

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is defined as "the process of creating and communicating meaning in a range of situations using verbal and nonverbal symbols." One of the four skills that students need is the ability to speak. Students who acquire speaking skills can engage in conversation with others, share thoughts and perspectives, and share information about the world. In schools, teachers play an important role in teaching students how to talk to each other. One way to carry out the coaching and development of speaking skill is through English subjects at school. English teachers help students improve their speaking skills in class. Teachers play an important role in helping children improve their speaking skills. One way to carry out the coaching and development of speaking skill is through English subjects at school.

Speaking skills are very important skills in people's lives. Because by speaking, someone can convey information or intentions to other people. According to Brown in Anita (2001:267) states being able to speak a language involves being able to have a reasonable conversation. Furthermore, he claims that evidence of the capacity to achieve pragmatic goals through conversations involving speakers of other languages is almost always a barometer of successful language acquisition. Speaking skills are difficult to teach because they require students' readiness,

mentality, and courage to appear in front of others. The majority of students, particularly those in senior high school, have difficulty learning to speak. They lack the confidence to speak out when the teacher invites them to exercise their speaking skills in front of the class. Sometimes, they felt nervous and less confident in their speaking skill, especially in pronunciation. Perhaps the biggest reason is that English is not Indonesia's first language.

Students frequently believe that they will be unable to communicate smoothly since English is not their native language, despite the fact that as a second language, English is used to communicate with people from other countries. is becoming more widely used as a third language, especially in areas where regional languages are spoken.

Assessing speaking ability is a complicated procedure that necessitates particular considerations on the part of educators (Burns, 2012). Teachers, for example, must find an instrument or strategy that allows them to correctly assess students "live" or through recorded performances (Ginther, 2012). Furthermore, speaking assessment systems must be tightly linked to teachers' training in order to assist them in making decisions about appropriate speaking activities based on students' linguistic ability and course goals(Fulcher, 2018; Ginther, 2012; Shaaban, 2005)

Based on the above mentioned problems, the researcher did a pre-observation to determine the level of students' speaking skills by

delivering a short speaking exam to them. It was to introduce themselves in English and told a little about each of them. The pre-observation was conducted by the researcher on December 20, 2022 for XII Science 2 in SMAN 1 Parlilitan. As a result of the pre-observation, the researcher obtained:

Table 1.1 Students' pre-observation score

No	Initial Name	P	G	V	F	C	Score
1	AWS	3	18	20	19	15	75
2	AH	2	12	16	15	8	53
3	BSM	2	18	20	15	12	67
4	DAH	2	12	12	12	12	53
5	DLT	3	12	16	15	12	53
6	ES	2	12	12	12	15	53
7	ES	3	18	20	15	15	71
8	GTH	2	12	12	19	12	57
9	HAM	3	18	20	15	15	71
10	KT	2	18	20	12	12	64
11	LS	2	12	16	12	15	57
12	MVB	3	18	24	15	19	79
13	MN	3	12	20	15	12	62
14	RT	2	12	20	15	15	64
15	R	3	12	12	19	15	61
16	RS	2	12	16	12	12	54
17	RBP	2	12	12	15	19	60
18	SLSB	2	18	8	12	12	52
19	SRSP	3	18	16	15	19	71
20	SSS	2	18	12	15	19	66
21	TT	2	12	12	12	15	53
23	TS	2	12	12	12	8	46

24	YRT	2	12	12	15	19	60
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Based on the results of the researcher's pre-observation to determine their speaking ability, The researcher discovered that their ability to speak was still severely deficient. For the assessment benchmark, the researcher took it based on the assessment table in chapter 3. Although there are some of them achieved the expected results, but overall the table still shows how low their speaking ability in English is. Their speaking test resulted in a low score, with the accomplishment of a standard score (KKM) for English topic being 75.

