The Use Of Self-Talk Strategy To Improve Students' Speaking Skill At The First Grade, Semester 1. Academic Year of 2021/2022 of VOCATIONAL HIGH SCHOOL XYZ

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ABSTRAK

The method of the research that is used by the writer is a qualitative approach in classroom action research method by researcher participant. The classroom action research is a method of finding out what works best in your own classroom so that you can improve students' learning. The subject of the research is all of the students at VOCATIONAL HIGH SCHOOL XYZ. This research uses one class. The researcher chooses the first class and concept of 20 students. The researcher teached English by Self-talk strategy to improve their speaking skill and the online learning research. In every cycle the researcher made lesson plans, actions, observations and reflecting to know how far the learning process can improve students' speaking skill. From the researcher's result. The learning target of students in cycle one is 51%, then in cycle two the learning target increased to 69%. In the last cycle the learning target increased again, becoming 76%. Based on the result above, that self-talk strategy can improve the students' speaking skill. It's known from the learning target in each cycle that continuously increases. So, the researcher concludes that self-talk strategy can improve the students' speaking in the teaching learning process.

Keyword: Speaking Skill, Self-talk Strategy

1. INTRODUCTION

According to Fulcher (2003:23) speaking is the verbal use of language to communicate with others. It refers to a person's activities involving the delivery of information from a communicator to a communicant via oral communication. There are many reasons why speaking is one of the most important skills to learn, they are: use speaking to sociable with others, use speaking to asks want something, use speaking to want other people to do something, to do something for someone else, to respond for someone else, to express our feeling or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening and so on. It means that speaking has many advantages in life, and that everyone should learn to speak clearly and correctly. When studying the speech process, Douglas Brown (2004:232) there are four components that are progressively recognized. They are vocabulary, pronunciation, grammar, and fluency. Furthermore, students are expected to be able to apply those skills and components in their daily activities. VOCATIONAL HIGH SCHOOL XYZ had trouble speaking English. There are many problems that occur in the English teaching and learning process.

Based on the interviews and preliminary observation was conducted by the researcher at VOCATIONAL HIGH SCHOOL XYZ. The researcher found problems in learning to speak. Some problems are many students are nervous and afraid of using English conversation, the students are having a problem with their confidence, many students are reluctant to create new sentences to share and communicate, many students are still clumsy in speaking, they just speak when the teacher asks them. Many students worry that their vocabulary and grammar is limited; it make students often encounter difficulties when they want to express their ideas and their opinions, many students has a lack of the students' participation in the classroom and many students lack motivation to learning English, especially in speaking.

Based on that problem, the teacher should have a new technique to improve the students' speaking skill. In this research, a technique is hoped to change the class condition, can motivate and give students opportunities to speak or express their idioms in a situation they are likely to encounter outside the classroom. Actually, in the process of teaching speaking the teacher must be able to encourage and motivate students to build confidence in learning English. There are several ways to encourage students to speak with confidence. One technique that helps students master English, especially in speaking skills, is to use the Self-Talk Strategy. Intrapersonal communication also known as self-talk, is described as the use of language or thinking by the communicator. It is helpful to imagine intrapersonal contact taking place in the individual's mind as a paradigm with a sender, receiver, and feedback loop. This technique necessitates students doing their own self-talk, regardless of what they think in their heads. Self talk typically takes the form of real

sentences, but it may also take the form of images or ideas. A trying to evaluate self-talk when he or she talks to herself about a range of topics. The person searches his or her own mind for new ideas, solutions to problems, knowledge on challenging relationships, and a range of other life issues.Our mistakes in life are caused by a lack of understanding of ourselves. As a result, self-talk is the first step toward leading a complete, productive, and happy life, and to learn more about ourselves and to live a happy and successful life, we must use our inner strength through self talk.Self-talk supports us through developing a healthy mental mindset. The ability to reassure ourselves that all will be fine, particularly during difficult times, gives us strength and self-assurance. In addition, it aids in the transformation of negative thinking and action patterns into uplifting positive ones, it provides us with the necessary inspiration to keep our bodies, minds, and spirits in good shape.

