THE USE OF SELF-TALK STRATEGY IN TEACHING WRITING RECOUNT TEXTS

AN ARTICLE

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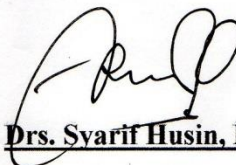
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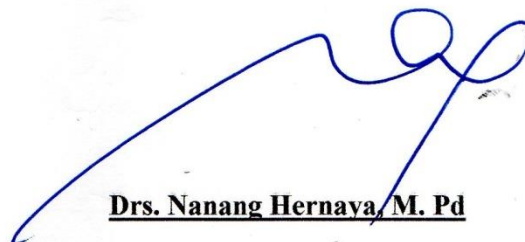
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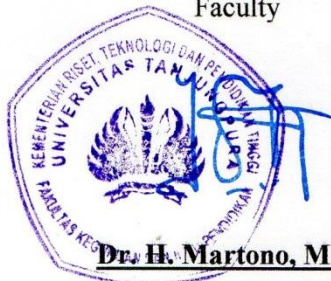
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Abstract
The aim of this research was to find out the effectiveness of self-talk strategy in teaching writing recount texts to Year – 8 students of SMPN 18 Pontianak in Academic Year 2017/2018. The population of this research was all of Year – 8 students of SMP Negeri 18 Pontianak in Academic Year 2017/2018. The writer took the sample by using cluster random sampling to determine the participant of research which is consisted of 36 students. The data were collected by using measurement technique and the tool of data collection was written test. Referring to the research findings, the data showed that the effect size of treatment was 2.208. It was categorized as a strong effect (ES > 0.8). Thus, the writer positively recommends the teacher to use self-talk as a variation of strategy in teaching process, especially in the teaching writing recount texts.

Key Words: Self-Talk Strategy, Recount Texts, Writing.

INTRODUCTION

The main problem of the year – 8 students in the junior high school was their low achievement in learning English. One of the causes is the students still difficult to express their ideas in a form of writing. In writing, the students are expected to express their ideas and opinions based on the aspect of writing. Writing is one of the activities in delivering ideas or opinion in mind. In junior high school, it is necessary for the students to deliver their own ideas in written form. On the other hand, the students also need to be able to choose an appropriate statement to write and it should be based on the material which had been taught by the teacher.

Writing enables the students to express their ideas clearly in sequence and in a communicative way. Most of the students are not confident to write based on their ideas and opinions. One of the factors is they are afraid if their writing still not well structured based on what the teacher expected to the students. According to the problems, self talk as a strategy can help the students to write. Self talk is a reflection of the students when they tried to talk to themselves and they tried to recognize and control all of the things that come to their minds.

The students can write if they are good enough to explore their ideas, although their writing is still not well organized. When the teacher asked them to write about personal stories on a piece of paper, most of the students felt unconfident with their writing. One of the problems that has been facing by the students, for example the students are afraid to made mistakes in their writing. A lot of practicing is one of the basic ways to make students writing increased. Based on Curriculum 2013, students of the junior high school are taught past tense through various texts such as recount text where they write their personal stories in a form of recount text. In recount texts, the students can express their feeling and experiences to inform the reader about what happened to them with the series events.

Recount text is a text which tells about the story that happened in the past. The details in recount text can include what happened, who was involved, where it took place, when it happened and why it occurred. Referring to the pre-observation, the year – 8 students of SMPN 18 Pontianak still had difficulties in writing recount text. It can be seen from the language features of recount text. Therefore, it is important to find out a strategy that can help the students in writing recount texts.

There are numbers of ways to teach students in writing recount text. One of them is self talk strategy. Self-talk strategy is the way how people communicate with themselves. By doing self talk strategy it can influence how the students' feel and behave. Self-talk is important in writing it helps the students to better direct their own writing by reflecting on the content, during and a after lesson. It means self-talk is the articulation of thinking and creative processes and involved in all the stages in writing. Self-talk is not only able to help the students deliver their thoughts easily, but also gives a good contribution for the students in exploring their knowledge.

There are numbers of ways to teach students in writing recount text. One of them is self talk strategy. Self-talk strategy is the way how people communicate with themselves. By doing self talk strategy it can influence how the students' feel and behave. Self-talk is important in writing it helps the students to better direct their own writing by reflecting on the content, during and a after lesson. It means self-talk is the articulation of thinking and creative processes and involved in all the stages in writing. Self-talk is not only able to help the students deliver their thoughts easily, but also gives a good contribution for the students in exploring their knowledge.