Based on the issue at hand, the author here examines speaking skills in improving students' communication skills properly and correctly through self-talk strategy. Self-talk means talking to oneself about negative thoughts and emotions and this technique aims to deny irrational thoughts and develop healthier thinking, which will result in more positive self-talk. Based on the problems above, The researcher conducted a study to determine the effectiveness of the self-talk strategy in improving students' speaking abilities, and this research was entitled “**Improving Students’ Speaking Ability Through Self-talk Strategy at the Third Grade of Student SMAN 1 Parlilitan**”.

1.2 Statements of the Research

The following problems can be formulated based on the study's background::

1. Is there any improvement in students' speaking skill by using self-talk strategy?
2. Are students able to increase their confidence in speaking in English through self-talk strategy?

1.3 The Objective of the Study

The study's objectives are as follows::

1. To see whether using a self-talk strategy can help students improve their speaking abilities.
2. To see whether using a self-talk strategy can help students feel more confident when speaking English.

1.4 The Scope of the Study

Comprehension, grammar, vocabulary, pronunciation, and fluency are the five components of speaking ability, and researchers will use these five components in this study. In this study, the researcher used a self-talk strategy to educate students in SMA N1 Parlilitan how to speak.

1.5 The Significances of the Research

This researches findings are intended to be applied both theoretically and practically:

1. Theoretically, this research can enrich knowledge about self-talk strategy to improve speaking skill in learning process. Practically, The study's findings are predicted to be beneficial to:
2. To students, they can use the self-talk approach to solve their problem of speaking abilities in senior high school..

3. To English teacher, who wants to adopt this way in teaching speaking, as one of the alternative strategies.
4. To the other researchers, the findings of this study can be used as a benchmark for future research on the same subject. It is hoped that it will contribute to knowledge, particularly in terms of speaking abilities.

CHAPTER II

REVIEW OF LITERATURE

Theoretical Framework

Theories must describe the same principles that apply in research when performing research. The author provides a review of literature that clarifies several terminology.

2.1 Speaking

Speaking is one of the four language skills, three of which are writing, listening and reading. Speaking is one of the most essential abilities for students to achieve when learning a language. Speaking encourages students to speak up and discuss what they know and don't know about material, teacher explanations, and the situations they experience. Students communicate for a variety of reasons, including asking questions, providing information, expressing sentiments and emotions, disputing, and expressing desires.

According to Fulcher in Marwito (2003:23) Speaking is the act of communicating with people by using words in a spoken form. In addition, Nunan in Nidya (2003:48), Speaking is a beneficial aural or oral ability that occurs instantaneously; generally, The person you're speaking with is waiting for you to say something. Learning and teaching English as a second language requires a lot of speaking. It is now necessary for the goal of speaking instruction to be to improve students' communicative abilities,

because students will only be able to express themselves and learn how to follow appropriate social and cultural rules in each communication if they do so. Speaking is a type of oral communication in which the speaker and the listener exchange information and communicate a message. As a result, when we communicate, we don't just make a statement; we also achieve the communicative goals of communication.

2.1.1 The Aspects of Speaking

a. Pronunciation

When students talk, pronunciation is a means for them to develop clearer language. It suggests that even if a student's vocabulary and grammar are limited, they may communicate successfully if they have strong pronunciation and intonation. The traditional or customary uttering of words is referred to as pronunciation.

b. Grammar

Students must learn grammar to construct appropriate sentences in both written and spoken communication. Grammar is defined as a mechanism for accounting for and forecasting an ideal speaker's or hearer's linguistic understanding. This is accomplished by applying a set of rules or principles to all grammatical or well-formed utterances in the language (Purpura, 2004:6).

c. Vocabulary

Without a large vocabulary, We won't be able to use the structure and function that we have learned in order to communicate in a

clear manner. One essential to communication success, which is the power of words, can be said.

d. Fluency

The ability to talk communicatively, fluently, and accurately is defined as fluency. Fluency usually refers to the ability to express oneself verbally without being interrupted. If a teacher wants to assess a student's fluency during the teaching and learning process, the instructor should enable students to speak freely and without interruption. The goal is to assist students in speaking clearly and naturally. The teacher does not correct right away, owing to the belief that too much correction disrupts the flow of dialogue. (Pollard, 2008:16).

