THE EFFECT OF SELF -TALK STRATEGY ON STUDENTS SPEAKING ABILITY FOR ELEVENTH GRADE OF SMK SWASTA SWAKARYA SALAPIAN IN ACADEMIC YEAR 2021/2022

Sri Meriahna Br Sbt[1], Ayu Indari[2],
Email: srimeriahna0@gmail.com[1], pbi.ayuindari@gmail.com[2]
[1,2] STKIP Budidaya Binjai

Keywords	Abstract
Self-Talk Strategy, Speaking Ability	The purpose of this research is to know the effect of Self Talk Strategy on students' speaking ability in academic year 2021\2022. The type of this research is quasi experimental group. It is a study to know that the effect between two variables, there are dependent variable is using Self Talk Strategy and independent variable is students' speaking ability. This research was done at SMK Swasta Swakarya Salapian in academic year 2021\2022. The population of this research was three classes the total of the students was 88 students. Sample of the research was taken by two classes, for experimental class and control class. Based on the data, the result of r_{count} in significance 5%, result $r_{count} < r_{table}$ was $1,029 > 0,3365$ it means that there was a significance effect between Self Talk Strategy to the students' speaking ability in eleventh grade of SMK Swasta Swakarya Salapian in academic year 2021\2022.

INTRODUCTION

English is a foreign language in Indonesia which is used to communicate with other countries in this world. It plays an important role as international language. Language is a means of communication which people communicate or express their feelings, and thoughts

to the others. Language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves in English with four skills to control namely; listening, speaking, reading and writing. Speaking is the ability to the process of communicative competence, pronunciation, intonation, grammar and vocabulary increase. In addition, speaking is a large percentage of the world's language learners study English in order to be able to communicate fluently. Speaking can be defined as an ability to pronounce ideas and opinions properly in a particular language.

Pollart (2008) states, speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspects for students to be mastered is because they do not have enough exposure to English, infrequent English-speaking practice in daily life, feeling shy and laziness to learn English.

Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990) concludes that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh pada hidup kita sehari-hari".* It means that speaking as the way of communication influences our individual life strongly. Brown (1994) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that the speaker must be thinking and produce the right words to make the listener get the meaning of what the speaker talks about.

 In speaking skill, the students have to more creative to choose the words and dictions. Students speak in English usually using simple words and it can be a part of positive self-talk. In line with the explanation above the researcher is interested in conducting research at SMK Swasta Swakarya Salapian. The researchers already have the data of the students and there were some problems of the students: the students speaking's are low, the student's vocabularies are low, the students frequently made mistake in pronouncing the English words. The students of eleventh grade of SMK Swasta Swakarya Salapian are afraid, nervous, and shy to speak in front of the class and they cannot speak or communicate in English in front of the classmate.

According to Nielsen (cited in Nurdianti, 2008: 2), Self-talk is a conversation that a person carries mentally about his/herself and environments. It can help students to deliver their thinking and feeling easy because Self-Talk gave good contribution for the students to explore their knowledge and makes the students be the creative one.

Self-talk is the way they express their ideas in their own way. 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 speaking. According to Helmsetter (1982) self-talk is a term that can be used in learning activity for students talking by themselves and express their ideas by writing in the notes.

According to Culton (2015), self-talk consists of two types, positive and negative self-talk. By saying motivational words, the students could motivate themselves to write personal experiences confidently. Indari (2020) concluded that the most of speaking problems is the less confident. It considers that students have less habit to practice English in their daily life.

LITERATURE REVIEW
Definition of Speaking

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

Brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive

Responsive include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student- initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. The speaking type in this research is intensive speaking as the designing assessment. At the intensive level, test-takers are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language.

The Purpose of Speaking

Language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan,1989:). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002).

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. Examples of interactional uses of language are greetings, small talks, and compliments.

Analyzing speaking purposes more precisely, (Kingen, 2000) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

a. Personal - expressing personal feelings, opinions, beliefs and ideas.

b. Descriptive- describing someone or something, real or imagined.

c. Narrative-creating and telling stories or chronologically sequenced events.

d. Instructive-giving instructions or providing directions designed to produce an outcome.

e. Questioning-asking questions to obtain information.

f. Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.

g. Imaginative-expressing mental images of people, places, events, and objects.

h. Predictive-predicting possible future events

i. Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.

j. Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

k. Explanatory-explaining, clarifying, and supporting ideas and opinions.

l. Informative-sharing information with other.

