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State Islamic University of Sultan Syarif Kasim Riau

EFFECT OF USING SELF-TALK STRATEGY TOWARD STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE SENIOR HIGH SCHOOL 7 PEKANBARU



**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H/ 2025 M**



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EFFECT OF USING SELF-TALK STRATEGY TOWARD STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE SENIOR HIGH SCHOOL 7 PEKANBARU



BY

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SIN. 111910420607

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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toward students' speaking skill at Eleventh grade senior high school 7 Pekanbaru” is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others“ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, July 14th, 2025



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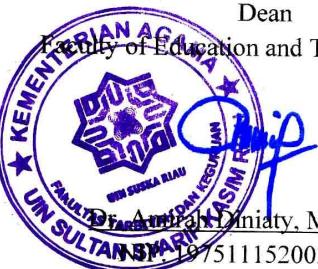

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have encouraged. Motivated even helped the researcher in finishing the paper.

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ABSTRACT

Titania Putri Respati (2024): Effect of using Self-Talk Strategy toward Students' speaking skills at Eleventh grade SMAN 7 Pekanbaru

The objectives of the research were to investigate the students' speaking skills taught by using Self-Talk Strategy and to investigate whether there is an effect on students' speaking skills taught before and after using Self-Talk Strategy. In this research, the research design was pre-experimental research. The population of the research was the SMAN 7 Pekanbaru 2024/2025. The total number of populations was 146 students. The sample researcher taken from one class. In this research, the researcher used pre-test and post-test to collect the data to find out the students' Speaking Skills. The technique of analyzing data was a Wilcoxon Test through SPSS version 22 and t table formula. The researcher found that sig (2 tailed) was 0,02 less than 0,05. It means that Ha is accepted and Ho is rejected. In other words, there is a significant effect in students' speaking skills before and after using Self-Talk Strategy at Eleventh Grade students of SMAN 7 Pekanbaru.

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ABSTRAK

Titania Putri Respati (2024): Pengaruh Penggunaan Strategi Self-Talk terhadap Keterampilan Berbicara Siswa Kelas XI SMAN 7 Pekanbaru

Tujuan dari penelitian ini adalah untuk menyelidiki keterampilan berbicara siswa yang diajarkan dengan menggunakan Self-Talk Strategy dan untuk menyelidiki apakah ada pengaruh pada keterampilan berbicara siswa yang diajarkan sebelum dan sesudah menggunakan Self-Talk Strategy. Dalam penelitian ini, desain penelitian menggunakan penelitian pra-eksperimental. Populasi penelitian berada di SMAN 7 Pekanbaru 2024/2025. Jumlah total populasi adalah 146 siswa. Sampel peneliti diambil dari satu kelas. Dalam penelitian ini, peneliti menggunakan pre-test dan post-test untuk mengumpulkan data untuk mengetahui Keterampilan Berbicara siswa. Teknik analisis data menggunakan Wilcoxon test melalui SPSS versi 22 dan T table formula. Peneliti menemukan bahwa sig (2 tailed) adalah 0,02 kurang dari 0,05. Artinya Ha diterima dan Ho ditolak. Dengan kata lain, ada pengaruh yang signifikan dalam keterampilan berbicara siswa sebelum dan sesudah menggunakan Self-Talk Strategy pada siswa Kelas Sebelas SMAN 7 Pekanbaru.

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ملخص

بيانيا بتزري رسباتي، (0202): تأثير استخدام إستراتيجية الحديث الذاتي في مهارة الكلام الذي التلميذ في الصف الحادي عشر في المدرست الثانيت الحكيم⁷ بكنبارو

