

Chapter Five

Conclusion and Recommendation

This part consist of two parts. There are summary and recommendation of this research. The first part is about the summary of this research. This part describes the conclusion of this research. The second part presents the recommendation based on the research significance addressed for the students, teacher, and other researchers.

Conclusion

One of the four basic skills of English language is speaking skill. In the speaking skill, students can be said having good speaking skills if they can convey their ideas and opinions clearly and easily understood by the others. Torkey (2006) said that speaking skill helps students to communicate with others, to reach the goals, to share students' ideas, and to convey students' purposes. One of the ways to examine students' speaking skill is by observing students' speaking performance. Students' speaking performance can be assessed through students' oral presentation. However, students face many problems in oral presentation. One way to solve the problem 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 ourself and a motivation to ourselves. McGowan (2013) said that positive self-talk helps you to have positive thinking and action. Positive self-talk strategy gives many benefits for students, such as

giving motivation, improving self-confidence, coping with difficulties, shaking off anxiety and depression, and decreasing worries and threat.

This research used quantitative research method. The method under quantitative research design adopted by the researcher was correlational design. This research was conducted at English Language Education Department (ELED) in a private university in Yogyakarta. The target population of this research was the students of English Language Education Department in a private university in Yogyakarta batch 2015, and the total of the students was 118 students. From 118 students at English Language Education Department in a private university in Yogyakarta batch 2015, only 96 students became the research sample. This research used questionnaires and document as the instruments.

Based on this research, the researcher found out that the level of students' positive self-talk strategy was excellent. The category of students' positive self-talk strategy in this research is 3.46 since the excellent category belongs to 3.1 – 4. It means that English Language Education Department of a private university in Yogyakarta students batch 2015 have excellent positive self-talk strategy.

This research also aims to find out English Language Education Department of a private university in Yogyakarta students' speaking performance in oral presentation. The students' speaking performance in oral presentation is in intermediate level since the mean value is 24.03. It means, the mean value of this research belongs to intermediate level (21 – 28). This score was obtained from the document of students' of speaking performance in oral presentation from

Academic Presentation Class. It indicates that students are averagely performing well in oral presentation.

In addition, based on the correlation analysis, there is a correlation between students' positive self-talk strategy and their speaking performance in English Language Education Department of a private university in Yogyakarta. It was because the significant 2- tailed of this research is lower than 0.05. It can be concluded that the alternative hypothesis of this research (H_1) is accepted meaning that there is a correlation between students' positive self-talk strategy and their speaking performance in oral presentation.

Recommendations

Based on the result about the 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 batch 2015 above, this research provides some recommendations for students, teacher, and other researchers. The recommendations are presented below:

Students. The students of ELED in a private university in Yogyakarta are recommended to do positive self-talk strategy in speaking performance. They also suggested to do positive self-talk strategy in their daily life. They also can do this for other objectives during teaching and learning process. Because there is a correlation between students' positive self-talk strategy and their speaking performance in oral presentation, positive self-talk strategy can be used as one of the way to help students in teaching and learning process.

Teacher. The teacher are suggested to apply positive self-talk strategy in teaching and learning process to students. The teacher can use this method to improve students' speaking skill and increase their confidence. Especially in speaking performance.

Other researchers. For the other researchers who have interest in conducting a research in the same topic are recommended to focus on gender or age toward the use of positive self-talk or other specific variables. The next researchers are also suggested to investigate the effect of positive self-talk strategy toward students' academic achievement. Last, other researchers can do a research under qualitative method.