e. Comprehension

Comprehension is defined as the ability to perceive and comprehend long durations of dialogue as well as to construct representations of the meaning of sentences. Comprehension a second language is more difficult to study since it is not directly observable and must be inferred through overt verbal and nonverbal responses, artificial instruments, or the teacher's or researcher's intuition. Even when methods are complicated and include risks, comprehension refers to the fact that participants completely comprehend the nature of the study project (Cohen et al., 2005:51).

f. Interactive Communication

Interactive communication, according to Thornbury (2005:129), refers to a candidate's capacity to communicate with the interlocutor and

other candidates by initiating and reacting correctly and at the requisite speed and rhythm to complete the task requirements. According to Brown (2001:269), the most difficult aspect of speaking for students is the interactive element of communication.. They are engaged in a process of meaning negotiation when they communicate, especially when they are speaking. As a result, students frequently struggle with how to express things, when to talk, and other discourse constants. Despite their challenges in this area, grading students based on how they interact is a smart method to train them to communicate naturally.

g. Appropriateness

According to Harmer (2001:24), the term "appropriateness" is linked to a number of criteria. When people communicate, they must consider the repercussions in order to achieve the communicative goal.

Those variables are:

- 1) Setting
- 2) Participants
- 3) Gender
- 4) Channel
- 5) Topic

h. Complexity

Halliday (1985:87) It is incorrect to assume that written language is well-organized, structured, and complex, whereas spoken language is chaotic, fragmented, and simple. In addition, Brown, Anderson, Shillock, and Yule in Nunan (2004:86), What made speaking difficult was the type

of information that needed to be transmitted, as well as the scope of the endeavor and the interrelationships between the many aspects. In a separate way, spoken language is complex. The complexity of written language is static and dense, while spoken is dynamic and intricate.

2.1.2 Types of Speaking

There are five kinds of speaking skill areas, according to Douglas Brown in 2004. Those five categories are as follows:

1) Imitative

The ability to just parrot back (imitate) a word or possibly a sentence is at the end of a continuum of forms of speaking performance.

2) Intensive

The production of brief stretches of oral language aimed to demonstrate competency in a restricted band of grammatical, phrase, lexical, or phonological relationship is a style of speaking that frequently employs assessment context (prosodic aspects into intonation, emphasis, rhythm, or junction, for example).

3) Responsive

Interaction and understanding testing are part of the responsive assessment work, although they are confined to short conversations, basic greetings and small talk, modest requests and comments, and so on..

4) Interactive

The length and complexity of the interaction, which may include many exchanges and/or multiple participants, are the variations between responsive and interactive speaking.

5) Extensive

Speeches, oral production, and narrative are examples of extensive oral production tasks in which the opportunity for oral interaction with the listener is either severely limited (possibly to nonverbal answers) or completely eliminated.

2.1.3 Speaking Difficultie

According to Brown, There are eight aspects in speaking that can make it difficult for EFL students to communicate effectively in English.

Such as:

1) Clustering

Fluent speech is phrasal rather than word-for-word. Learners can use clustering to order their output both cognitively and physically (in breath groups).

2) Redundancy

Through the use of redundancy in language, the speaker has the ability to clarify meaning. Learners can take use of these aspects of spoken language.

3) Reduced Forms

Constraints, elision, decreased vowels, and other factors could pose unique challenges while teaching speaking english. Students who are

not taught colloquial constraints may develop a slanted, literary style of speech, which stigmatizes them.

4) Performance Variable

The process of thinking while speaking permits the speaker to show a specific amount of performance hesitations, stops, backtracking, and corrections in spoken language. The "thinking time" in English is not silent; rather, "fillers" such as eh, um, well, you, know, I mean, like, and so on are used.