ذَفْ رُّا ابْحَثْ إِنْ دَسَّاسْ يَاسَةَ انْكَلَوْ نَذْ انْخَلِيْزْ انْزِرْ حِيْ حَعَهِيْرْ
بَاسْخَذَوْ إِسْخَاحِجْتْ احْدَثْ ازْرَاحْ، اَنْحَقَقْ يَا إِرَا كَاْ اُكْ حَائِشْ فَ
يَاسَةَ انْكَلَوْ نَذِي قَبْمْ بَعْدْ اسْخَذَوْ زِرْ إِلْإِسْخَاحِجْتْ. اسْخَذَوْ ابْحَثْ
حَصَّاً شَبْ حَجَسْبَ، اَجْشَ فَانْدَسِسْتْ اثَاثْ انْكِبْتْ ٧ بَكْلَاسْ
نَهَعَوْ اندَسَاسَ ٢٠٢٠/٢٠٢٢ بَهَغْ عَدْ افْسَادْ اِنْجَحْ اِنْكَهَ ٦٢١ حَهَزْ٠٠،
حِيْ اَخْخَاسْ عَتْهُ يِ صَفْ اَحَدْ. نَجْ اِبَاثَ اَنْعَهَقَتْ يَاسَةَ انْكَلَوْ،
اسْخَذَوْ اِبَاحَثَ اَخْبَاسَا قَبَهَا بَعْدَهَا. حِيْ حَحَمْ اِبَاثَ بَاسْخَذَوْ اَخْبَاسْ
هَكْكِسْ عِبْشَ بَشَابِجْ اِنْحَزِيْتْ اِلْإِحْصَائِتْ نَهَعَهُو اِلْاجْخَاعِتْ ٠٠ صَعْتْ
جَذَلْ ٣. اَطْشَتْ اَنْخَاجْ اَقْتَهْ اِنْذَلَانْ تَأْثَتْ اِنْزَمْ كَاجْ ٢٠٠٢،
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اِنْفَسْضَتْ. بَعْدَهَا اَخْشَ، اُكْ حَائِشْ يَعْ فَيَاسَةَ انْكَلَوْ نَذْ انْخَلِيْزْ
قَبْمْ بَعْدْ اسْخَذَوْ إِسْخَاحِجْتْ احْدَثْ ازْرَاحْ فَانْصَفْ اِنْحَادْ عَشْ بَانْدَسِسْتْ اثَاثْ انْكِبْتْ ٧ بَكْلَاسْ.

الكلمات المفتاحية: إستراتيجية الحديث الذاتي، مهارة الكلام، التلميذ

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in the communications, and it is being used as a means of communication between the nations around the world. As the international language, English was very important and have a lot of interrelationships with various aspects of life owned by humans. In Indonesia, English is regarded as the first foreign language and taught officially of elementary school until to university level.

In English, there are four skills to control; they are listening, speaking, reading, and writing. Speaking was the ability to the process of communicative competence, pronunciation, intonation, grammar, and vocabulary increase. For the beginner, speaking exercise was difficult to try. Naturally, they feel confused on the rule, like grammar, vocabulary, pronunciation, and fluency. Some of the students are afraid to be active in speaking class. This makes many students have low scores in English. In speaking class, students should be taught how to speak. Speaking is the most important skill because it was one of the abilities to carry out a conversation on the language. In other to opinions Turk, C (2003: 20) states spoken language first form of communication between humans. From the statement can conclude that speaking was the first skill that should be the first time when someone learning languages.

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Speaking refers to a person's capacity to use language to vocally express, share, and convey thoughts and feelings to other people. We use a variety of body parts, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips, to produce sounds when we speak. Speaking ability is crucial, particularly in educational settings. For students to have effective speaking abilities, practice is necessary. Students should also focus on developing their speaking abilities because speaking English well is crucial to their academic performance (Creswell, J. W. (2012). On the other hand, kids will have a greater chance of learning English if they have strong speaking abilities. Students need to develop their speaking abilities to communicate.

Learning English is crucial for students and academics as it unlocks a wealth of educational and career opportunities. Since English is the primary language for many academic resources, including journals, research papers, and textbooks, proficiency in the language gives students access to a broader range of knowledge. Moreover, English facilitates international collaboration, allowing academics to engage with peers from different countries, share research, and participate in global conferences. For students, learning English can improve communication skills and critical thinking, which are invaluable academic settings. Ultimately, mastering English helps students and academics connect with the global academic community, broaden their career prospects, and stay updated with the latest developments in their fields.

SMAN 7 Pekanbaru was chosen by researcher as one of the best high schools in Pekanbaru. However, some students had weak speaking skills, and

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researcher discovered various issues in SMAN 7 Pekanbaru students. Based on investigation from the Teacher at SMAN 7 Pekanbaru, the students have problems with speaking skills, such as students being lazy, nervous, and having a problem with their confidence to learn English. In the context of Curriculum13, the learning objectives for speaking in English focus on developing students' ability to communicate effectively in a variety of contexts while fostering cultural awareness and critical thinking. To students" participate in English subjects especially speaking components, that is complex conversations and deliver presentations on various topics. (KKM), Based on the objective of the teacher"s syllabus about narrative text, the score is 75. This includes follows standardized oral presentations, group discussions, role-playing.

