; S-3 = -- orang
11	Mata Kuliah yang Diampuh	1. Akuntansi Keuangan Lanjutan I 2. Akuntansi Perpajakan 3. Akuntansi Koperasi 4. Manajemen Keuangan 5. Akuntansi Perbankan 6. Pengantar Manajemen

B. Riwayat Pendidikan

	S – 1	S – 2	S -3
Nama Perguruan Tinggi	Universitas HKBP Nommensen	Universitas HKBP Nommensen	
Bidang Ilmu	Pendidikan Ekonomi	Magister Manajemen	
Tahun Masuk - Lulus	1988-1993	2012-2013	
Judul Skripsi/Tesis/Disertasi	Suatu Studi Tentang Pengaruh Disiplin Belajar Terhadap Prestasi Belajar Siswa Pada Bidang Studi Akuntansi Keuangan Di Kelas II SMEA Surya Pematangsiantar Tahun Ajaran 1992/1993	Peranan Kepala Sekolah Dalam Upaya Meningkatkan Mutu Pendidikan Melalui Manajemen Berbasis Sekolah (Studi Kasus SMA Kristen Kalam Kudus Pematangsiantar)	
Nama Pembimbing/Promotor	Drs.S.Rumahorbo,M.Sc 2. Drs.Rommel	Dr,T.Sihol Sihombing Drs.Wesly	

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		Nababan,M.Pd.	
	iburian,M.Pd.		

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, maupun Disertasi)

NO	TAHUN	PENELITIAN	PENDANAAN	
			SUMBER	JUMLAH
	2012	Pengaruh Disiplin Belajar Terhadap Prestasi Belajar Siswa Pada Pelajaran Akuntansi di Kelas XII IPS- 1 SMA Kristen Kalam Kudus Pematangsiantar Tahun Ajaran 2011/2012	Biaya Sendiri	4.000.000
	2011/2012	ata Cara Perhitungan Pajak umi dan Bangunan	Biaya Sendiri	4.000.000
	2013	Peranan Kepala Sekolah Dalam Upaya Meningkatkan Mutu Pendidikan Melalui Manajemen Berbasis Sekolah (Studi Kasus SMA Kristen Kalam Kudus Pematangsiantar)	Biaya Sendiri	4000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

NO	TAHUN	PENELITIAN	PENDANAAN	
			SUMBER	JUMLAH
	2010	Pembangunan Jalan di Gang Hosanna di Batu Anam Nagori Dolok Hataran	Kepala Desa Dolok Hataran	
	2010	Panitia Maskrab FKIP Universitas HKBP Nomensen Program Studi Pendidikan Ekonomi	Prodi Ekonomi	
	2011	Pengabdian Masyarakat Prodi Ekonomi FKIP Universitas HKBP Nommensen P.Siantar	Prodi Ekonomi	
	011	Pengabdian Masyarakat Prodi Ekonomi FKIP Universitas HKBP Nommensen Masa Keakraban Mahasiswa	Prodi Ekonomi	
	011	Sosialisasi Tentanf Pengembangan Bahan Ajar,	Kalam Kudus	

		Pembelajaran Tuntas, Remedial dan Pengayaan		

E. Publikasi Artikel Ilmiah dalam Jurnal 5 Tahun Terakhir

NO	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
	Tata Cara Perhitungan Pajak Bumi dan Bangunan	Habonaran Do Bona	ISSN N0.208534524 PMP-USI
	Penghasilan Dalam Perspektif Akuntansi Pajak dan Ekonomi	Asosiasi Profesi Pendidikan Pancasila dan Kewarganegaraan Indonesia (AP3KnI) Wilayah Sumatera Utara	ISBN 9786020888569 Larispa

F. Pemakalah Seminar Ilmiah (Oral Presentation) dalam 5 Tahun Terakhir

NO	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu danTempat
	Penghasilan Dalam Perspektif Akuntansi Pajak dan Ekonomi	Asosiasi Profesi Pendidikan Pancasila dan Kewarganegaraan Indonesia (AP3KnI) Wilayah Sumatera Utara	Gedung Digital Library Unimed, 28 Nopember 2015