Nofriadi, (2013) studied self-talk strategy to improve students in writing recount text. He found that implementing self-talk strategy at senior high school can improve students' motivation and also the students will get the self-confidence to write their personal stories. Another researcher was Zourbanus (2013) from Reston University studied about the use of instructional and motivational self talk up a

physical lesson. He found that developing positive self-talk indicates the effect of the students' learning become a good method in teaching physical education lesson. As in the result of his research, the method is quantitative and qualitative, he showed that the use of positive self-talk enhance students' motor task performance and also positive self talk influence to maintain a physically active in learning activities.

However, those studies were conducted in classroom action research and were not controlled studies which compare the differences between students' score before learning recount texts and after learning recount texts by using self-talk strategy. Therefore this proposed research is different from those conducted research in form research and the chosen of self-talk can be used as a teaching strategy. The writer conducts this research through pre-experimental research and the writer used self-talk as a strategy in teaching writing recount texts. The writer did the pre-experimental study to investigate whether self-talk strategy can teach writing effectively or not on year – 8 students of "SMPN 18 Pontianak" in academic year 2017/2018.

Self-talk is the way students communicate with themselves and the way they talk and feel about themselves. In self-talk, the students are going to talk to themselves about their experiences. Using self-talk is more efficient for students to talk about their ideas in the form of writing. According to Helmstetter (1982), self-talk is a term that can be used in learning activity for students when they talk to themselves after that they write their ideas in form of writing. Self-talk is the one of the strategies that can be used in writing class because it is very useful to motivate students to write about their personal experience. Using self-talk can make the students creative, confident, and motivated to explore their prior knowledge applied in writing skill. According to Cutton, Killion, & Burt (2015), self-talk consist of two types, there is positive and negative self-talk. By saying motivational words, the students could motivate themselves to write personal experiences confidently.

Because through self-talk the students are able to give a good performance especially in writing.

When the students talk to themselves, they try to recognize what should they write and surely helps the students remember about events and places. Because self-talk is related to the students' daily life, they talk about some events in the past. According to Neck & Manz (2015), it means most of the students in the school do the self-talk every day. When the students afraid to write about their personal experience, they already have self-talk in their mind. Unfortunately, they do not know how to use self-talk in their writing class. Self-talk can help the students to write more bravely in order to find out what is the problem of students' writing recount text. According to Munro (2009), young pre - school children frequently talk out loud to themselves as they play and explore the environment. When the students try to talk to themselves, it means they have private speech in their daily life. According to Blair (2007), a lot of practice can help the students to create their own thinking and putting their ideas in writing form. It follows that when students interact, self-talk is used in different ways to illustrate what is meant by the words, gestures, and actions. Thus, self-talk as being used when the students doing their daily activities such as dressing, playing, and learning.

Talking to themselves can help them to control their ideas in writing. Moreover, Creme & Lea, (2008) explains, " In talking around a subject students can also raise and explore your own questions, clarify their understanding and discover a variety of other ways of seeing a topic. Talking can help the students to develop their writing" (p. 6). Self-talk is basically our inner voice, the voice in our mind that says the things we do not necessarily say out loud. Most of people often do not even realize that is running commentary is going on in the background, but our self-talk can have a big influence on how we feel about who we are. In many schools, many teachers do not recognize the strategy that can help their students, especially in writing. Self-talk is one of the strategies can help the students to be more confident to express their ideas in a form of writing. Self-talk can have a great impact on students' confidence. The effect can be good or bad, depending on whether the way students' self-talk is positive or negative. There are some steps to teach writing recount text through self-talk strategy. According to Helmstetter (1982), there are two features of self- talk: (1). Positive self-talk makes the students feel good about themselves and the things that are going on students' life. It is like having an optimistic voice in students' head that always looks on the bright side. For example: " I can totally make it through this exam". (2). Negative self-talk makes the students feel pretty crappy about themselves and the things that are going on. It can put a downer on anything, even something good. For example: " Everyone thinks I can not do the exam". Negative self-talk tends to make the students pretty miserable and can even impact on their recovery from mental health difficulties. But, it is not possible, or helpful to be positive all the time, either. The students more confident if they are always practicing self-talk strategy in their daily life.