5) Colloquial Language

This aspect may make it harder for students to speak. Students frequently make mistakes when producing these forms because they are unfamiliar with the vocabulary, idioms, and phrases of colloquial English.

6) Delivery Speed

In this element, the teacher must assist students in achieving an acceptable speed as well as other fluency characteristics.

7) Stress, Rhythm, and Intonation

They are the most distinguishing feature of English pronunciation. Stress, rhythm, and intonation can all send a different message. These qualities are also a feature that makes it harder for students to talk.

8) Interaction

Conversational negotiating requires inventiveness in interaction. Without interlocutors, learning to make waves of words in a vacuum could deprive the originality of conversational negotiation in speaking.

2.2 Self-talk

Self-talk is communicating and talking to yourself. Self-talk can take the shape of a word, a thought, a grin, a frown, or other nonverbal expressions (Chroni, 1997). Self-talk, according to Theodorakis, Weinberg, Natsis, Douma, and Kazakas (2000), is "what people say to themselves out loud or as a small voice inside their heads." They draw attention to two key characteristics of self-talk. First, Self-talk can be said either verbally or non-verbally. Second, Self-talk refers to statements made to oneself rather than to others. This latter point is worth elaborating on.

Although Theodorakis et al's (2000) definition of self-talk is self-statement-oriented, and thus a step forward from thought-oriented conceptualization, it may be oversimplified, omitting potential uses of self-talk. An alternate definition was proposed by Hackfort and Schwenkmezger (1993). They proposed that self-talk is a "conversation [through which] the individual analyzes sensations and perceptions, manages and alters assessments and convictions, and offers himself/herself instructions and reinforcement," according to the researchers. This concept not only emphasizes the importance of self-statement, but also suggests some of the ways in which self-talk might be used. Despite this, there is one point highlighted by the definition that ought to be discussed. The term "talk" connotes a dialogue between at least two people, one speaking and the other listening. Hackfort and Schwenkmezger's definition of self-talk, which expressly contains the term conversation, places a focus on the

presence of two people or two systems. This means that self-talk is divided into two systems: a generating component and an auditory or perceptual component.

2.2.1 Self-talk Strategy

Self-talk is known as the act or practice of talking to oneself, either aloud or quietly and mentally. It's helpful to visualize the intrapersonal communication that occurs in a person's head as a model with a sender, receiver, and feedback. Shad defines self-speak as "whatever you say to yourself while you talk to yourself." It means that all of the words we say to ourselves, whether positive or negative, are considered self-talk. It indicates that in terms of conscious thought, self-talk is a shift from negative to positive. Self-talk, as defined by O MalleyChamot, is the process of lowering anxiety through the use of mental strategies that make one feel competent to complete the learning activity. It means that positive self-talk might help you feel less anxious and more confident in your ability to complete your tasks.

This strategy requires students to speak for themselves, regardless of what they are thinking about. Although self-talk might take the shape of images or concepts, it can also take the form of actual words. The self develops as a result of recurrent daily events as well as interactions with others. Self-talk helps us in cultivating a positive mental attitude. The ability to persuade ourselves that everything will be OK, especially when we are going through difficult times in our lives, gives us strength and confidence. It also aids in the transformation of negative thought and

behavior patterns into positive, uplifting patterns. It provides us with the drive we need to keep our bodies, minds, and spirits in good shape. helps us to provide a lot of good feedback to ourselves, which enhances our vitality. We feel good about ourselves, and when we feel good about ourselves, it makes our lives easier and more enjoyable. We become more productive, have fulfilling relationships, and live happier lives.

Example:

Let's take a thought, "I'm such an idiot".

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 in this context refers to statements spoken to oneself rather than to another person. As a result, self-talk can be either positive or negative like this example; am i really an idiot? Well, yes, I believe that's true. Is that true all the time? It's true most of the time or a lot of the time, so I don't feel much better. But is it always true? I'm not sure, maybe not. I may have felt better than this at one time.