G. Karya Buku dalam 5 Tahun Terakhir

NO	Judul Buku	Tahun	Jumlah	Penerbit

H. Pengalaman Merumuskan Kebijakan Publik / Rekayasa Sosial Lainnya dalam 5 Tahun Terakhir

NO	Judul/Tema/Jenis Rekayasa Sosial Lainnyayang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat

I. Pengahrgaan dalam 5 Tahun Terakhir (dari Pemerintah, asosiasi atau institusi lainnya)

NO	JENIS PENGHARGAAN	INSTITUSI PEMBERI PENGHARGAAN	TAHUN
	Sertifikat Pendidik	Universitas HKBP Nommensen Rayon 155	2012

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum, apabila dikemudian hari terdapat ketidaksesuaian dengan kenyataan saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam mengajukan penelitian dosen pemula.

Medan 09 Desember 2017,
Ketua

Sotarduga Sihombing

LAMPIRAN 4 ARTIKEL ILMIAH

THE EFFECT OF SELF TALK STRATEGY IN PUBLIC SPEAKING AS EFL CLASSROOM

Rudiarman Purba, S.Pd.,M.Pd
(English Study Program, University of HKBP Nommensen, Indonesia)
Email: rudiarmanpurba@yahoo.com

Abstract
This research tends to find out the effect of self talk strategy in public speaking as EFL classroom at English Department of FKIP Universitas HKBP Nommensen Pematangsiantar. The population is the third year students (Academic Year 2013) at English Department that sit in Public Speaking Class. There are 40 students taken as the sample of this research. The sample was divided into two groups: the first group (20 students) as the experimental group and the second group (20 students) as the control group. After analyzing and calculating the data, it is found that the mean score was 7.8 and the value of t-test was higher than t-table (t-test > t-table), 2.671 > 1.686. There is a significant influence of the students' speaking ability taught by using self-talk strategy.
Key Words: *English foreign language, listening comprehension, self talk strategy, speaking, teaching*

I. Introduction

This research is aimed to find out the effect of self talk strategy in public speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar

There are some reason why this research is necessary tobe done. First, the need of documentation for English department of Teacher Training Faculty Nommensen HKBP University Pematangsiantar. It is alse can be useful fro the needs practical and scientific uses in future. The second is for the researchers themselves as the strategy for them to teach the students with lack of self confidence in doing public speaking in EFL class

The findings of the preliminary research of this study shows that there many students are lack of confidence in in doing public speaking in EFL class.

To get the real data of this reasearch, the writer formulate the reserach probem by the following question: "Is there any significant effect of self talk strategy in public speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar?"

II. Literature Review

A. Self-Talk Strategy

Self-talk defines as intrapersonal communication is language use or thought internal to the communicator". It can be useful to envision intrapersonal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop. As O' Malley, Chamot (2002 : 139) defines self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. Self-talk, based on Vygotsky's (1978) theory of the internalization of dialogue as inner speech, is thought itself. It regulates how students feel and act, interprets what they

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experience, guides and controls academic achievement, and determines the qual- ity of students' lives. The self develops as a result of repeated everyday events and interactions with parents, teachers, and peers. The self is the mediating variable in human behavior, the filter through which all new phenomena are interpreted.In self-talk, a person discusses many matter of importance with ones own self. The individual explores his or her own mind to find new ideas, answers to problems, information on difficult relationships, and many more matters that are important in life. Anybody can benefit from intelligent self-talk. Our failures in life are due to our lack of knowledge about ourselves. Therefore, knowledge about the self is the first step toward living a full, productive, and happy life. We have to use our inner strength through self-talk to know more about ourselves and to ensure a happy and successful life for ourselves.

Self-talk helps us develop a positive mental attitude. The ability to reassure ourselves that everything will be alright, especially during the trying moments in our lives, fills us with power and self-confidence. In addition, helps us convert negative patterns into uplifting positive patterns of thought and behavior. It gives us the required motivation to maintain our body, mind, and spirit in a healthy condition. This valuable technique enables us to give ourselves a lot of positive feedback, which, in turn, boosts our energy. We feel good about ourselves, and if we feel good about ourselves, our way of life becomes easy and fun filled. We become more productive, have satisfying relationships, and lead a happier life.