Definition of speaking

There are several meanings of speaking offered by a variety of English language experts, but it is difficult to discuss all of them.Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means to say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Speaking is the verbal use of language to communicate with others. An additional, Hughes (2007:57) explains that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speakers of language. Another expert Brudden (1995:75) states that "speaking is an activity which is done by a person to communicate with others in order to express ideas, feeling, as well as opinions to achieve a particular goal. Furthermore, Thornbury (2001:243) suggests various dimensions of different speaking between transactional and interpersonal functions. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is human verbal communication which sets out with the ability of utilizing mechanisms that will involve oral production language. It is the main concern in speaking. Based on some various definitions above, the writer concludes the definition of Speaking is described as the ability to say or state things in such a way that others can comprehend what we're trying to communicate, at least two people are communicating in most situations, and they are sharing the knowledge they have. Because of their differences, people are encouraged to share their information.

Types of speaking

Types of Speaking Brown (2004) describe six categories of speaking skill areas. Those six categories are imitative, intensive, responsive, transactional, interpersonal, and extensive.

Teaching Speaking

According to Spratt et. al (2005: 35) Teaching speaking means developing students speaking skills by focusing regularly on particular aspects of speaking is fluency, pronunciation, grammatical accuracy, and body language"12 It means, when teaching speaking, the teacher should be able to build the confidence of students and always to pay attention aspects of speaking to need to be taught to students such as fluency, pronunciation, grammatical accuracy, and body language. Meanwhile According to Kayi (2006) meant by teaching speaking is to teach English language learners to:

1) Produce the English speech sounds and sounds patterns.
2) Use words and sentence stress, intonation patterns and the rhythm of the second language.
3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4) Organize their thoughts in a meaningful and logical sequence.
5) Use language as a means of expressing values and judgments.
6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

When teaching young students, we must always keep in mind that we are interacting with a mixed community of students of different abilities. Expectations, motivation, experience, and various learning styles are all factors to consider. As a result, we must vary our approaches and provide as much space as possible for the entire class to find something to hold on to, build upon, and develop.

The Purpose Of Speaking

The main aim of speaking is to communicate in order to accurately express thoughts so that the listener understands what the speaker wants to say. However, some experts suggest that speaking serves a function other than communication. According to Coopman and Lull (2012:62) the purpose of speaking

divides three kinds: 1) Speaking to Inform Speaking is a tool to inform, your goal is to describe, explain, or demonstrate something. Informative speeches serve to increase listeners' knowledge about a topic, or the main subject, idea, or theme of your speech. In general purpose is to inform, your objective is to help the audience understand and recall information about a topic. 2) Speaking is tool to persuade, you attempt to reinforce, modify, or change audience members' beliefs, attitudes, opinions, values, and behaviors. Your objective is to prompt the audience to alter their thinking and possibly take action. 3) Speaking to Entertain The purpose of speaking is to entertain, the speaker seeks to captivate audience members and have them enjoy the speech. Entertaining speeches typically include jokes and stories.

Speaking Assessment

We have to determine the expected level of performance on speaking tasks and criteria that will be used to assess students' performance. We should think about the most successful conclusion to any activity we use in class, whether it's one that aims to create proficiency in using speech as an interaction, transaction, or performance. Richards(2008: 39) stated, "The types of criteria we use to assess a speaker's oral performance during a classroom activity will depend on which kind of talk we are talking about and the kind of classroom activity we are using" It means that her or his ability to communicate in a social environment is affected by the patterns she or he has while communicating with others. According to Hughes (2003: 131) "The speaking measurement contains some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency, and comprehension" It means that the teacher must consider a variety of facets of speech when assessing the students' ability to learn English. Harries (2005: 81) stated that, "Either four or five components are generally recognized in analyses of the speech process: pronunciation, grammar, vocabulary, fluency and comprehension"