2.2.2 Types of Self-talk Strategy

There are two types of self-talk, they are positive self-talk and negative self-talk.

1. Positive Self-talk

Positive self-talk is encouraged, according to Gaskins (2005, p. 79), when individual differences are valued, rules are fair, mistakes are accepted, and nurturing is prevalent. It means that students may positively define themselves so that they can face each day with more confidence and conviction, accept their limitations, and appreciate their potential. Caring teachers create conditions in which students can have authentic and effective experiences, and they avoid putting them in situations where they are likely to fail again. They point out areas of achievement rather than focus on mistakes. They identify something unique that each student can do or be interested in, and they encourage students to see of themselves as capable, useful, and accountable. Because "self-possibility" is a key link between self-concept and motivation, a loving teacher can also assist a young child in developing a positive, yet realistic, image of what he or she can become or do. Adolescents who grow up in a caring environment gain self-esteem, self-assurance, and self-confidence as a result of caregivers' respect, trust, and confidence. Positive self-talk can go a long way toward giving you the confidence to use your skills to their greatest potential. Use your inner voice to reassure yourself if public speaking makes you nervous: "You can do it. You've done well before." According to Braiker (1987), because of the nature of the mind-body connection, says a positive

attitude and positively worded self-talk effect behavior more than many people realize. It means that positive self-talk can have a lot of positive effects on student behavior. Many benefits come from creating positive self-talk habits when gaining English speaking skills. Students might improve their motivation and concentration on the task in hand by imagining what they will do (not what to avoid).

2. Negative Self-talk

According to Hardy, et al., (2001) Negative self-talk is either self-critical or indicative of a failure to succeed. It means that negative self-talk includes phrases like "Stupid mistake" and "This is too difficult." Most students use this negative self-talk so they don't have self-confidence, negative feelings or anxiety. It also diverts your attention away from what you should be doing, increasing your chances of missing something important or making a mistake. When we speak negatively to ourselves, it has an impact on other critical mental abilities such as intensity regulation, self-confidence, and concentration. Self-blame is included in negative self-talk. Obviously, our early experiences may be traced back to what we blame or even blame ourselves for. However, we all have a natural tendency to assign blame. Furthermore, negative self-talk can happen so swiftly in our brains that it sometimes goes unnoticed. We'll practice pausing to observe and catch these thoughts so that we can overcome negative self-talk and maintain our self-esteem. We must accept that we all make mistakes; it is part of what makes us human. Mistakes are inevitable during the learning process, and we must learn to accept them when they

occur. We can get trapped in a rut and become afraid to attempt again if we can't accept our mistakes and move on.

2.3 Self-Confidence

Self-confidence, according to Grubber (2010), is an attitude you have about yourself that allows you to move forward and achieve your goals. Self-confidence is described as having a positive attitude yet realistic beliefs, according to a self-confidence essay from the University of Illinois Urbana-Champaign counseling department. They believe that self-confidence has complete self - control and that they can do, plan, and anticipate whatever they desire. Even if things don't go your way right away, you have faith in the fact that they will eventually, somehow, someday. Confidence, according to the Oxford English dictionary, is defined as "strong beliefs, firm trust or sure anticipation, feeling entirely certain, not having failed, and so on."

There are several factors that make students not feel confident when speaking English, such as anxiety, the researcher found that many students feel anxious when speaking in English so that students do not play a significant role in speaking English and tend to lack confidence. to speak. The next factor is the fear of making mistakes, students often feel afraid if they make mistakes because they are worried that they will receive negative evaluations from their peers if they make mistakes in speaking English. Then shame, according to Juliana in Nety (2020) shame is an emotional thing that many students experience when they are asked to speak in

English. This indicates that shyness can be a source of problems in student learning activities in the classroom. The last factor is lack of vocabulary. Lack of vocabulary is one of the factors that make students feel less confident when speaking English.

