Chapter Four

Result and Discussion

This chapter discusses the results of three research question. The first research question is "How is students' positive self-talk strategy?". The second research question is "How is students' speaking performance in oral presentation?". The third research question is "Is there any significant correlation between students' positive self-talk strategy and their speaking performance in oral presentation?". The results are discussed in this chapter.

Results and Discussions

This section discusses the results and discussion of this research. The results and discussions are about students' positive 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. Further discussion is presented below:

Result 1. Students' positive self-talk strategy. The first research question aims to know students' positive self-talk strategy. The data shows that the mean of students' positive self-talk strategy is 51.91. The mean (51.91) divided by the the total items of questionnaire (15) is 3.46. Based on the category of students' positive self-talk strategy, this score was in excellent category (see table 3.6). It indicated that the students had excellent positive self-talk strategy.
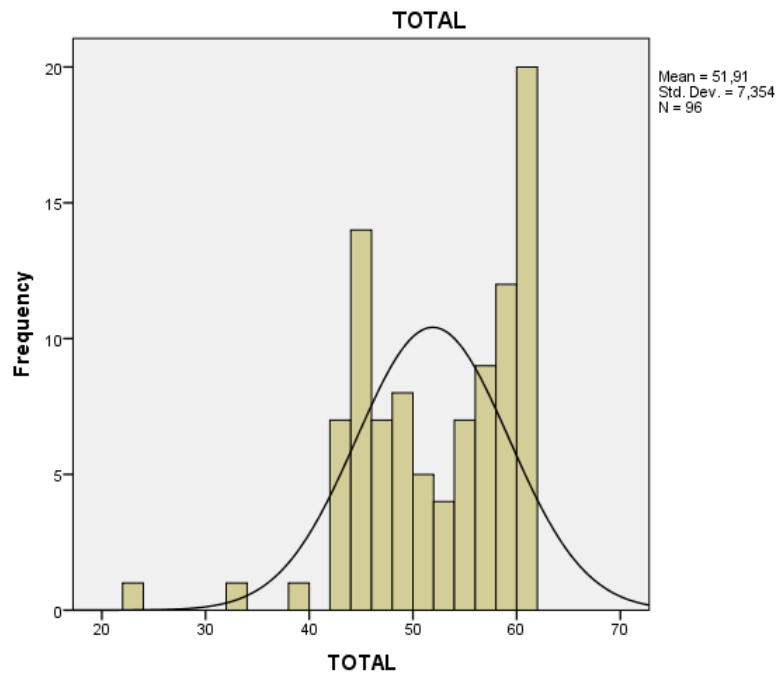
Figure 2. Histogram of Students' Positive Self-Talk Strategy

It shows that sixty-five students (67.8%) had excellent positive self-talk strategy. There were twenty-nine students (30.2%) having fair positive self-talk strategy. Then, there were two students (2%) having low positive self-talk strategy. The detail result of students' positive self-talk strategy is shown below:

| Students' Positive Self-Talk Strategy	Category	Frequency	Percent
3.1 − 4	Excellent	65	67.8%
2.1 − 3	Fair	29	30.2%
1 − 2	Low	2	2%
Total		96	100%

Table 4.1. The Result of Students' Speaking Performance

Discussion 1. Students' positive self-talk strategy. The first research question in this research is about how the students' positive self-talk strategy is.

The result showed that the score is 3.46. It means that the average of students have excellent level of self-talk strategy. If the students have excellent level of positive self talk strategy, it means the students often use positive self-talk strategy because positive self-talk strategy has many benefits for students such as giving motivation for students (Hamzah as cited in Alicia, 2010). Positive self-talk strategy is concerned with students' activeness that motivates them more to speak English and even affects their self-confidences and fluency (Hidayat & Budiman, 2014).

Result 2. Students' speaking performance in oral presentation. The second research question of this research aims to discover students' speaking performance in oral presentation. Students' speaking performance in oral presentation was measured using document of students' speaking performance score from Academic Presentation subject. In addition, the data was collected from English Language Education Department of one private university in Yogyakarta batch 2015 students' score. Then, the result shows that the minimum score of students' speaking performance in oral presentation was thirteen and the maximum score of students' speaking performance was thirty-four. Based on Supranto's formula that was written in chapter three (see table 3.8), the researcher categorized students' speaking performance into three categories and the interval was seven. The categories were advanced, intermediate, and low.