They try to stimulate their mind and make something better than before. For example in writing, when the teacher asked them to write their experiences without any strategy or technique that can guide them, it makes them feel afraid what should they write, and they do not know what to do. If the teacher gives the students some of the strategy like self-talk, it can help them in writing and it can make their writing easier. The students talking to themselves out loud helps them to more concentrate on one thing at a time. The students gradually develop a habit of prioritizing their decisions and only after a detailed discussion with themselves, the students could proceed with an idea. Moreover, if the students speak loudly about the name of person, place, events, it will help them to have a good ability to remember based on ideas come to their mind. Most of the people when they try to do a self-talk, there are many unctrolled reactions comes to their mind. The students must control their reactions if they do a self-talk in writing class. When the students

can not control their reactions, it can affect their self-talk. For example, the students try to remember their experience by using positive self-talk, suddenly they do not focus on the topic that comes to their mind. It can affect their positive self-talk into a negative self-talk.Based on the disadvantages of self-talk strategy, the writer solved the problem by using positive self-talk in their learning process. The writer asked the studens to used positive self talk in their writing and also the students focused on what aspects of writing that they need to pay attention.

According to Helmstetter (1982, p. 232), there are some steps to teach recount text through self-talk 1.First, the teacher introduces self-talk as a strategy to the students, and also the teacher provided some information and advantages of self-talk strategy to help the students in writing recount text. 2. Second, the teacher explained to her/his students how to use self-talk in their writing class and the teacher also explained what should the students did when doing self-talk in writing class. The teacher provided some rules to her/his students when they were doing self-talk in the classroom. 3. Third, the teacher provided an example to the students, for example the teacher shared her/his experiences about her/his vacation in the last week (self-talk), before the teacher shared her/his vacation in the front of the class, the teacher asked the students to pay attention when the teacher did the self-talk in the classroom. 4.After the teacher did the self-talk, the teacher provided the example of recount text, after that the teacher explained the generic structure of recount text consist of: orientation, series of events, and re-orientation. 5.When the students already have their topic, the teacher provided 15-20 minutes to the students to write their last holiday with their family. The students need to write their experiences based on the generic structure of recount text. In this part, the students were applied the concepts of self-talk. 7. After the students finished their writing, the teacher collected the worksheet.

Based on the theory and facts explained above, the writer intended to test the significance of using self-talk strategy for writing recount text. The writer employed pre-experimental design in conducting this research. The aimed of this research was to investige the use of self-talk strategy in teaching recount texts gave significant affect or not on the Year-8 Students of SMPN 18 Pontianak in Academic Year 2017/2018.

METHOD

The research of this study employed pre-experimental design. Creswell (2014, p.220) divides pre-experimental design into one-shot case study, one group pre-test and post-test design, and static group comparison. The writer used One group Pre-test and Post-test design in conducting this research. The purpose of this design is to know the students' basic score toward the subject in pre-test and to determine whether the treatment give any effect on the outcome by assigning post-test. Thus, the writer chose this design to find the effect of self-talk strategy for all students in the class before and after the treatment applied. According to Creswell (2014, p.220), the design of this research is represented as follows:

Table 1: One Group Pre-Test And Post-Test Design

Pretest	Treatment	Posttest
O_1	X	O_2

The population for this research is the all year-8 students at "SMPN 18 Pontianak" Academic Year 2017/2018. There are six learning groups. The number of students in each learning groups are 36 students.The way to pick the sample of this research was by using cluster sampling of six learning groups. These learning groups share the same criteria as they use the same books, same time allocation, and being taught by the same teacher. The sample included one learning group, VIII E, as they represent the entire population that has the same problem in writing.

In this research, the writer used measurement technique to measure students' writing recount text. The measurement was

done for both pre-test and post-test. The writer used statistical data to measure the result of both pre-test and post-test. Then, the writer presented the result of students' outcome and effect size toward the treatment.

The data was gained by using written test which was conducted twice in pre- was held twice in pretest and posttest. The test was about to write a simple recount text about test and post-test. The tool of measurement technique in this research was writing test. The form of the test was personal experience. Then, the writer gave the treatment to the students. After that, the writer assigned the post-test. The students' result from pre-test and post-test were compared to show the outcomes after the treatment.In order to measure the validity of the test, the writer used content validity. In this research, the writer provided detail conceptual definition for each item thatwas measured.