The Essence of Self-Talk Strategy

Definition of Self-Talk Teaching speaking skill to the foreign language learners, the teacher should know a variety of learning strategies which can make significant progress for the students' ability. One of the strategies that can be applied to increase students' ability in speaking is the self-talk strategy which has been explained generally before. Before applying this strategy in the learning process, the teacher should understand it well, starting from the definition, the purpose, kinds of self-talk, and the advantages that are offered by the strategy. Self-talk is the way you talk to yourself. It's a kind of running internal monologue, a stream of consciousness. As part of the reaction you have to life circumstances, it seems "normal" to have a conversation with yourself about everything you encounter, or might encounter. If you think about that process, you will find that you probably talk to yourself about most things in your life. This strategy necessitates that students get their own self-talk, regardless of what they are thinking about. b. Purpose of Self-Talk Every learning strategy has its own purpose to reach. Self-talk is also constructed with several purposes that should be achieved by the students. There are two main purposes of self-talk -to increase self-efficacy and to build self-perception or direction- that need to be reached by the students.

1) The first purpose is to increase self-efficacy. Learning process, students' attitude is the element that must be considered by teachers. The students should be active, interested, and motivated in learning. All of this can be possessed if the students have good self-efficacy. Self-efficacy is the learners' or students' beliefs about their ability to accomplish a task. Self-efficacy forms the basis for self esteem and learning motivation. Students with high self-efficacy will confidently believe that they have the power and ability to learn a language and perform a skill, thus admitting failure from the beginning. Barnhardt (1997) Positive high self-efficacy also helps the students to be successful in the learning process especially language learning and become motivated to seriously study the language and master the language skills. Highly motivated students study hard to achieve what is supposed to be achieved in learning a language, are not afraid to face the difficulties, and feel very happy and satisfied with what they have achieved by their own efforts. While students with low self-efficacy, believing in themselves to have inherent low ability, choose less demanding tasks and do not try hard because they believe that any effort will reveal their own lack of ability. So, the correct application of self-talk can direct students to have high self-efficacy

2) The second purpose is to build self -perception or direction. By applying self-talk strategy in the learning process, the students will be educated to build perception about themselves and direct them to attempt what they dream about. A good self- perception will lead the students to regard themselves as a person who is full with abilities and capable enough to complete every wish they have. If the students have had a good self- perception, they will automatically direct themselves to step forward to the bright future, reach their dream, be successful, and live financially comfortably. The other hand, students that direct themselves into bad self- perception will feel hopeless most of the time and have a big percentage of

failure in accomplishing a task or solving a problem. The teachers must well understand the purpose of self-talk in order to lead the students to complete it in the right way and get qualified achievement.

Procedure of Teaching Speaking using Self-Talk

A teacher should explicitly introduce a strategy that the students can use to help them more in attempting a task. Before applying a learning strategy- in this case- a self-talk strategy in language teaching, a teacher must first introduce and make the students well-known about it. Although self-talk is a strategy for skill performance, it should be well understood by the students on how to apply it and what they will get after applying it. In applying self-talk strategy in speaking class, a teacher should have knowledge of his or her roles in self-talk and the steps or procedures of applying self-talk strategy. Self-talk as one of the productive learning strategies cannot be applied directly by the students themselves. They need a model and clear instruction on how to apply it so that they do not practice it in the wrong way. This is the teacher's role in introducing and giving instruction to the students, the way of applying self-talk strategy in speaking class and realizing them on the advantages that they get after applying it well. Before starting the class, the teacher should introduce the self-talk strategy first to the students. The introduction not only can be done orally but also the teacher can make an interesting introduction like displaying a poster in class with the strategy. Posters help students remember what the strategies mean. The teacher can also use the posters to remind students to use the strategies. By equipping (students) with a repertoire of strategies for learning teachers can provide (them) with the tools for a lifetime of successful learning. 27 Teachers can then explain that students can use this strategy themselves emphasizing that most students probably already use it in areas other than language learning, when the teacher has successfully introduced and impressed students with the strategy, it will be easier in applying it in the speaking class