Caption Text

Halliday and Hasan (1976) mentioned that text is a semantic unit. He said further about the text as: "[A term] used in linguistics to refer to any passage-spoken or written, of whatever length, that does form a unified whole. A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is best regarded as a semantic unit; a unit not of form but of meaning."

Etymologically, text comes from a metaphorical use of the Latin verb textere 'weave', suggesting a sequence of sentences or utterances 'interwoven' structurally and semantically. As a count noun it is commonly used in linguistics and stylistics to refer to a sequential collection of sentences or utterances which form a unity by reason of their linguistic cohesion and semantic coherence. e.g. a scientific article; a recipe; poem; public lecture; etc. Moreover, text is linguistics realization of proportional meanings as connected passage that is situational relevant.

The following are the characteristics of the text:

1) Essentially semantic unit as a form of interaction

2) Cohesive and coherence; not random but connected

3) Spoken or written; mode of linguistics realization

4) Of any length

5) Create and/created by context (situational relevant).

Caption text is brief description, heading, or title that identifier or introduces a document, graphic, photograph, or table. A caption, also known as a cut line, is text that appears below the image. Most captions draw attention to something in the image that is not obvious, such as its relevance to the text. According to Grayam (2010), caption is a brief description accompanying an illustration, the part of a legal document that gives the important details of a photograph. In journalism, the caption is also called as Lead because it has the same criteria.

Generic structures of caption are:

1) The title

2) The lead

3) Section heading

Function of caption is Helping readers and listeners are to understand more information that might not be inphotos or videos.

Grayam (2010) mentions several criteria of good caption:

1) Clearly identifies the subject of the picture, without detailing the obvious.

2) Be as unambiguous as practical in identifying the subject.

3) Concise/ succinctness mean using no superfluous or needless words. It is not the same asbrevity, which means using a relatively small number of words.

4) Succinct captions have more power than verbose ones. More than three lines of text in acaption may be distracting.

5) Establishes the picture's relevance to the article.

6) Provides context for the picture.

7) Draws the reader into the article.

Example of caption text:

In the picture above, it explains that the CEO of Nokia announced his bankruptcy, saying: "we didn't do anything wrong, but somehow we lost".

Self-Talk Strategy

Bernard (2005: 3) defined Self-talk refers to statements people make to themselves, either internally or aloud, and has been define as an internal dialogue in which the individuals interpret feelings and perceptions, regulate and change evaluations and cognitions and give themselves instructions and reinforcement

Zetou, Nikolaos & Evaggelos (2014) defined Self Talk Strategy as an expressions or statements that address ourselves, being multidimensional from its nature, having explanatory points that coincide with the content of the statements that are said, dynamics, and accomplishing, at least two functions: a guiding and a motivating function. This underlines the importance of language to the development of thought and, hence, the development of action.

Parvizi, Daneshfar & Shojaei (2012) defined Self-talk is the usage of verbal cues during performance by performers to focus of attention on the key aspects of the skill. Self-talk has two main functions. Instructional self-talk improves the performance through focusing of attention on the movement, correct technique or performance of the proper strategy and Motivational self-talk improves the performance by increasing the energy and effort and is used to control the arousal and anxiety

Linnér (2010: 1) defined self-talk as what people say to themselves either out loud or as a small voice inside their head, occurs whenever an individual thinks, whether making statements internally or externally and an internal dialogue the individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives him/herself instructions and reinforcement".

Self-talk defines as intrapersonal communication is language use or thought internal to the communicator. It can be useful to envision intrapersonal communication occurring in

the mind of the individual in a model which contains a sender, receiver, and feedback loop. O"Malley (2002) define self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. Self-talk, O Malley et al. (2002) define self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. Self-talk is the in many people realize because of the nature of the mind-body connection. In language learning English of speaking skill, many good things result from developing a habit of positive self-talk.

The Procedure of Self talk Strategy

Haddoune (2006: 10) revealed that self-talk strategies that aim basically at reducing from the anxiety one might face during the learning process. Self-talk is a developmentally appropriate strategy children can use to help themselves listen, follow directions, and stay on task. Over time, self-talk typically becomes internalized and is no longer spoken out loud. However, whether out loud or silent, self-talk can be a powerful tool to help students remember directions and focus and guide their efforts.