Example :

Let's take the thought "I'm such a loser". Then, ask yourself:

a. "Is this really true?" and if so, "Is it true all of the time?"
b. "What evidence do I have that this thought is true?"
c. "What are the costs and benefits of believing this?"
d. "Would I say this to a friend?"

Based on the example above he/she has self talk about his/herself. Self-talk here is comprised of statements said to oneself and not addressed to others. So, it can be positive or negative self-talk like this examples;Is it really true that I am a loser? Well, yes, I believe it to be true. Is it true all of the time? It's true most of the time or a lot of the time, so I don't feel too much better. But has it always been true?I'm not sure, maybe not. I might have felt better than this at one time.

B. Types of Self Talk Strategy

Self talk strategy can be divided into two types namely: (1) Positive self talk stragey and (2) negative self talk strategy. According to Gaskins (2005 : 79) states positive self-talk is fostered when individual differences are appreciated, rules are fair, mistakes are accepted, and nurturance is pervasive. As students come to define themselves in positive ways, they face each day with greater confidence and assurance, accepting their limitations and recognizing their potential.Caring teachers structure situations that provide authentic, successful experiences, and they avoid placing students in situations in which repeated failure is likely. They point out areas of accomplishment rather than focus on mistakes. They find something special that each student can do or is interested in, and invite students to see themselves as able, valuable, and responsible. A caring teacher also helps young people develop a positive, yet realistic, image of what he or she can become or do, because the "possible self" is the essential link between selfconcept and motivation. In a caring environment young people experience respect, trust, and confidence from caregivers and, as a result, develop self-respect, self-trust, and self-confidence.

Positive self-talk can do a lot to give you the confidence that frees you to use your talents to the fullest. If public speaking makes you nervous, use your inner voice to reassure yourself: "You can do it. You've done it well before". Braiker (1987) states a positive

attitude and positively worded self-talk affect behavior more than many people realize because of the nature of the mind-body connection. In language learning English of speaking skill, many good things result from developing a habit of positive self-talk. The students can raise their enthusiasm and focus on the task at hand by thinking about what to do (not what to avoid).

Negative self-talk is self-critical or represents an inability to succeed. Negative self-talk is exemplified by comments such as "Stupid mistake" and "This is too hard" (Hardy, et al., 2001). Most of students used this negative self talk so they didn't have the confidence, negative feelings or anxiety. It also takes your focus away from what you should be doing, which makes it more likely that you will miss something important or make a mistake. So, when we talk negatively to ourselves, it affects other important mental skills such as intensity regulation, confidence, and concentration. In negative self-talk is self-blame. Obviously, what we blame ourselves about or even that we are self-blaming can be traced to our early experiences. But all of us think in blaming ways automatically. In effect, it is built into our software. In addition, negative self-talk can occur so quickly in our heads that it sometimes slips by our awareness. We're going to practice pausing to notice and catch these thoughts, so that we can each shrink our own negative self talk and protect our self confidence. We need to appreciate that we all make mistakes; it is what makes us human. Mistakes are part of the process of learning anything, and weall need to learn how to accept them when they occur. When we are not able to accept our mistakes and move on, we can get stuck in a rut and become afraid to keep trying.

C.   Speaking Skill

Thornburry (2005 : 1) defines speaking is a part of daily life that we take it for granted. In language teaching, the four skills are described in terms of their direction language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Either four or five components are generally recognized in analyses of the speech process: (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, for oral communication certainly requires a subject to respond to speech as well as to initiate it."

D.   Hypothesis of the Research

The hypothesis of the research is in the following:
- Ha: There is a significant effect of using self talk strategy on the students'ability in public speaking as EFL classroom
- Ho: There is no significant effect self talk strategy on the students'ability in public speaking as EFL classroom.