Advantages of using Self-Talk

Self-talk has a lot of benefits for students who use it correctly. It has the potential to develop a positive mindset, which is essential for learning. Students can build their mentality to face any task and problem by using positive self-talk. They would almost certainly try to solve the problem in every way they can. Only if the students believe in themselves will they put forward such a good effort. Self-talk also has the benefit of reducing shyness and anxiety. When students are asked to perform a skill or speak in front of others, they always feel awkward. This is one of the learning barriers that must be overcome. Self-talk gives many advantages for students who apply it rightly. It can build a strong mentality which is much needed in the learning process. By applying the positive self-talk, students can construct their mind to face any task and problem. They will hardly try to find the problem solving and through whatever way they can. Such hard effort can only be done if the students believe in themselves. The other advantages of self-talk is that it decreases shyness and fear. Many students feel shy when they are asked to perform a skill or speak up in front of other people; this is one of the learning obstacles that must be removed. The correct application of self-talk can be a solution for this problem so that the students will be brave enough to show up in front of people because they are the ones who convince themselves that they can do it.

2. RESEARCH METHOD

The design of this research is Classroom Action Research (CAR). According to Mettetal (2001) classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning. It is called Classroom Action Research because the researcher directly works together with the English teacher at the school to conduct the research as well as to cope with the students' problem concerning their speaking that they encountered in the class. This explains that the specific characteristic of classroom action research is the real action. This action is done in a real situation and it is intended to solve a practical problem.This research method consists of four steps they are planning, acting, observing and reflecting which are conducted in three cycles. According to Arikunto (2013: 138) classroom action research has four phases: Planning, Acting, Observing, and Reflecting.

a. Planning

Planning is an early stage that must be done by the teacher before teaching. Planning ahead of time allows you to see what's coming up, and it gives you the ability to account for the unexpected, and if you plan ahead of time, you'll be able to anticipate the challenges that could arise.

b. Acting

Acting is the implementation of planning that has been made can be either an specific application of learning models that aim to improve or enhance the model that has been done before.

c. Observing

These observations serve to view and document the effects caused by the actions in the classroom, the results of these observations are the basis for reflection so that the observations made can tell the real situation.

d. Reflecting

Basically reflection activity is an activity of analysis, synthesis, interpretation from the information obtained during the action activities. Any information collected need to be studied linked with one another and their relation to the theory or research results that already exist and are relevant

The design of Classroom Action Research which is used in this study is the action research model by Kemmis and McTaggart. According to Kemmis and Mc Taggart in Burns (2010), Action Research (AR) typically involves four abroad phases or steps in a cycle of research. The cycle of this research may become a continuing or iterative process. The spiral of cycles can be stopped when the researcher has achieved a satisfactory outcome. The steps are planning, acting, observing, and reflecting. The steps of this research can be described as below:
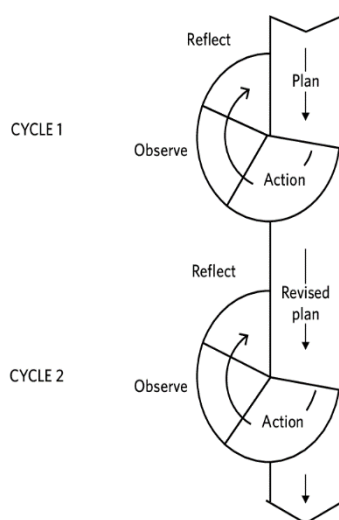
3. RESULT AND ANALYSES

The researcher presents the result of research and analysis of the data collected which are conducted through pre-cycle, cycle 1 and cycle 2.

a. Pre-Action Description

The pre-cycle started on 12 July 2021, and at this time the researcher observed the beginning conditions and activities of students in class in order to identify problems. The teacher does not ask students to practice speaking; however, the teacher asks them to complete the questionnaire that the researcher has developed. The researcher found that many students felt a lack of confidence and motivation in speaking English. The researcher planned to use a self-talk strategy in speaking class to improve their speaking skills based on the issues discovered during the pre-cycle observation.