Recap (2004) revealed that an important strategy for success is to develop an understanding of the way that our attitudes and thoughts influence for better or worse our feelings and behavior. When students learn to recognize the negative and irrational attitudes that lead to self-defeating behaviors, they can change them to more positive and rational attitudes through positive self-talk. By thinking about and challenging the messages that they are giving themselves and substituting positive messages for those that are negative, students can develop the self-confidence to overcome obstacles to success. The procedure of Self Talk Strategy (STS) as follows:

1) Teacher briefly introduces the meaning of self-confidence to the class.
2) In small groups, students brainstorm a range of skills and activities that require confidence and an acceptance of mistake before success (playing an instrument, bike riding, skate boarding) on butchers' paper. Each group then posts its list on the wall for a whole-class discussion.
3) Teacher facilitates a brief, whole-class discussion on each group's list, and links the skills listed with academic achievements.

4) Teacher facilitates a whole-class discussion on the notion of positive self-talk, explaining the difference between positive and negative self-talk and the effects of each.

5) Students individually complete the 'Making it happen' worksheet.

6) In small groups, students complete the 'Nothing ventured, nothing gained' worksheet. Students should discuss the importance of taking

risks and being prepared to make mistakes.

7) Using the 'Being a "Yes" person' sheets, the teacher facilitates a whole-class discussion of the meanings and key concepts of a person's 'inner' and 'outer' worlds.

8) In pairs, students work out from their response on the 'Being a "Yes" person' sheet whether they are 'Yes', 'No', or 'I don't know' type people.

Applying Self –Talk Strategy

Self-talk, based on Vygotsky's (1978) theory of the internalization of dialogue as inner speech, and is thought it. It regulates how students feel and act, interprets what they experience, guides and controls academic achievement, and determines the quality of students' lives. The self develops as a result of repeated everyday events and interactions with parents, teachers, and peers. The self is the mediating variable in human behavior, the filter through which all new phenomena are interpreted.

In self-talk, a person discusses many matters of importance with one's own self. The individual explores his or her own mind to find new ideas, answers to problems, information on difficult relationships, and many more matters that are important in life. Anybody can benefit from intelligent self-talk. Our failures in life are due to our lack of knowledge about ourselves. Therefore, knowledge about the self is the first step toward living a full, productive, and happy life. We have to use our inner strength through self-talk to know more about ourselves and to ensure a happy and successful life for ourselves.

Example of Self-Talk Strategy

Example in sentences:

Let's take the thought "I'm such a loser". Then, ask yourself:

f. "Is this really true?" and if so, "Is it true all of the time?"

g. "What evidence do I have that this thought is true?"

h. "What are the costs and benefits of believing this?"

i. "Would I say this to a friend?"

Based on the example above he/she has self-talk about his/herself. Self-talk here is comprised of statements said to oneself and not addressed to others. So, it can be positive or negative self-talk like this example; is it really true that I am a loser? Well, yes, I believe it to be true. Is it true all of the time? It's true most of the time or a lot of the time, so I don't feel too much better. But has it always been true? I'm not sure, maybe not. I might have felt better than this at one time.

Example of self-talk strategy in video

In speaking, the students can get more knowledge from audio-visual form and the researcher use YouTube video.

In this video, they explain about how important positive self-talk in ourselves. And by using video students can increase their pronunciation and can practice it in front of the class.

METHOD

Population

According to Sugiyono (2013), population is a generalization area consisting of object or subjects that have the same qualities and characteristics. The population of this study is all the students of seventh grade students at SMK Swakarya Salapian. Total number of the population is 90 students.

Table 1. Population

No.	Class	Total of Study
1.	XI A	29
2.	XI B	29
3.	XI C	30
	Total	88

Sample

Sample is small group in population. Donald Ary (2010) stated that the kinds of sampling in which every element in the population has an equal chance of being selected is called probability sampling. The best known of probability sampling procedures is simple random sampling. It is that all members of the population have an equal and independent change of being included in the random sampling. Arikunto (2010) defined that sample is a part or the representative of the population that will be studied. In this research needs two groups namely control and experiment. The populations are 3 classes so the sample was taken by cluster random sampling to choose 2 classes in total of population. The sample in this research is 29 students as the control class and 29 students as the experimental class namely class XI A and XI B. So the total number of the sample is 58 students. It is illustrated in table below:

Table 2. Sample

No.	Class	Control (XI A)	Experimental (XI B)	Total of students
1.	XI SMK	29 students	29 Students	58 students

Based on the table above, total of the students' class XI A-B as sample in experimental and control group are 58 students. This research was applied quantitative–experimental approach to collect the data. According to Latief (2015), experimental research measures the effect of one manipulated and controlled (independent) variable to another (dependent) variable. Experimental research is a power full research method to establish cause and effect relationship.