III.   Research Methodology
A.   Research Design

The research was conducted by using experimental design which was to find the effect of the independent variable on the dependent variable. There were two group and experimental group. The pre-test was administered to both groups before treatment were given. The post-test was given after treatment. The control group was treated without using self talk strategy while the experimental group was treated by using self talk strategy.

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Table 1 Randomized Groups Pre-Test and Post-Test Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Self talk strategy	√
Control	√	Without using self talk strategy	√

B.   Population and Sample

There are 200 students academic year (2013).   Best and Khoan (2002:14) stated that sample is a small proportion of population selected for observation and analysis. From the whole population 40 students was taken by using random sampling technique as the sample of this research, which consists, 20 students for experimental group and 20 students for control group. There are three groups of the public speaking class at FKIP UHN. The writers use only two classess as the sample of the research. Group A was chosen as experimental group which was taught by using Self-Talk Strategy and group B as control group without using self talk strategy. The reason for taking the number of the sample is based on Arikunto (1998:120) says that if the subject or population consists of a large number, the sample taken from 10-15% or 20-25% or more. It depends on the ability of the researcher. The sample was expected to represent the population.

C.   Instrument of Collecting Data

The instruments that are used to collect the data are oral production tests. The marking, as well as being reliable, is simple, more rapid and often much more effective than other forms of written test. The writers use 5 criteria to measure data based on Harris' frame (1969 : 84) that used 1-5 points of rating scale. The speaking class rating is used the range of point 1-10 or 10-100. The amount of maximum scores gained in 25. It is gained from the five elements of speaking. According to the rounding the system, the researcher concludes that 100 is the highest score and 20 is the lowest score gained by the students. This rounding systemwill be done in pre-test and post-test. The scale rating scores are drawn as follows:

Criteria	Rating Score	Comments
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasinally makes grammatical and/or word-order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word-order errors make comprehension difficult. Must often rephrase

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		sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what, is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English

D.   Technique of Analyzing Data

There are two groups of data, those of the control and experimental groups. To analyze the data, mean of variable, standard deviation and the t-test formula are shown below:

Seeking gained score symbolized with d from the students' speaking test and describing it in the tables. The gained score (d) of experimental class are variable I and the gained score (d) of control class are variable II.

1. Determining mean of variable of experimental class with formula: $Ma = \frac{\sum d}{Na}$

2. Determining mean of variable of control class with formula: $Mb = \frac{\sum d}{Nb}$

3. Arikunto, 2006:307 Determining standard deviation score of experimental class with formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$

4. Determining standard deviation score of control class with formula: $db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb}\right)$

5. Arikunto, 2006 : 308 Analyzing the data result by using statistic of t-test with formula:

$$t = \frac{M_{a-M_b}}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

(Arikunto, 2006 : 311)Where:M_a = Mean of experimental class, M_b = Mean of control class
d_a = The standard deviation of experimental class, d_b = The standard deviation of control class
N_a = Total students of experimental class. N_b = Total students of control class
da^2 = Standard Deviation of experimental class, db^2 = Standard Deviation of control class ,
t   = t-value

IV.   Findings and Discussion
Experimental group

No.	Students	Pre-Test	Post-Test	d	d²
1.	A D	60	76	16	256
2.	A N T	60	68	8	64
3.	A A S	72	96	24	576
4.	B I S S	68	80	12	144
5.	C S P	76	100	24	576
6.	C B N	32	60	28	784
7.	D T A	76	96	20	400
8.	G L H	36	60	24	576
9.	R L S	48	60	12	144
10.	M H	68	76	8	64
11.	M A A S	64	72	8	64
12.	P D I	68	100	32	1024
13.	P M H	32	60	28	784
14.	R W	72	80	8	64
15.	S P A	72	76	4	16
16.	T J S	56	72	16	256
17.	Y V	76	84	8	64
18.	A	40	92	52	2704
19.	M N P P	52	68	16	256
20.	D W	40	60	20	400
	Na = 20			∑d = 368	∑d² = 9216

Determining Mean of variable of experimental class with formula:

$$Ma = \frac{\sum d}{Na}$$

So, the result was:

$$Ma = \frac{368}{20}$$

$$Ma = 18.4$$

After getting the result of Mean variable of experimental class, the writer calculated the standard deviation score as follows:

Determining standard deviation score of variable I (experimental class) with formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$

So, the calculation and result were:

$$da^2 = 9216 - \left(\frac{(368)^2}{20}\right)$$

$$= 9216 - \left(\frac{(135424)}{20}\right)$$

$$= 9216 - 6771.2$$

$$da^2 = 2444.8$$

From the calculation above, the results of experimental class were:

a. Total number of the students (Na) = 20

b. Mean of variable (Ma) = 18.4

c. Standard deviation score (da²) = 2444.8

The result above will be calculated again after find the calculation in control class to find out the comparison scores in two classes and then find out the significant influence of the students' speaking ability taught by self-talk strategy with t-test formula.

Control group

No.	Students	Pre-Test	Post-Test	d	d²
1.	A A A	76	80	4	16
2.	A S S	68	68	0	0
3.	A S R	56	72	16	256
4.	C N T	72	80	8	64
5.	C A	64	72	8	64
6.	E M G	68	84	16	256
7.	E M S	76	80	4	16
8.	F A	60	80	20	400
9.	I H	68	76	8	64
10.	J A S	60	80	20	400
11.	M H W	60	76	16	256
12.	M Z	52	60	8	64
13.	R S A	60	72	12	144
14.	T C	68	76	8	64
15.	U K	68	84	16	256

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16.	V F	60	60	0	0
17.	W H	60	68	8	64
18.	W M M	60	76	16	256
19.	A K	52	72	20	400
20.	M F S	68	72	4	16
	Nb = 20			$\sum d = 212$	$\sum d^2 = 3056$

Note: Nb is the total number of the students in control class.

$\sum$d is the gained score in control class from pre-test and post-test.

$\sum$d² is the result's score from gained score and it will be calculated to find the significant score in t-test formula.

a. Determining Mean of variable of control class with formula:

$$Mb = \frac{\sum d}{Nb}$$

So, the result was:

$$Mb = \frac{212}{20}$$

$$Mb = 10.6$$

After getting the result of Mean variable of control class, the writer calculated the standard deviation score as follows:

b. Determining standard deviation score of variable II (control class) with formula:

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb}\right)$$

So, the calculation and result were:

$$db^2 = 3056 - \left(\frac{(212)^2}{20}\right)$$

$$= 3056 - \left(\frac{(449444)}{20}\right)$$

$$= 3056 - 2247.2$$

$$db^2 = 808.8$$

From the calculation above, the results of control class were:

a. Total number of the students (Nb) = 20

b. Mean of variable (Mb) = 10.6

c. Standard deviation score (db²) = 808.8

The results above will be calculated again in t-test formula. And from the results, it can be seen that the experimental class has a high mean variable and standard deviation than in control class. The total number both of the class (Na and Nb) are the same so that it is easy to calculated the two classes by using t-test formula which proposed by Arikunto (2006 : 311).Before doing the calculation of t-test formula, the writer must found the degree of freedom (df) with the formula:

df = Na + Nb - 2

= 20 + 20 – 2

= 38

Based on the data calculation above from experimental class and control class, the results were:

Ma = 18.4 Na = 20

Mb = 10.6 Nb = 20

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$da^2 = 2444.8$

$db^2 = 808.8$

$df = 38$

$$t = \frac{M_{a-M_b}}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

$$t = \frac{18.4 - 10.6}{\sqrt{\left[\frac{2444.8 + 808.8}{[20 + 20] - 2}\right]\left[\frac{1}{20} + \frac{1}{20}\right]}}$$

$t = 2.671$

The result of the data analysis was 2.671 with the degree of freedom (df) in calculating two tails is 38. So, the t-table result is 1.686. It is shown that t-test is higher than t-table (2.671>1.686) at the level of significance (0.05) with two tails. So, from the results it can be seen that there is significant influence by using Self-Talk Strategy on the students' speaking ability.