b. Action Description

1) The Analysis of the Cycle 1

Cycle I consists of planning, action, observation and reflection. The first cycle is about the teaching-learning process and practical work. The researcher conducted questionnaire to find out students' knowledge about self-talk

a) Planning The first meeting was conducted on 12 July 2021. This section the researcher and the collaborator prepared some plans for the action based upon the problems that were shown by the students. The researcher prepared plans that would be used in the teaching and learning process; there were questionnaires, lesson plans, and learning material.

b) Acting The second was conducted on 19 July 2021. The meeting started with praying, greeting, checking students' attendance list and asking their condition, and then the researcher introduces and familiarizes the students with what a self-talk strategy is and how to use it so that they do not misapply it. The researcher presented an interesting presentation such as showing a poster in class with the strategy, in addition to providing an oral introduction. After the explanation, the

researcher asked each student to introduce themselves, including their name, birthplace, and current residence. During the teaching and learning process, researchers observed student activities. The observations' results are shown in the table below:

Table 1 Cycle I Scoring Data VOCATIONAL HIGH SCHOOL XYZ

No	Name	Categories					Score	Total score	Note >75
		GR	VO	CO	FL	PR			
1	Student FDD	2	3	3	3	3	14	56	Failed
2	Student AZR	1	2	2	2	1	8	32	Failed
3	Student RR	3	4	4	4	4	19	76	Passed
4	Student JK	3	4	4	4	4	19	76	Passed
5	Student MK	2	2	2	1	2	9	36	Failed
6	Student NA	2	3	2	2	2	11	44	Failed
7	Student MFA	2	3	3	2	2	12	48	Failed
8	Student AP	3	4	4	4	4	19	76	Failed
9	Student YPM	2	2	2	2	2	10	40	Failed
10	Student APA	3	4	4	4	4	19	76	Failed
11	Student SNF	2	3	3	3	3	14	56	Failed
12	Student ADR	1	2	2	2	1	8	32	Failed
13	Student FF	2	2	2	2	2	10	40	Failed
14	Student SAM	2	3	3	3	3	14	56	Failed
15	Student RAYH	2	2	3	2	2	11	44	Failed
16	Student ASH	1	2	2	2	2	9	36	Failed
17	Student IBA	2	3	2	2	2	11	44	Failed
18	Student RVE	2	3	3	2	2	12	48	Failed
19	Student MH	2	3	3	3	2	13	52	Failed
20	Student SD	2	3	3	3	3	14	56	Failed
	High Score							76	
	Lowest Score							32	
	Total Sore							1024	
	Average							51,2	

GR Grammar' Score
VO Vocabulary's Score
CO Comprehension's Score
FL Fluently's Score
$M = \dfrac{\Sigma X}{n}$
Explanation
M: The average of students' score$=\dfrac{1024}{20}$
ΣX: Total Score
N: The number of students' = 51,2

The analysis above, it could be analyzed that the score of students who passed for the cycle I was 4 students or 20% and 16 students or 80% who failed in the cycle I. The highest score in cycle 1 was 76 and the lowest score was 32, the average score was 51,6, with the minimum standard criteria for English subject is 75 in VOCATIONAL HIGH SCHOOL XYZ. It indicated that the result of students' speaking skill was low. The researcher decided to conduct the next cycle and intended to give better situation

c) Observation

The observation was done by researchers during the learning process. There was observation that had been done such as: observation of student activities. The indicators of student activities are as follows: 1) The students pay attention to the teacher's explanation. 2) The students ask the teacher about the material 3) The students can follow the learning process. 4) The students respond to the teacher's questions. 5) The students result activity

d) Reflecting

From the result data in the learning process in cycle I, it can be concluded that in the learning process it has not achieved the Minimum Standard Criteria of the research yet. The researcher and collaborator make some teaching learning strategies for cycle II.