The design of this research is quasi-experimental research Sugiyono (2013) stated that quasi experimental research is a type of research that has a control group, but not fully function to control external variables that affect the experiment in the quasi-experimental research. The design of research is a two-group static design. In is design there are two groups, namely the experimental group and the control group. The research design drawing is as following:

Table 3. Collecting data

Sample	Pretest	Treatment	Posttest
Experimental Group	O_1	X_1	O_2
Control Group	O_3	X_2	O_4

Where:

O$_1$: Pre-test of experimental group

O$_2$: Post-test of experimental group

O$_3$: Pre-test of control group

O$_4$: Post-test of control group

X1 : Treatment experimental group

X2 : Treatment control group

The experimental group is given treatment or treatment using the Self-Talk strategy, while the control group is not given treatment or conventional method. In determining the experimental group and group control is done randomly on the existing class.

The research deals with two variables. They are Self-Talk Strategy and Speaking Ability. The Self-Talk Strategy will be represented in the independent variable and the Speaking Ability as the dependent variable. In this research, the researchers want to know how is the effect of teaching Speaking Ability on Offering Help through Self-Talk Strategy at the eleventh-grade students at SMK Swakarya Salapian.

Validity of Test

To test the validity of this test it has used the correlation formula or formula person product moment by Suharsimi as follows by the data on the table below:

$$\mathbf{r_{xy}} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X2 - (\sum X)2\}\{n\sum Y2 - \sum Y)2\}}}$$

Reliability of test

a) reliability of experimental class

$$r_{11} = (\underline{\quad})(1 - \frac{\Sigma \sigma_i^2}{\Sigma \sigma_t^2})$$
$$\phantom{r_{11} = (}n-1$$

b) reliability of control class

$$r_{11} = (\underline{\quad})(1 - \frac{\Sigma \sigma_i^2}{\Sigma \sigma_t^{\overline{2}}})$$
$$\phantom{r_{11} = (}n-1$$

Regression Test

The linearity regression between variable Y and variable X, in the Y= a +bx, so weknow the similarity regression for experimental and control class.

FINDING AND DISCUSSION
The Result of Experimental Class

While in the experimental class in this study received different treatment with students in the controlled class, in this case the students in the experimental class was given the learning by applying wholesome Self Talk Strategy in teaching speaking Based on the data, in pre-test the lowest score was 33 and the highest score was 51. In post-test the lowest score was 64 and the highest score was 69.

a). Reliability of experimental class

$$r_{11} = (\underline{\quad})(1-\frac{\Sigma\sigma_i^2}{\Sigma\sigma_t^2})$$
$$n-1$$

Based on the above calculation, if result of r11 = 1,029 consulted on r product moment with =(N1=N2)-2= 29-2=27, significantly 5% then collected r test =0,3365. Then it can be concluded that $r_{11} > r_{table}$ = 1,029> 0,3365 it would be declared matter reliable.

b). Regression in experimental class

Type of linearity regression variable dependent Y (posttest) with independent variable X in the Y = a + bx, then the equality of line regression for experimental class:

Y = 62,38+ 0,092X

The Result of control class

The control class is taught without self-talk strategy. A pre-test was conducted to determent the result of the reading test. Subjects in the control group pre-test are 29 students.

Based on the data, it could be seen that the score of students' pre-test and post-test in the control class were different. In pre-test the lowest score was 37 and the highest score was 40. In post-test the lowest score was 50 and the highest score was 57.

a). Reliability of control class

The result of r_{11}= 1,025 consulted on r product moment with (N1+N2)-2=27, significantly 5% then collected r table = 0,3365. Then it can be concluded that r_{11}> r table =1.025>0,3365 in would be declared matter reliable.

b). Regression of control class

Type of linearity regression variable dependent Y (post-test) with independent variable X in the Y = a + bx, then the equality of line regression for control class:

Y= 47,99 + 0,11X

The data obtained from several tests above, the researchers found a significant effect in increasing students' understanding of speaking English, with the learning strategy that the researchers applied had a significant effect. Based on the a calculation, if result of r11 = 1,029 consulted on r product moment with =(N1=N2)-2= 29-2=27, significantly 5% then collected r test =0,3365 . Then it can be concluded that r_{11}> r $_{table}$ = 1,029> 0, 3365 it would be declared matter reliable.