The result reveals that the mean value of students' speaking performance in oral presentation is 24.03. Based on the category of students' speaking performance in oral presentation mentioned above, the score belongs to

intermediate category. It means that most of students at English Language

Education Department in one private university in Yogyakarta have intermediate

score of speaking performance in oral presentation.
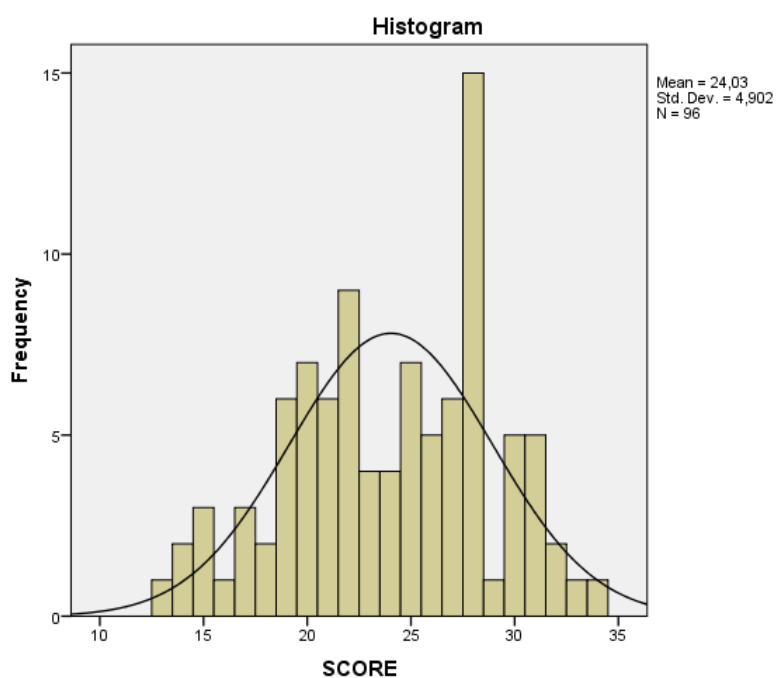
Figure 3. Histogram of Students' Speaking Performance
in Oral Presentation.

The results show that there were fifteen students (15.5%) who have

advanced score of speaking performance in oral presentation. There were fifty-six

students (58.5%) who have intermediate score of speaking performance in oral

presentation. Then, there were twenty-five students (26%) who have low score of

speaking performance in oral presentation. The detail result of students' speaking

performance in oral presentation is presented below:

Students' Speaking Performance	Category	Frequency	Percent
29 – 34	Advanced	15	15.5%
21 – 28	Intermediate	56	58.5%

13 – 20	Low	25	26%
Total		96	100%

Table 4.2. The Result of Students' Speaking Performance in Oral Presentation

Discussion 2. Students' speaking performance in oral presentation.

The second research question is about how students' speaking performance in oral presentation is. The result showed that the mean of students' speaking performance is 24.03. Based on the category level of students' speaking performance (see table 3.8, chapter three), the score 21-28 is on the intermediate category. It means the students skill of speaking performance is not really low or not really high. This can happen because students do not get the maximum score in every aspects. For example, some students do not ask questions for their friends, or some students maybe do not give follow ups question to their firends.

According to Baker and Emden (2000), oral presentation is an activity which includes formal conversation, speaking to group as a natural activity. In addition, Melion and Thompson (as cited in Nadia, 2013) proposed that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to English Second Language or English Foreign Language in all their education subject and later in their work.

Result 3. The correlation between students' positive self-talk strategy and their speaking performance in oral presentation. The third research question of this research is about correlation between students' positive self-talk strategy and their speaking performance in oral presentation. However, researcher tested normality of the data before analyzing the correlation. The researcher used

SPSS version 22.0 to test the normality and the correlation. To find out the correlation between two variables, this research used normality test. Das and Imon (2016) stated that normality test is a process of statistical used to determine if a sample or any group of data fits a standard normal distribution. A normality test can be performed mathematically or graphically.

Normality test. Normality test can be tested using SPSS. Normality test can be done by using normality test Kolmogorov-Smirnov in SPSS (Raharjo, 2014). Raharjo (2014) added that a data can be called normal if the significant value of the data is more than 0.05, but the data is not normal if the significant value of the data is under 0.05.