These objectives aim to equip students with the skills to engage in everyday conversations, conduct group discussions, express opinions, and solve problems collaboratively. The curriculum encourages students to practice both narrative and descriptive speaking, allowing them to tell stories, describe objects or events, and articulate their thoughts clearly. Presentation skills are also emphasized, with students learning how to prepare and deliver structured presentations. Alongside these technical skills, Curriculum 13 integrates cultural elements, encouraging students to discuss cultural differences and similarities within English-speaking contexts. Ultimately, these objectives work together to build students' confidence and proficiency in spoken English, preparing them for real-world interactions and a more

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connected global community. Teachers should provide the appropriate environment for students to feel at ease when learning English, particularly when speaking.

The path that must be taken is to become a student mentor. (Khansa khairunnisa & Roesellaningtias, 2022) Students must participate in all class activities under the supervision of the teacher because under the supervision of the teacher, students can feel more daring, confident, and less frightened to make mistakes. Students may successfully carry out oral communication not only due to their competency but also due to the correct approach utilized by a teacher that makes students feel comfortable and easy to learn English.

Based on the reasons stated above, Self-Talk is a solution to this problem. Previous on the Research the students' ability to communicate orally is not solely dependent on their ability. The researcher believes that the Self-Talk strategy can help students with their English-speaking skills. (Rakhmadiyah, 2023) The Self- Talk strategy is a form of language learning approach in which the learner becomes a part of the community. This strategy involves students in active speaking, presenting their ideas and opinions, in order to train students' speaking skills using polite and accurate language

Therefore, in order to fill in the blanks, the researcher raised this issue to be investigated. Based on the background that has been mentioned above, the researcher will investigate effect of using Self-Talk Strategy entitled "Effect of Using Self-Talk Strategy Toward Students' Speaking Skill at Eleventh Grade Senior High School 7 Pekanbaru".



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B. Problem of The Research

1. Identification of the Problem

Problem Identification must be considered to convey The Problem in this research is clear and explains The Problem arises as a Problem from the background of this research.

- a. Why of many students" are nervous and afraid in using English conversation?
- b. Why of students are having a problem with their confidence?
- c. What is the problem students have a lack of the students" participation in the classroom to practice English-speaking skills?

2. Limitation of the Problem

After describing the identification of the problem above, it is needing the limit and focus of using strategy. This research is focus on the application of self-talk strategy in improving students" speaking skill in SMAN 7 Pekanbaru

3. Formulation of The Problem

Based on the limitation of the problems stated above, the researcher formulates the problems as follows:

- a. How are the students" speaking skill before using self-talk strategy?
- b. How are the students" speaking skill after using self-talk strategy?
- c. Is there any significant difference of students speaking skill before and after using self-talk strategy?

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D. Objectives of The Research

Based on formulation of the problem, the researcher formulates the objectives of the research as follows:

1. To describe students' speaking skill before using self-talk strategy.
2. To describe students' speaking skill after using self-talk strategy.
3. To examine whether there is any significant difference of students speaking skill after using self-talk strategy or not.

D. Significance of the Research

This research has theoretical and practical significance. Theoretically, this study should offer precise understanding regarding the use of self-talk to help students develop their speaking skill. Practically, this study aims to help teachers know the other strategies that may positively affect to students' ability in English learning at school. The results of this study can be utilized as a guide to help English teachers enhance their students' speaking skill. The application of the self-talk strategy was anticipated to help students' speaking skill. Since employing the self-talk strategy would make learning English more enjoyable. For upcoming researchers, it is hoped that this study will serve as a model for conducting additional research on a related subject using a new research design or even research approach.

UIN SUSKA RIAU

E. Definition of The Key Term

In order to avoid misunderstanding about the title and content of this research, the researcher explains the terms used in this research, as follows:

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1. Self-talk strategy

Self-talk is how you talk to yourself. 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.