Hence, the writer made a table of specification based on the curriculum 2013 requirements of retelling recount story as a guide to make scoring rubric in order to measure the validity of the test. The assessment will be following some criteria namely; (1) content, it covers the organization of the sructure of recount texts such as, orientation, series of events and re-orientation (2) vocabulary, it includes the usage of the correct word of the function which is categorized by part of speech. (3) mechanics, it refers to the use of sentence structure. When the writer decided the item of a specification and before the writer gives the pre-test to the students in VIII E of learning group, the writer gave the test to VIII D of learning group and the writer wants to know the validity of the written test. The form of written test was an essay, where the students need to be focused on the ideas. According to Blerkom (2009), the goal of an essay test is to measure learning and to determine whether the instructional objectives have been met and not see whether the students can correctly guess what the teacher expecting as an answer. Most of the students were answered the questions based on the instructional objectives, although some of them still did not follow the instruction of the test. The mean score of the test in VIII D was high.

Most of them followed the instruction of the test based on the t table of items of specification. According to Blerkom (2009), we probably would not consider using the new achievement of the test. It means the test can be used in another class with the same instructional objectives. Another tool of data collection, the writer used video recording to support the writer's judgement in giving the score to students' writing recount texts. The writer also used reliability to measure students writing recount text. Ary, et al. (2010) describe that reliability indicates the consistency of a test which measures whatever it is measuring. A test has to be analyzed in order to know whether it is reliable or not reliable to be used to collect a data. Gweet (2014) states that inter-rater reliability the degree of agreement among raters. It gives a score of how much homogenity or consensus there is in the ratings given by the judges. It is useful in refining the tools given to human judges, for example by determining if a particular scale is appropriate for measuring a particular variable. In this research, the students' writing ability was scored by the writer and the teacher.

Furthermore, the result was obtained using t-test and effects size. The writer analyses the difference of pre-test and post-test in writing of recount text to determine the significance after the students being treated using self-talk strategy by t-test. After obtaining the t-test, the writer found how significant the difference of pre-test and post-test after being treated by self-talk strategy by using effect size formula. Then, the result of the ES computation was classified according to Muijs' (2004, p.145) classification of effect size.

Table 2: Classification Of Effect Size

Effect Size	Qualification
0- 0.1	Weak
0.2 – 0.3	Modest
0.4 – 0.5	Moderate
0.6 – 0.8	Strong
>0. 8	Very Strong

The obtained t-value of this research is 13.80, bigger than the crictical value of r from the t-table (1.697), while the ES (effect size is 2.208. They indicates that the use of self-talk as a strategy was effective to teach writing recount texts. Moreover, the pre-test mean score (M1) is 33.61 and the post-test mean score (M2) is 56.69. Regarding to the findings in this research, there is significant difference between pre-test and post-test score.

FINDINGS AND DISCUSSION
Findings

There was a significant difference in students' achievement after the treatment. It is shown by the students' post-test score was higher than the students' pre-test score.
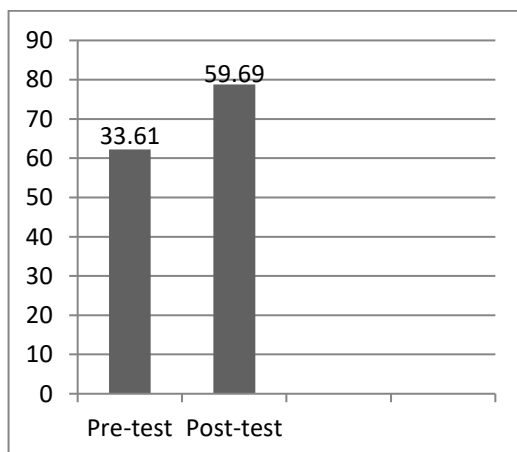
Figures 1: Students' Mean Score Pre-test And Post-test

Pre-test is the test that is given before the treatment is given. The purpose of pre-test is to know the students' mastery in writing skill of recount texts before the treatment is given. The students did the test in form of an essay, the students need to write their personal experience about a holiday based on the instruction that the writer has already given to them. The students did their test individual with their own prior knowledge about recount text. After the pre-test was assigned, the next step was implementing the treatment. The treatment was started by giving the explanation and applying self talk to help them in writing recount text. First, the writer gave the example of a self talk by sharing his personal experience about holiday, during the writer did the self talk, all of the students pay attention to the writer. Some of them were tried to imitate what the writer did. The writer asked the students to talk to themselves based on their personal experience and the writer asked them to write.