Findings

As stated above that if t-test was higher than t-table, so the alternative hypothesis is accepted. According to the explanation about the analysis of the results on the table above, the writer can conclude that there is a significant influence of the students' speaking ability taught by using Self-Talk Strategy. With the research data and results findings of the calculation below:

1. Na and Nb = 20 and 20

There are 20 students in Experimental Class and 20 students in Control Class. The writer will include the score of data research in this thesis findings, they are:

   a. **Pre-test (Experimental Class)**: the lowest score of pre-test is 32. There are two students who got 32 (the ability is low). There are one students who got 36 (the ability is low), two students who got 40 (the ability is low), one students who got 48 (the ability is fair), and one students who got 56 (the ability is fair). And the highest score is 76 (the ability is high). There are three students who got 76 (the ability is high). There are three students who got 72 (the ability is high), three students who got 68 (the ability is high), one students who got 64 (the ability is fair) and two students who got 60 (the ability is fair).

   b. **Post-test (Experimental Class)**: The highest score is 100. There are two students who got 100 (the ability is very high), two students who got 96 (the ability is very high), one student who got 92 (the ability is very high), one student who got 84 (the ability is high), two students who got 80 (the ability is high), two students who got 76 (the ability is high), three students who got 72 (the ability is high), two students who got 68 (the ability is high), and five students who got 60 (the ability is fair).

   c. **Pre-test (Control Class)**: the lowest score of pre-test is 52. There are two students who got 52 (the ability is fair) and one student who got 56 (the ability is fair). The highest score is 76. There are two students who got 76 (the ability is high), one student who got 72 (the ability is high), six students who got 68 (the ability is high), one student who got 64 (the ability is fair), and seven students who got 60 (the ability is fair).

   d. **Post-test (Control Class)**: the highest score is 84. There are two students who got 84 (the ability is high), five students who got 80 (the ability is high), four students who got 76 (the ability is high), five students who got 72 (the ability is high), two students who got 68 (the ability is high), and two students who got 60 (the ability is fair).

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2. The writer found the mean score in Experimental Class from pre-test and post-test were (Ma_1 and Mb_2) = 58.4 and 76.8.
3. The writer found the mean score in Control Class from pre-test and post-test were (Ma_1 and Mb_2) = 63.8 and 74.4.
4. The writer found the total mean score from Experimental Class (Ma) was 18.4.
5. The writer found the total mean score from Control Class (Ma) was 10.6.
6. Df (degree of freedom) was 38.
7. The writer found the total standard deviation from Experimental Class (da^2) was 2444.8.
8. The writer found the total standard deviation from Control Class (db^2) was 808.8.
9. After calculated the data from the previous point, the writer found the t-table score with df 38 = 1.686 from William Knight.
10. After calculated the data from the previous point, the writer got the t-test score = 2.671 from the t-test formula.

Discussion

Speaking is a productive skill. It involves putting a message together, communicating the message and interacting with other people. Thornburry (2005 : 1) defines speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like politicians or auctioneers may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Harmer (2007 : 345) students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates. So, speaking activities in class and helping students to improve their speaking skill is part of teacher's job. Therefore, the teacher must be appliying one way of strategy on the students' speaking skill. The strategy is self-talk to increase their confidence be better. As O' Malley, Chamot (2002 : 139) defines self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. How students feel about themselves depends on how their minds filter and interpret everyday experiences. How students define themselves depends on how they think others define them. So, it is expected that self-talk strategy in teaching speaking skill can increase the students' confidence be better.

V.   Conclusion
1. By self-talk strategy the students can help them to come closer to themselves and to learn to trust their actions.
2. Having been analyzed, the data showed a significant effect of the students' speaking ability taught by Self-Talk Strategy in Experimental Class and no significant effect of the students' speaking ability taught by Conventional Method in Control Class. The value t-table was 1.686 while the value of t-test was 2.671.
3. It means that t-test (2.671) was higher than t-table at the level of significant of 0. 05 (1.686), or 2.671 > 1.686.

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4. It can be concluded that there is a significant effect of using Self-Talk Strategy of the students' speaking ability. It can be seen on the table of the students' speaking scores that the students who learn speaking through Self-Talk Strategy and Conventional Method. In other words, the effect of Self-Talk Strategy has a significant influence on the students' speaking ability of students in Public Speaking class at FKIP Universitas HKBP Nommensen.