CONCLUSIONS

Based on the results of research and discussion, it can be concluded that the Self-Talk strategy has a very positive effect on students' speaking ability in grade XI. It is shown from the high score of experimental class in pre-test was 33 and high score was 51, and in post-test the low score was 64 and the high score in post-test was 69. In control class, the low score in pre-test was 37, the high score was 48, the low score in post-test was 50 and the high score was 57. This proves that speaking ability using Self-Talk Strategy give better results than speaking ability using the lecture method.

In addition, based on teaching learning during the implementation of the learning process, it shows that there are differences in student attitudes in the experimental group students. Students are happier, active, innovation, in the learning process of speaking ability. It is different with control group students who use the lecture method, students are less interested, not active and some even ignore or consider easy the subject matter they are studying.

REFERENCES

Arikunto, S. (2010). *Research Procedures A Practice Approach*. Jakarta: Rineka Cipta.

Ary, Donald. L,Cheser Jacobs and C,K.Sorensen. (2010). *Introduction to research in education*. Wadsworth: Cengange Learning.

Basturkmen, H. (2002). Learner Observation of and Reflection on Spoken Discourse: An Approach for Teaching Academic Speaking. *TESOL Journal*: V.11.

Bernard, (2005). *The Effects of Self-Talk on the Level of Success in College Students*. University of New Orleans.

Brown, (2004). *Language Assessments: Principles and Classroom Practices*. San FransiscoState University.

Brown, (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regent.

Culton, (2015). Self-talk repertoire of physical education teachers. *Journal of Physical Education, Recreation & Dance*.

Grayam, L. (2010). Writing Photo Captions. *Redbubble Artistic Journal, (Online)*. (https://www.redbubble.com/people/grayam/journal/4742583-writing-photocaptions, accessed December 2019).

Haddoune, (2006). *Reflection on students' self-efficacy expectancies: Paving the path to better achievement outcomes in Higher education*. Department of English, University Badji Mokhtar Annaba, Algeria

Halliday, M.A.K and Hasan, R. (1976). *Cohesion in English*. London: Longman Group Limited.

Helmstetter, S. (1982). *What To say When You Talk Yourself*. New York: Grindle Press Indari,

Ayu. 2020. The Problem in Speaking for Department in Students in STKIP Budidaya Binjai. *Journal Serunai Bahasa Inggris*. Vol 12 No. 1.

Latief, (2015). *Research Methods on Language Learning: An Introduction*. Malang: UM, Press Liswinarni

Linnér, L. (2010). The effects of instructional and motivational self-talk on selfefficacy and performance in golf players. (C-uppsats i psykologi inriktning idrott, 61-90 hp). Sektionen för Hälsa och Samhälle. Högskolan i Halmstad

Nurdianti, Astri. (2020), *The Application of Self Talk Strategy In Teaching Speaking Skill*. Thesis. Makassar: FKIP Muhammadiyah Makassar

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.

O"Malley, J. M., et al. (2002). *Learning strategies in second language acquisition*. Cambridge:Cambridge University Press.

Parvizi, (2012). Effect of attentional focus of self-talk on anxiety and learning under pressure. *European Journal of Experimental Biology*. Pelagia Research Library

Pollard, Andrew. (2008). *Reflective Teaching*. 3rd Edition: Evidence Informed Professional Practice. Continuum International Publishing Group

Recap. (2004). *Positive Self Talk. Strategies and Their Achievement in Speaking: A Case Study at SMP Negeri 3 Padang Panjang*: Commonwealth of Australia

Richards. J. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.

Sugiyono. (2013). *Metode Penelitian Kualitatif*. Bandung: Alfabeta

Tarigan, H. Guntur. (1990). *Prinsip-prinsip Dasar Metode Riset Pengajaran dan PembelajaranBahasa*. Bandung: Angkasa.

Vygotsky, L. (1978). *Thought and language*. USA: The Massachusetts Institute of Technology.

Zetou, (2014). *The effect of instructional self-talk on performance and learning the backstroke of young swimmers and on the perceived functions of i*t. Democritus University of Thrace, Department of Physical

APPENDIXES

If any