Post-test was the last step in conducting this research. This post-test was given to the students in form of an essay, the students need to write their personal experience by applying self-talk during their writing of recount text. From the post-test, the writer compared the score with the pre-test score to find out the effectiveness of the medium. The sum of the students' score of post-test (O_2) is 2149 with the mean score 59.69 which showed that, there was a significance score between pre-test and post-test..The calculation of t-test indicates 13.80. To know how likely the writer is to be right or wrong in rejecting the null hypothesis, the research needed to set the probability level. As shown in the above computation, the effect size is 2.208. According to cohen et al, (2007, p. 521) criteria in deciding the effect size (can be seen on table 5, p. 28) the result obtained is more than 1.00 (ES > 1.00) which is considered as a high effect size. It can be concluded that effect size from the application of self-talk strategy in writing recount text is categorized " very high".

After obtaining the t-test, the writer has to find how significant the difference of pre-test and post-test after being treated by video blog

in teaching writing of recount text by using effect size formula. The score of effect size is 2.208. By referring to Muijs (2004, p. 145) criteria in deciding effect size (see table 7, p.33) the result obtained is more than 0.8 (ES>0.8) which is consideredas very strong effect size. It can be concluded that the application of self-talk strategy is very strongly affected students' writing achievement in recount text.

Discussion

Most of the students were actively participated in practicing writing recount texts by using self-talk as their strategy. Most of the students practicing self-talk during the learning process, it can be seen when the students tried to share their experience with their friends. When the writer asked the students to share their experience in front of the class, they were enthusiastic although they still made mistakes. According to Helmstetter (1982), using self-talk can make the students more creative to create the ideas and they more confidence to express their ideas in a form of writing. Self-talk helps the students to express their ideas effectively. Most of them showed good attention and involvement during teaching and learning process. The implementation of self-talk highly assisted students to understand the aspects of writing and the structure of recount texts Self-talk strategy help the students to express their ideas in form of writing recount text. Most of the students' writing were different before the writer do not gave them self- talk as a strategy.

When the writer do not gave them self – talk as their strategy to write recount texts, they were confused what should they write and found the title of their story, it seems they were wasting their time just to find the title of their story. When the writer gave them self-talk strategy, The writer found that, most of the students were actively participated when the the writer explained about self-talk strategty. The writer also found that, when the students tried to do a self-talk, they tried to control the ideas by talking with themselves, and they try to recognize the ideas that come to their mind. When the writer asked them to write personal story, they were enthusiastic to share their ideas in the front of the class. Most of the students showed their curiosity by raising their hands, and also they tried to remember all of the things that relate to their personal story by using self-talk strategy. Based on the result of another writer in conducting the research by using self-talk, it was shown that, self-talk gave the positive contribution for the students in learning process especially in writing recount texts. Self-talk also solve the students' problem such as they became confidence to express their ideas and their writing is more well structured. Based on an obtained result of the research question stated that " the use of self-talk strategy in teaching writing recount text on year- 8 students of "SMPN 18 Pontianak" is effective. It means the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

CONCLUSION AND SUGGESTIONS
Conclusion

Referring to the discussion in this research, the writer suggests the teacher to implementing self-talk as a strategy in teaching writing recount text. self-talk strategy can help the students to reflecting on their own work in comprehending writing recount text and also the students more enjoy to explore their ideas. Self-talk strategy which helped them to understand what should they write based on their experience, they start with something that comes to their mind and try to write. Through self-talk strategy, the students auotomatically learn to indentify their mistakes in the form of writing.It could be conluded that, by implementing self-talk does not mean always formly be appropriate and always work well. However, students who are given the opportunity to become more engaged in the learning process. The students need someone who guided them while in teaching learning process, especially in writing recount text. There are so many techniques, strategies and media can help the students to have good writing. Self-talk is one of the strategy that can help the students in writing recount text. By implementing self-talk, the students need to be

more confident and enjoy when they are writing recount text.

Suggestions

For the teacher, when the teacher wants to teach their students by using self-talk strategy, the teacher should control their students while they doing self-talk in the classroom. In self-talk, the teacher can make a variation of stories related to the student's personal experience. Self-talk also can help the students who are not enjoyed in speaking, but they can express their ideas in the form of writing through self-talk strategy. For the students, When the students wants to use self talk strategy in their writing, the students should control their feeling and ideas that comes to their minds. in self-talk, the students will easy to control their story, they try to remember their personal experience, after that they try to express their ideas in the form of writing. For another researcher, , this strategy can be used for another skill, for example in speaking.

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