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★ CERTIFICATE ★

No. 752 /NISOLT/X/2017

THIS CERTIFICATE IS PROUDLY PRESENTED TO

RUDIARMAN PURBA, M.Pd

as

PLENARY SPEAKER

on the First Nommensen International Seminar on Language Teaching
(1ˢᵗ NISOLT)

Theme: The Nuances of Linguistics and Literature in Language Teaching

Thursday, October 5ᵗʰ, 2017

Hall of FKIP Universitas HKBP Nommensen, Pematangsiantar, Indonesia

Steering Committee

Chairperson   Secretary

Prof. Dr. Selviana Napitupulu, M.Hum.   Rudiarman Purba, S.Pd., M.Pd.

LAMPIRAN 5. POSTER

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LAMPIRAN 6. PROFIL

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Ringkasan Eksekutif.

This research will tend to find out the significance and the effect Self Talk Strategy in Public Speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar. This research will use experimental research design.

The population of this research is the third year students (Academic Year 2013) at English Department that sit in Public Speaking Class in FKIP Universitas HKBP Nommensen Pematangsiantar. There are 40 students taken as the sample of this research. The sample was divided into two groups: the first group (20 students) as the experimental group and the second group (20 students) as the control group. The writers will give a treatment in class by applying self talk strategy in teaching speaking in public speaking class. To analyze the data, the writer uses the theory of Arikunto.

After analyzing and calculating the data, the writer finds that The Mean Score was 7.8 and the value of t-test was higher than t-table (t-test > t-table), $2.671 > 1.686$. Ha (Alternate Hypothesis) was accepted and Ho (Null Hypothesis) was rejected.

Key Words: Self Talk Strategy, Speaking, English, Foreign Language, Listening Comprehension, Teaching

HKI DAN PUBLIKASI

LATAR BELAKANG

HASIL DAN MANFAAT

This research is aimed to find out the effect of self talk strategy in public speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar. There are some reason why this research is necessary tobe done. First, the need of documentation for English department of Teacher Training Faculty Nommensen HKBP University Pematangsiantar. It is alse can be useful fro the needs practical and scientific uses in future. The second is for the researchers themselves as the strategy for them to teach the students with lack of self confidence in doing public speaking in EFL class. The result of the research will be useful for English Lecturer to increase their students' speaking ability through self-talk strategy and for the students to increase the students' self talk motivation be more positive thinkers. The tentative findings of this research is Ha (Alternate Hypothesis) was accepted and Ho (Null Hypothesis) was rejected. Its mean that the effect of Self-Talk Strategy has a significant influence on the students' speaking ability of students in Public Speaking class at FKIP Universitas HKBP Nommensen.

METODE

The research was conducted by using experimental design.
Pre-Test---Control Class ---Like usual without Self-Talk Strategy
Pre-Test---Experimental Class---Like Usual without Self-Talk Strategy
Post Test--- Control Class ---Like usual without Self-Talk Strategy
Post Test--- Experimental Class---Using Self-Talk Strategy
　　　To analyze the data, mean of variable, standard deviation and the t-test formula as follow: Seeking gained score symbolized with d from the students' speaking test and describing it in the tables. The gained score (d) of experimental class are variable I and the gained score (d) of control class are variable II.

1. Determining mean of variable of experimental class with formula: $Ma = \frac{\sum d}{Na}$

2. Determining mean of variable of control class with formula: $Mb = \frac{\sum d}{Nb}$

3. Arikunto, 2006:307 Determining standard deviation score of experimental class with formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

3. Determining standard deviation score of control class with formula: $db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb} \right)$

4. Arikunto, 2006 : 308 Analyzing the data result by using statistic of t-test with formula:

$$t = \frac{M_{a-M_b}}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

LIST OF PICTURE

1. Observation (2 Classes)

2. Experimental Class (Pre Test)

3. Experimental Class (Post Test)

4. CONTROL CLASS (PRE TEST)

5. CONTROL CLASS (POST- TEST)