One-Sample Kolmogorov-Smirnov Test

		TOTAL	SCORE
N		96	96
Normal Parameters[a,b]	Mean	51,91	24,03
	Std. Deviation	7,354	4,902
Most Extreme Differences	Absolute	,142	,103
	Positive	,136	,077
	Negative	-,142	-,103
Test Statistic		,142	,103
Asymp. Sig. (2-tailed)		,000[c]	,013[c]

Table 4.3. One-Sample Kolmogorov-Smirnov test

Based on the table above, the data distribution was not normal. The significance value of total is lower than 0.05. Meanwhile, the normal data has significance value more than 0.05. Since the data was not normal, the researcher chose to use another way. The researcher chose manual way to check the

normality of the data. The first step was the researcher looked for the value of Skewness and Kurtosis in SPSS. The table is presented below:

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
TOTAL	96	-,870	,246	1,132	,488
SCORE	96	-,210	,246	-,710	,488
Valid N (listwise)	96				

Table 4.4. Descriptive Statistic of Skewness and Kurtosis

The second step was the researcher tested normality of the data using Z skewness and Z kurtosis test in Excel. The formulas are:

Z Skewness = Skewness

$\qquad$ √6/N

Z Kurtosis = Skewness

$\qquad$ √24/N

N = sample

The data distribution is normal when Z kurtosis is lower than 7 (Z kurtosis < 7) and Z skewness is lower than 2 (Z skewness < 2). The data was moderate normal when Z kurtosis is 7 to 21, and Z skewness is 2 to 3. Meanwhile, the data is not normal if Z kurtosis more than 21 (Z kurtosis > 21) and Z skewness is more than 3 (Z skewness > 3). The table below showed the normality data distribution:

Variable	Z kurtosis	Z skewness	Description
Students' Positive Self-Talk Strategy	2,264497	-3,48168	Normal

Students' Speaking Performance	-1,41997	-0,83922	Normal

Table 4.5. The Result of Normality Test

The result shows that Z kurtosis and Z skewness score of students' positive self-talk strategy are 2.264497 and -3.48168. It can be concluded that the data distribution of students' positive self-talk strategy was normal because Z kurtosis is lower than 7 (2.264497 < 7) and Z skewness is lower than 2 (-3.48168 < 2). Then, Z kurtosis and Z skewness score of students' speaking performance in oral presentation are -1.41997 and -0.83922. It means the data of students' speaking performance was normally distributed because Z kurtosis was lower than 7 (-1.41997 < 7) and Z skewness was lower than 2 (-0.83922< 2). In conclusion, the data distribution of this research was normal. Finally, the next step is looking for the correlational test.

Hypothesis test. This test was conducted to answer the third research question about the correlation between students' positive self-talk strategy and their speaking performance in oral presentation. This test was also done to test the hypothesis of the study that there is significant correlation between students' positive self-talk strategy and their speaking performance in oral presentation. The correlation between students' positive self-talk strategy and their speaking performance in oral presentation was analyzed by using significance 2-tailed. The results are shown on the table below:

Correlations

		TOTAL	SCORE
TOTAL	Pearson Correlation	1	,215*
	Sig. (2-tailed)		,035
	N	96	96
SCORE	Pearson Correlation	,215*	1
	Sig. (2-tailed)	,035	
	N	96	96

*. Correlation is significant at the 0.05 level (2-tailed).
Table 4.6. The Result of Correlation Test

The results from the table above show that total sample N is 96. Then, Pearson Correlation value (r value) is 0.215 and the significance (p value) is 0.35. The hypothesis testing was analyzed by looking the significance 2-tailed. The variable has correlation if significance 2-tailed is lower than 0.05. The result shows that significance 2-tailed of this research is lower than 0.05. Therefore, it can be concluded that there is a correlation between students' positive self-talk strategy and their speaking performance in oral presentation. It means that alternative hypothesis that there is a significant correlation between students' positive self-talk strategy and their speaking performance was accepted.

Discussion 3. The correlation between students' positive self-talk strategy and their speaking performance in oral presentation. This research found out that there is a correlation between students' positive self-talk strategy and their speaking performance among English Language Education Department in a private university of Yogyakarta students batch 2015. It can be seen by looking at the significance 2- tailed of this research which is less than 0.05 (0.035 > 0.05). It is means alternative hypothesis in this research is accepted. A

correlation between those variable were caused by the way of positive self-talk strategy does influence students' speaking performance. Zetou, Vernadakis, Bebetsos, and Liadakis (2014) argued that positive self-talk strategy isuseful to improve self-confidence, and self-evaluation, maximaze the effort, and increase students' performance. Commonwealth of Australia (2004) added that positive self-talk strategy helps students to improve their self-confidence to face difficulties to success by giving and using praise words to themselves.