2.3 Previous Study

The goal of the study was to see if there was any improvement through the use of a self-talk strategy. In order to strengthen this study, the researcher gives a discussion from a previous study that is relevant to this research. The first study entitled *Self-talk Strategy in Improving The Eleventh Grade Students' Speaking Ability*. This was an unpublished small research conducted by Hermansyah from University of PGRI Palembang. The writer used a quasi-experimental research method. That is different from the researcher research design who will use Classroom Action Research.

The second previous study entitled *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*, conducted by Rudiarman Purba & Sotarduga Sihombing. They wanted to see if there was a difference in English speaking ability between third-year English department students at FKIP Universitas HKBP Nommensen Pematangsiantar who were taught using the self-talk strategy and those who weren't. The researchers utilized an experimental design to perform the study, which involves determining the effect of the independent variable on the dependent variable. This is in

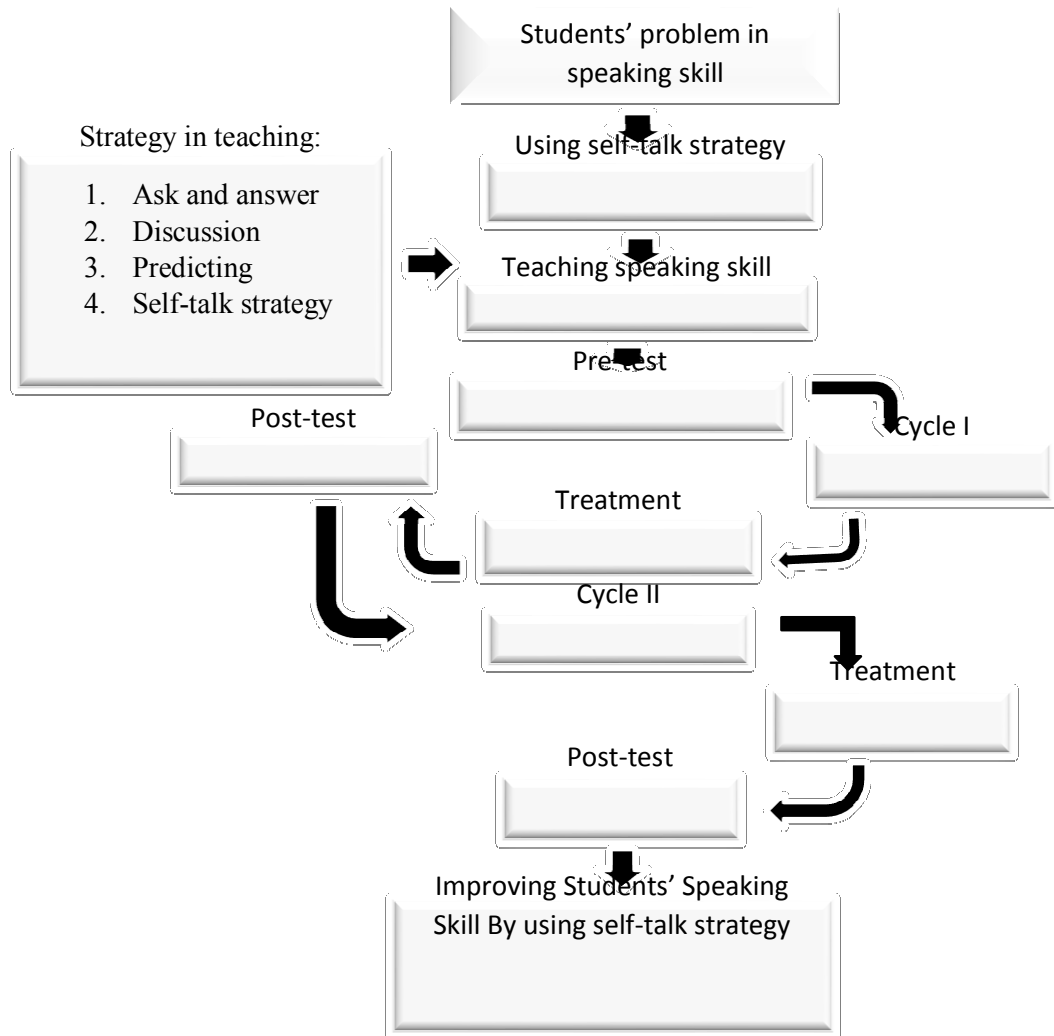
contrast to the writer research design, which will employ Classroom Action Research. And the results of the test revealed that self-talk had a significant impact on students' speaking abilities in FKIP HKBP Nommensen University's Public Speaking class.