2. Speaking Skill

Speaking skill is an ability which owned by each individual to convey ideas, feelings and verbal message also one of the language skills as speaking skills articulation of sounds or words to express, and explain opinions or thought thoughts to a person or group. Speaking is one aspect of language skills possessed by a person closely related to aspects of other language skills. Between talking and listening, speaking by writing, speaking by reading. Speak must be trained so that students are proficient in speaking. (Rakhmadiah, 2023)

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking

Speaking is an important skill that plays a role in communication. In Linguistics, it is generally noted that speech is primary and writing secondary. (Iverson & Dervan, n.d.) Linguistics comes third because all languages are spoken, and only parts of these languages are written. By speaking, people can express and convey their ideas and thoughts to build communication. As defined by Brown that speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information (Brown, 2000). Conversely, the ability to communicate ideas and information using suitable language so that listeners may grasp them is referred to as speaking skill.

From another perspective, Hornby defines speaking as making words used in ordinary sounds, pronouncing words, knowing and being able to use language, expressing oneself in words, and speaking. (Hornby, 1995). In addition, Shumin, as quoted in Richards and Renandya, said that speaking a foreign language requires more than just knowing

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its grammatical and semantic rules. (Jack, etc,2002). Additionally, learners need to understand how native speakers use language in circumstances of structured interpersonal exchange where a variety of variables interact.

In addition, Theodore Huebner said that language is basically speech, and speech is basically communication through sound. According to him, speaking is a skill that is used by someone in daily life communication both at school and outside (Huebner, 1959). It takes a lot of repetition to learn skills. It is not essentially an intellectual process, but rather a neuromuscular one. It entails being proficient in both sending and receiving communications. In other words, speaking is our way of expressing or exchanging thoughts and feelings using language. Usually, people have a communicative purpose by producing verbal utterances. They may want to give their opinion, express feelings, retell stories, etc.

b. Aspects of Speaking

There are five aspects or components of speaking, namely: pronunciation, grammar, vocabulary, fluency and comprehension (Brown, 2000).

1) Pronunciation

Pronunciation refers to the matter of the sounds we use to

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make meaning. This includes attention to specific sounds of a language (segments), aspects of speech beyond the level of individual sounds. Such as intonation, phrases, stress, timing, rhythm (suprasegmental aspect), how sound is projective (sound quality), and in its broadest sense, attention to gestures and expressions which are closely related to the way we speak language.

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 1989). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2010). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing,

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and more peripherally even gesture, body language and eye contact. (Yulia & Saukah, 2021). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2) Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Alosh, 2022). Moreover, the other definition of grammar refers to the set of rules that allow us to combine words in our language into larger units (Sidney Greenbaum, 2002). The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 1991). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in

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each communicator.

Moreover, grammar is the study of how words combine to form sentences (Nelson, 2019). Thus, from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words. (Batko, 2004)

Grammar is one of the structured sets of rules that govern the composition of phrases and words in any language. There are three basic grammars, as follows:

a) Etymology

Etymology is the study of how to properly arrange English letters into English words.

b) Orthography

Orthography is a system of spelling of language or translation of language sounds in the form of writing or symbols. Orthography includes issues of spelling, capitalization, decapitation, and punctuation. The material discussed in orthography is: letters, words, and syllables.

c) Syntax

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Syntax is the study of how to organize English wrds into appropriate sentences. It can also be said that syntax is part of grammar that studies the process of sentence formation.

3) Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Na & Hipertensiva, n.d.). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

Vocabulary is a basic building block of language learning.

Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when

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teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Jack C. Richards, n.d.). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Hiebert & Kamil, n.d.)

In addition, vocabulary is defined as follows: the large collection of words and phrases usually arranged and described or defined alphabetically, the number or stock of words used by individuals or occupational language groups or in relation to a subject (language scope) and all foreign language textbooks first the words and phrases taught or used. According to Webster, vocabulary is defined as

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follows: the large collection of words and phrases usually arranged and described or defined alphabetically, the number or stock of words used by individuals or occupational language groups or in relation to a subject (language scope) and all foreign language textbooks first the words and phrases taught or used (Philip Babcock Gove, 1981).

4) Fluency

Fluency is a set of language skills related to the speed and ease with which language learners perform one of the four core language skills namely speaking, listening, reading and writing. Although the concept of fluency is related to the four language skills, it tends to be most closely related to speaking. Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard Lucy, 2008)

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5) Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen, 2007) Consequently, it can be said that comprehension in speaking relates to the speakers' awareness of what they are saying to the listeners in order to prevent miscommunication; it also serves to facilitate the listeners' ability to quickly assimilate the speaker's knowledge.

c. Types of Speaking

According to Brown (Brown, 2003) mentioned that proposed five types of speaking as explained in the following:

1) Imitative

These types of speaking required the test takers to copy a word, phrase or a sentence. Pronunciation was the main aspect of the assessment although grammar also took part

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as the scoring criteria. What needs to be highlighted in imitative speaking was that the communicative competence of the language was not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them was solely the information they hear.

2) Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning was needed to respond certain tasks but the interaction with the counterpart was minimal. The activity sample was reading aloud, sentence and dialogue completion.

3) Responsive

Authenticity in a conversation was important. Therefore, the speaker was stimulated to speak promptly. To respond a short conversation, making a simple request comment was a kind of activity that belongs to this type of speaking.

4) Interactive

The load and complexity of the sentence was the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

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5) Extensive

Extensive speaking involves wide range of speech production. Also, the speaker needs to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking was the ultimate speaking skill that required strong language components.

Based on the explanation above, this research focused on intensive speaking because it related to the function of intensive that was designed to practice speaking with some grammatical aspects of language. It meant that intensive performance was activity of practicing speaking the students focus on forms of language.

d. Acting to Promote Speaking

Extensive speaking involves wide range of speech production. Also, the speaker needs to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking was the ultimate speaking skill that required strong language components. Based on the explanation above, this research focused on intensive speaking because it related to the function of intensive that was designed to practice speaking with some grammatical aspects of language. It meant that intensive

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performance was activity of practicing speaking the students focus on forms of language. Many classroom activities to do for developing English speaking skill of students. They can be adapted to the needs of the students, the materials and the available learning resources in the class. According to (Suban, 2021) were some practical activities commonly done in speaking class:

1) Dialogue

Dialogue was a conversation between two or more people and there should be feedback in it. In English learning, dialogue was used for practicing language function such as greetings, leave taking, showing gratitude, asking for help, asking for attention, agreeing etc. In classroom practice of speaking, the teacher usually gives a text script then the students decided into a pairs or group or they have to memorize the dialogue then perform it in front of the class and their friends. They could perform in various ways based on the emotion and situation in the script such as happily, slowly, angrily, fast or cheerful.

2) Survey

One of the exciting techniques to provoke conversation and exchange opinion could be done by using

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questionnaires and surveys. (Britwash Council (n.d) noted that doing surveys in the classroom can be useful way to make the students to interact, produce the form of questions, collect and analyze real information. This technique be better if the students make a plan and learn their own questions. It was recommended that the survey be better built around the topic that the students have learned before. Because the function of the topic can be input for students to design the survey. the input helps the students to activate all their language knowledge and generate new ideas in designing the surveys. Besides, the students find the natural used of language much more meaningful Before designing the survey, the teacher may pre-teach the words and tell stories related to the topic. By so doing, the students were exposed to move vocabulary and ideas. After that, the students sit in pairs to plan their survey questions. After constructing the questions, the students go around the class to ask other students and note their responses. During this activity, the teacher wasteness and prompts when necessary. When they survey was fin washed, the students voluntarily sheer their exciting experiences while conducting the survey. the teacher needs to introduce types of survey

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questions such as open-ended and close ended questions.

3) Picture description

One of the ways to provoke conversation was asking the students to describe the pictures. It can make the students to explore their vocabularies and their creativity to present the story based on the picture given. This strategy was also useful because the students could know the situation outside that was in the picture without seeing the real thing directly. First, the students were divided into several groups. Each group has the opportunity to discussed and explain several pictures. The pictures were described in sequence. When describing the picture, each group should show the picture to their friends in front of the class. They were given 5 minutes to explain. They could explain in as many sentences as they know how to relate to the picture. Then this group continue to describe next picture. This technique encourages reluctant students to take a part in the speaking practice of the group

4) Picture differences

The variation of picture description was picture differences. This activity was done in a pair. The goal of this activity was to find out the differences in each picture. To begin this speaking practice, each student

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should memorize each different pict given. Then, they identify their pictures and highlight details information in the picture. After identifying the picture, each student can compare answers with their pair's. They identify, compare and contrast the two pictures. This activity produces plenty of purposeful question and answer exchanges. The necessary vocabulary was specific and likely predictable. So, it was suggested to discussed and write up these adjectives and vocabularies in the white board.