2) Analyses in cycle 2

Cycle 2 The second cycle is the same as the first cycle. It was about the teaching-learning process and practice test, also divided into planning, action, observation, and reflection. It would be explained more as follows:

a) Planning

The first meeting was conducted on 26 July 2021. Based on the observation and reflection in cycle I, it showed that cycle I was not successful . The researcher and collaborator try to revise the problem in cycle I and arrange the planning for cycle II based on the problem that students deal with speaking skill. In this stage the researcher and collaborator made the planning that would be used in the teaching learning process that was preparing the lesson plan, and material.

b) Acting

The Second meeting was conducted on 02 August 2021. The meeting started with praying, greeting, checking students' attendance list and asking their condition, and then the researcher gave an example of how to introduce others confidently. Then the researcher asked each student to try dialogue in pairs about introducing others that the researcher had provided previously. with the script that the researcher has shared. During the teaching and learning process, researchers observed student activities. The observations' results are shown in the table below :

Table 2 Cycle II Scoring Data VOCATIONAL HIGH SCHOOL XYZ

No	Name	Categories					Score	Total Score	Note >75
		GR	VO	CO	FL	PR			
1	Student FDD	3	4	4	4	4	19	76	Passed
2	Student AZR	3	4	3	3	3	16	64	Failed
3	Student RR	3	4	4	4	3	19	76	Passed
4	Student JK	4	3	4	4	4	19	76	Passed
5	Student MK	2	3	3	3	3	14	58	Failed
6	Student NA	3	4	4	3	3	17	68	Failed
7	Student MFA	3	4	4	4	3	18	72	Failed
8	Student AP	4	4	5	4	3	20	80	Passed
9	Student YPM	3	4	4	4	3	18	72	Failed
10	Student APA	3	4	4	4	4	19	76	Passed
11	Student SNF	3	5	4	3	4	19	76	Passed
12	Student ADR	2	3	3	3	3	17	56	Failed
13	Student FF	3	4	4	3	3	17	68	Failed
14	Student SAM	3	4	4	4	3	18	72	Failed
15	Student RAYH	3	4	3	3	3	16	64	Failed
16	Student ASH	2	3	3	3	3	17	56	Failed
19	Student MH	3	4	4	4	4	19	76	Passed
20	Student SD	3	4	3	4	4	18	72	Failed
	High Score							80	
	Lowest Score							56	
	Total Sore							1394	
	Average							69,7	

GR Grammar' Score
VO Vocabulary's Score
CO Comprehension's Score
FL Fluently's Score

$$M = \frac{\Sigma X}{n}$$

Explanation

M: The average of students' score = $\dfrac{1394}{20}$

ΣX: Total Score

N: The number of students' = 69,7

Based on the table above, it could be analyzed that the students' average was 69,7. The highest score was 80 and the lowest was 56. Based on minimum standard criteria, 8 students passed or got scores >75 and 12 students failed or got scores <75. It was better than the previous one. There was an improvement in this cycle. The condition of the class was getting better.

- c) Observation

  The observation was done by researchers during the learning process. There was observation that had been done such as: observation of student activities. The indicators of student activities are as follows: 1) The students pay attention to the teacher's explanation. 2) The students ask the teacher about the material 3) The students can follow the learning process. 4) The students respond to the teacher's questions. 5) The students result activity

- d) Reflecting

  From the result data in the learning process in cycle II, it can be concluded that in the learning process it has not achieved the Minimum Standard Criteria of the research yet. The researcher and collaborator make some teaching learning strategies for cycle III.

3) Cycle 3

The third cycle is the same as the previous cycle. It was about the teaching-learning process and practice test, also divided into planning, action, observation, and reflection. It would be explained more as follows:

- a) Planning

  The first meeting was conducted on 09 August 2021. Based on the observation and reflection in cycle II, it showed that cycle II was not successful. The researcher and collaborator try to revise the problem in cycle II and arrange the planning for cycle III based on the problem that students deal with speaking skill. In this stage the researcher and collaborator made the planning that would use in the teaching learning process that was preparing the lesson plan, and material.