2.4 Conceptual Framework

Speaking is one of the important skills in English teaching since we need to speak to express meaning and convey messages and information verbally with other people around the world. We can learn new things or express our thoughts and feelings with others by speaking.

It's not easy to get students to talk fluently and meaningfully. A good and appropriate plan will be implemented. Self-talk is one of the most effective and promising strategies for getting students to speak up. Teaching students to communicate through self-talk is a great way to improve their skills and encourage them to apply their newly acquired English. Based on the explanation above, The self-talk technique for teaching speaking is intended to greatly increase students' speaking abilities. The schema of conceptual framework of the self-talk strategy to teach Speaking Skill as below:

Figure 2.5 Conceptual Framework Schema



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The study was Classroom Action Research (CAR). The researcher used classroom action method to examine and study phenomena that arise throughout the teaching and learning process, with the goal of providing answers to any issues that arise. In this research the researcher explains some theories related to definition of action research according to the expert. Classroom action research, according to Bogdan & Biklen (1992: 223), is the systematic collecting of data with the goal of bringing about social change. In addition, (Cameron-Jones: 1983) described action research as "research conducted by practitioners in order to develop and better understand their professional activity." According to Allwright and Bailey (1991: 2), it is a research that focuses on the classroom and only attempts to investigate what occurs inside the classroom. It treats classroom interaction as if it were the only thing worth looking into. The researcher uses four components to conduct classroom action research: planning, action, observation, and reflection. It treats classroom interaction as if it were the only thing worth looking into. The researcher uses four components to conduct classroom action research: planning, action, observation, and reflection.

3.2 Population and Sample

3.2.1 Population

According to Suharsimi Arikunto (2006:130), the overall research subject is the population. A population study is when someone wants to look at all of the elements that exist in the research area. There were two classes of XII grade in the school, namely: XII MIA, XII IPS. The population in the research was the third grade students of SMA N 1 Parlilitan.

3.3.2 Sample

Suharsimi Arikunto (2006:131) claims that the sample is representative of the population under study. It is called sample research if we want to generalize the outcomes of sample study. Sampling can be done in a variety of methods, including random sampling, cluster sampling, and stratified sampling. The researcher used random sampling to get the sample and the researcher chose class XII MIA 2 which consist of 24 students.

3.3 The Instrument of Collecting Data

In this research, the instrument of collecting the data was an oral test. The test was provided to measure how far the students had progressed throughout the procedure. The tests used in this study are pre-test and post-test. The pre-test was given at the beginning of the study to determine their abilities before they got treatment. The post-test was given after adopting the self-talk strategy. This test was held in each cycle.

3.4 Research Procedure of Collecting Data

In this study, the researcher employed two cycles, each of which consisted of two meetings. Each cycle contain four steps, they are: planning, action, observation, and reflection.

Cycle I

The procedure of action research in the first cycle done as follows:

a. Planning

The writer's initial step was planning, which he did by applying a teaching technique that he had used in the research. The researcher performed some preparations as part of the planning process that were relevant to the actions taken during the teaching and learning process.

