

## **Chapter One**

### **Introduction**

This chapter presents the introduction. This chapter consists of background of the research, the statement of the problems, and the delimitation of the problem. This chapter also includes the research questions, the objectives of the study, the significance of the study, and the organization of the chapter.

### **Background of the Research**

There are some basic skills of English language. According to Torkey (2006), there are four basic skills of English language. One of the four basic skills of English language is speaking skill. Speaking skill is an ability to communicate with others with the aim to deliver opinions, ideas, thoughts, and feelings that compiled and developed related to the listeners to make the listeners clearly understand about what students said.

Students can be said to have good speaking skills if they can convey their ideas and opinions clearly and easily understood by the others. Speaking skill is known as productive skill because it produces some ideas or opinion of students (Aguilera, Licenciada, & Filologia, 2012). Torkey (2006) added that speaking skill helps students to communicate with others, to reach the goals, to share students' ideas, and to convey students' purposes.

Therefore, speaking skill is important for students, especially for university students. University students often communicate to the others. They often also give their opinions and ideas in the teaching and learning process, and they debate or discuss with their friends in the teaching and learning process.

Therefore, students, especially university students, should have good speaking skill.

One of the ways to examine students' speaking skill is by observing students' speaking performance. According to Delisio (2008), performance tasks are used to have students demonstrate their understanding of a concept or topic by applying their knowledge to a particular situation. Therefore, speaking performance is a demonstration where students do with a view to communicate with others to deliver their ideas and opinions.

Students' speaking performance can be assessed through students' oral presentation. Nadia (2013) found "oral presentation can expand students' competence to practice" (p. 11). In addition, King (2002) argued that oral presentation that students do in front of the class can improve students' proficiency level. Oral presentation is often used to assess students' speaking performance in teaching and learning process. Students face many problems in oral presentation. One way to examine students' speaking skill is self-talk strategy.

There are two types of self-talk, positive self-talk and negative self-talk. Positive self-talk is a good thinking about oneself and a motivation to ourselves. It means the students have an optimistic support from themselves that the students hear in their mind and it can make the students feel enthusiastic to face their daily life. It is suggested by McGowan (2013) that positive self-talk moves you to positive thinking and action. In positive self-talk, students believe in their own strength if they can do everything well. Students can motivate themselves in a good way. It means students have a good communication to their mind in a

positive way that can be useful to make students feel better and believe to their own ability.

Based on the researchers' experience of speaking performance in individual oral presentation, the researcher felt anxious to speak in front of the class. The researcher underwent anxiety because the researcher felt unconfident to share her opinion, felt shy to stand in front of the research's friends, and had many negative thoughts of bad things that will happen during the oral presentation. In addition, Tuan and Mai (2015) said that the problems of speaking performance are students worried about making mistakes, fearful of criticism or losing face. Another problems are students cannot think of anything to say and they have no motivation to express themselves. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

Wiley as cited in Alicia (2008) argued that positive self-talk strategy can contain various positive words that can improve students' self-confidence such as (I can do this) and (I will have good performance). It helps the students to build students' self-confidence. This self-confidence is useful for the students to face students' anxiety so that the students can speak more fluently, master the material that will be conveyed, and take control of situation in the classroom activity during oral presentation.

Therefore, this research will discuss the correlation between students' positive self-talk strategy and their speaking performance in oral presentation at English Language Education Department (ELED) in one private university in

Yogyakarta. This research aims to know students' positive self-talk strategy, students' speaking performance at oral presentation, and the correlation between students' positive self-talk strategy and their speaking performance in oral presentation

### **The Statements of the Problem**

Self-talk strategy is communication that happens between students and their mind. Tod, Hardy, and Oliver (2011) defined that self-talk as a dialogue in which an individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives himself or herself instructions and reinforcement. Self-talk strategy happens when students try to assess themselves. There are two types of self-talk strategy, positive self-talk strategy and negative self-talk strategy. Positive self-talk strategies can be beneficial to students, and negative self-talk strategies can cause problems for students.

One of the benefits of positive self-talk strategy for speaking performance in oral presentation is self-talk targeting performance boosts effort and achievement (Schwinger, Steinmayr, & Spinmath, 2012). In addition, self-talk also provides motivation to students (Ford, 2015). For example, positive self-talk strategy makes students use praise words to themselves to make them feel better like (I can do it), (I'm good enough), (If I want to, I can), (It doesn't matter if I make a mistake), (I can make it happen), and (If I try hard, I'll get there) (Commonwealth of Australia, 2004). Another benefit of positive self-talk strategy is positive self-talk strategy is useful for students' speaking performance in oral presentation because positive self-talk strategy builds students' self-esteem (Ford, 2015). It can make them take control of their anxiety in oral presentation.