- b) Acting

  The Second meeting was conducted on 16 August 2021. The meeting started with praying, greeting, checking students' attendance list and asking their condition, and then the researcher showed a video on how to properly introduce yourself in front of others. The researcher next asked each student to make a video about introducing himself, as seen in the example. During the teaching and learning process, researchers observed student activities. The observations' results are shown in the table below:

Table 3 Cycle III Scoring Data VOCATIONAL HIGH SCHOOL XYZ

No	Name	Categories					Score	Total Score	Note >75
		GR	VO	CO	FL	PR			
1	Student FDD	4	4	4	4	4	20	80	Passed
2	Student AZR	3	4	4	4	3	18	72	Failed
3	Student RR	4	5	5	5	5	24	96	Passed
4	Student JK	4	5	5	5	4	23	92	Passed
5	Student MK	3	4	4	4	3	18	72	Failed
6	Student NA	3	4	4	4	4	19	76	Passed
7	Student MFA	4	5	4	4	4	21	84	Passed
8	Student AP	4	5	4	4	4	21	84	Passed
9	Student YPM	3	4	5	4	4	20	80	Passed
10	Student APA	4	5	5	5	4	23	92	Passed
11	Student SNF	3	5	4	4	4	20	80	Passed
12	Student ADR	3	4	4	4	3	18	72	Failed
13	Student FF	3	4	4	4	4	19	76	Passed
14	Student SAM	3	5	5	4	3	20	80	Passed
15	Student RAYH	3	4	4	4	4	19	76	Passed

16	Student ASH	3	4	4	4	3	18	72	Failed
17	Student IBA	3	4	4	4	3	18	72	Failed
18	Student RVE	3	5	4	4	5	21	84	Passed
19	Student MH	4	4	4	4	4	20	80	Passed
20	Student SD	3	5	4	4	4	20	80	Passed
	High Score							96	
	Lowest Score							72	
	Total Sore							1600	
	Average							80	

GR Grammar' Score
VO Vocabulary's Score
CO Comprehension's Score
FL Fluently's Score

$$M = \frac{\Sigma X}{n}$$

Explanation

M: The average of students' score $= \dfrac{1600}{20}$

ΣX: Total Score

N: The number of students $\quad = 80$

Based on the table above, it could be analyzed that the students' average was 80. The highest score was 96 and the lowest score was 72. Based on minimum standard criteria, 15 students passed or got score >75 and 5 students failed or got scores <75. The result is considered. It was more than before. There was a big improvement in this cycle. The condition of the class was getting better. The researcher concluded that the problem has been solved using self-talk strategy.

c) Observation

The observation was done by researchers during the learning process. There was observation that had been done such as: observation of student activities. The indicators of student activities are as follows: 1) The students pay attention to the teacher's explanation. 2) The students ask the teacher about the material 3) The students can follow the learning process. 4) The students respond to the teacher's questions. 5) The students result activity

d) Reflecting

The researcher and the collaborator concluded there was a big improvement in this cycle.

4. CONCLUSION

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about using self-talk strategy to improve students' speaking skill (classroom action research which first semester students at the first grade of VOCATIONAL HIGH SCHOOL Laboratorium Jakarta the academic year 2020-2021), it can be conclude that:

1. The use of self-talk strategy has been advanced in the teaching speaking process. Typically, self-talk strategy is very interesting in the implementation to improve speaking skills. Students have a lot of opportunities to practice speaking and have active involvement in practical class because the students had confidence in themselves, and they were more active in speaking in the classroom.

2. Teaching speaking through self-talk can be an enjoyable experience for both teacher and student. In fact, students can improve their speaking skill after being taught by self-talk strategy. It can be seen that students' achievement was 51%. The second cycle the average of the students' achievement was 69%. The third cycle the average of the students' achievement was 80%. Students' speaking skill increased as well as their motivation in speaking and they were interested in speaking using self-talk strategy. Result of the research show that the students improve their speaking skill efficiently and effectively.

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