The following are some of the actions that the researcher had planned:

1. Making a lesson plan
2. Conducted a test before doing the cycles as an instrument to determine the students' basic speaking ability.
3. Setting up the instructional facilities, such as a technique to be employed in the classroom..
4. Preparing the assessment in this cycle.

b. Action

Action is the process of doing something. Many activities were completed by the researcher in this step. Here, Lesson plans were used in the teaching process by the researcher. The researcher used a self-talk strategy during the teaching process..

c. Observation

When the action was taken, an observation was made. Observation was a set of activities that involved gathering data in order to determine the outcomes of actions. Observing actions during the teaching and learning process is the most prevalent method of gathering information. It's important to understand students' attitudes, as well as any hurdles that may arise. Not only to know about them but also to collect data. It is used as the basis of reflection.

d. Reflection

Reflection was a method of receiving feedback from prior activities. Reflection was required to assist the researcher in making a decision. During this phase, the researcher reflected on all that had happened so far and came to some conclusions.

Cycle II

Cycle II was carried out if the average value in the first cycle is not satisfactory. This cycle required an average score that previously did not meet the minimum completeness criteria (KKM). This cycle consisted of the same four phrases as cycle I: planning, action, observation, and reflection. The weaknesses that the authors found in the first cycle will be resolved in this cycle.

3.5 Scoring of the Test

Accent/pronunciation, grammar, vocabulary fluency, and understanding were the five elements of speaking examination derived from the FSI (Foreign Service Proficiency) assessment. Students were given an oral test to evaluate their speaking skills as part of the data

analysis for this study. On a four-point scale, each component would be rated. It is visible from the table.

Table 3.5 Speaking Assessment

Proficiency	Feature	Score
Pronunciation	Pronunciation Frequently incomprehensible.	0
	Frequent gross errors and very heavy accent make understanding, difficult, requires frequent repetition.	2
	Foreign accent' require concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	Marked 'foreign accent' and occasional mispronunciation that do not interfere with understanding.	2
	No conspicuous mispronunciation, but will not be taken for a native speaker.	3
	Native pronunciation, with no trace of 'foreign'.	4
Grammar	Grammar almost entirely inappropriate or inaccurate, phrases.	6
	Constant errors showing control of very few controversies micro skill major patterns, and frequently preventing communication.	12
	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.	18
	Occasions errors showing imperfect control of some conversation micro skill or some pattern, but no weakness that causes misunderstanding.	24
	Few, errors with no pattern of failure.	30
	Vocabulary limited to minimum courtesy requirements.	4
	Vocabulary limited to the basic personal areas and	8

Vocabulary	very familiar topics (time, food, transportation, family)	
	Choice of the words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topic.	12
	Vocabulary adequate to discuss special interest and any nontechnical subject with some circumlocutions.	16
	Vocabulary broad, precise and adequate to cope with complex practical problem and varied social situations.	20
	Vocabulary apparently as accurate and as extensive as that of an educated native speaker.	24
Fluency	Speech is a halting and fragmentary as to make conversation virtually impossible.	4
	Usually hesitant; often forced into silent by language limitations.	8
	Speed and fluency are rather strongly affected by language problem.	12
	Speed of speech seems to be slightly affected by language problem.	15
	Understands everything in normal educated conversation, expect for every colloquial or lowfrequency items or exceptionally rapid or slurred speech.	19
	Understands everything in informal and colloquial speech to be expected of an educated native speaker.	23
Comprehension	Understand how to reply to the topics	4
	Understand only slow, very simple speech on topics of general interest: requires constant repetition and rephrasing.	8
	Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.	12

	Understand quite well normal educated speech directed to him, but requires occasional repetition or rephrasing.	15
	Understand everything in normal educated conversation, except for every colloquial or low frequently items or exceptionally rapid or slurred speech.	19

3.6 Data Analysis Technique

The data was analyzed using self-talk strategy to improve speaking skills. In this paper, the researcher used the average formula to find out the average score of students and to ensure the improvement of students in speaking. The mean will be calculated by following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

M = Class of the mean

$\sum X$ = Total score

N = Total number of students

the percentage of students who have reached the standard score minimum. The formula is as follow:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of students

R: The number of students who get the point above 75

T: The total number of student