Unfortunately, some students have problem that they face in oral presentation. The problems are nervous, anxiety or fear of speaking (Al-Nouh, Abdul-Kareem, & Taqi, 2015). Another problem are students worried about making mistake, fearful or criticism, and losing face.

### **The Delimitation of the Research**

There are two types of self-talk strategy, positive self-talk strategy and negative self-talk strategy. This research will focus on positive self-talk strategy. The reason why the researcher chooses to focus on positive self-talk strategy is because positive self-talk strategy has many benefits for students. For example, positive self-talk strategy can improve students' self-confidence and reduce students' anxiety.

Eventhough there are so many skills using positive self-talk strategy as a method in teaching and learning process, this research will only discuss speaking skill especially for oral presentation. The reason is students face many difficulties in oral presentation such as anxiety, fear of speaking, and nervous (Al-Nouh, Abdul-Kareem, & Taqi, 2015). Al-Nouh et al., (2015) added that some students think if their peers use English better than them; they feel shy when they should speak in front of others; and they are afraid if their teacher notices their English mistakes.

Therefore, this research will discuss the correlation between students' positive self-talk strategy and their speaking performance in oral presentation. This research aims to know students' postive self-talk strategy, students' speaking performance in oral presentation, and the correlation between students' positive self-talk strategy and their speaking performance in oral presentation.

### **The Research Questions**

There are three research questions of this research:

1. How is students' positive self-talk strategy in oral presentation at English Language Education Department of a private university in Yogyakarta?
2. How is students' speaking performance in oral presentation at English Language Education Department of a private university in Yogyakarta?
3. Is there any significant correlation between students' positive self-talk strategy and their speaking performance in oral presentation at English Language Education Department of a private university in Yogyakarta?

### **The Objectives of the Study**

The overall purposes of this research are to find out:

1. Students' positive self-talk strategy in oral presentation at English Language Education Department of a private university in Yogyakarta
2. Students' speaking performance in oral presentation at English Language Education Department of a private university in Yogyakarta
3. The correlation between students' speaking performance and their positive self-talk strategy in oral presentation at English Language Education Department of a private university in Yogyakarta.

### **The Significance of the Study**

The results of this research are expected to give benefit for students, the researcher, and the other researchers. The explanation is presented below:

**For students.** Through this research, students are able to find out three things. Students are able to rate the use of positive self-talk strategy. They also can know the speaking performance in oral presentation score. Finally, they can

know the correlation between students' positive self-talk strategy and their speaking performance in oral presentation. Therefore, they can consider the use of positive self-talk strategy in their speaking performance.

**For the researcher.** Through this research, the researcher can improve her knowledge about the correlation between using positive self-talk strategy and students' speaking performance in oral presentation. Furthermore, the result of this study can be useful to the researcher in the future. If there is a good correlation between students' positive self-talk strategy and their speaking performance in oral presentation, the researcher can use this method to improve students speaking skill and increase their confidence in speaking performance.

**For the other researchers.** Through this research, the other researchers who want to conduct a research on the same theme, they can use this research as reference. This research also can be used as comparison research to the other research. Therefore, this research can be useful for other researchers.

### **Organization of the Chapter**

This research will be divided into five chapters. The first chapter is introduction that contains background of the research, the statement of the problem, the delimitation, the research questions, the purpose of the research, the significance of the study, and organization of the chapter.

Chapter two is literature review. This chapter contains the information about language learning strategies, strategy, self-talk strategy, positive self-talk strategy, negative self-talk strategy, speaking performance, and oral presentation. The information-includes definition of self-talk strategy, positive talk-strategy, negative self-talk strategy, speaking performance, and oral presentation.

Chapter three contains methodology. This chapter discusses design of the research, setting of the research, and participants of the research. This chapter also discusses technique of data collection, data collection procedure, and data analysis.

Chapter four show the findings and discussion of this research. This chapter included the analytical of students' positive self-talk strategy and students' speaking performance in oral presentation. This chapter also discusses the correlation between the two in oral presentation.

Chapter five shows the conclusion and recommendation of this research. There are two parts in this chapter. The first part discusses about the summary of this research, and the second part reveal the recommendation based on the research significance.