5) Information gap

Communicative language learning emphasizes the need for meaningful communication; thus, the students have a genuine reason to talk, they learn to use the language more effectively. Information gap offers an activity that stimulates students to interact to get the intended information to complete a task. Using this technique, the students were paired (sometimes in a group), and both partners were given the same text with different parts. To obtain the mw information, both partners need to interact using relevant language without looking at each other text because each of them has the information another does not have. By the end of the interchange, both sides

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in possession of the total amount of information.

6) Role play

Role play was a way to playing roles that were emphasized on each individual with various figures perception and feeling. Role play method was emphasized to every individual student in acting a character in a drama who concerned. With the role play method, students were expected to play various figures and experience in various situations. If role play method well planned, can inculcate skill responsible and work together with others, appreciate other people's opinions and take dissuasions in group work.

7) Story Retelling

Story retelling was suitable to improve students' vocabularies and pronunciation also develop their creativity. Story retelling helps students develop integrated language skills at once; listening, speaking, reading, writing, interactional, vocabulary and literacy. The students essentially retell a story that they have read in their own words and sentences. When telling the story, first, they have to remember the story and reconstruct memories, ideas then internalize them. Language expressions were used to make the story come alive. The

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speech also varies terms of volume, dynamics, rhythm, intonation and expression of body language to encourage stronger message.

8) Story Completion

Story completion was an exciting and fun activity in the class. In using this technique, the students sit in a circle. The teacher starts telling a story, but after a few sentences, teacher stop telling story. Then, each student takes a turn to continue telling story in four to ten sentences. Students could add a new character, event, description and develop the story. In this way, the students build confidence, interest and improve themselves. This technique gives students the opportunity to relate their imagination and creativity in a casual way. The students were also encouraged to make a point of view on the story. Here, the students' voice was heard inside the class. Each students get the same opportunity to contribute and building the story in a activity that was not intimidating.

2. Self-Talk

a. Definition of Self-talk Strategy

Self-talk is an activity to entertain students about themselves, others define; as a strategy in which adults explain what students are doing. The definition of being taught

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states that self-talk is an activity of talking to oneself with students who come to mind. Self-talk also means making positive statements to help someone get through a challenging task. (Barnhardt, Sarah. 1997). Many definitions of self-talk have been put forward by experts, but one that is known is that it is a strategy to help students grow more self-aware, which affects their emotions and knowledge abilities.

One article offers a comprehensive examination of Literature Speaks for Itself in a review. Self Talk serves at least two functions which can be instructional in nature and motivational. Hardy also concluded that Self Talk is multidimensional in nature. Self talk can be seen as verbal statements addressed to oneself. Self talk serves at least two functions, it can be instructional and motivational. Hardy also concludes that Self Talk is multidimensional in nature (Hardy, 2006)

Self-talk provide much more advantage for students who applied it right. It can build a strong mentality much needed in the learning process. By applied positive self-talk, students can build their mental facing the task of any can and problem. They barely trying to find a problem solving and trough way whatever they can. Like a hard can only be carried out if

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students believe in themselves. Another advantage of self-talk is that decreasing shyness and fear. Many students feel embarrassed when they were asked to do the skills or speaking in front of other people.

Right application self-talk can be a solution to this problem is so that the students it be brave enough to appear in front of the people because they are the one who convinced themselves that they can do it. Self-talk can also reduce students' fear. Many students decided not to show alone or answering the question asked the teacher because they were afraid to make a mistake. They are afraid of humiliating themselves if they do something or answer a question wrong. If the students are fear to make a mistake, it means the learning process is not running well.

Self-talk can significantly solve this problem and create students centered learning successfully. Self-talk also teaching students to have self-responsible where they are not fully responsible for the success of their performance. In addition, the students who take responsibility to learn to them and show self- management characteristics, are active and involved, and practice self- encouragement or positive self-talk tend to be aware of success in obtaining a language from a distance (Hurd,2000). Therefore, through this researcher to further discuss

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self-talk strategy in the area of teaching speaks foreign language skill to learners.

There are self-talk strategy steps: first, identify what students want to achieve. Second, adjust self-talk to the needs of students. Third, practice different self-talk in students' writing consistently. Fourth, make a specific self-talk plan. And the latter perfectly trains self-talk plans. (Collin and Richards, Journal of personality and social psychology)

This definition leads to the conclusion that self-talk has at least two functions, namely motivational and educational. Students that use self- talk strategy might become more imaginative, confident in themselves, and motivated to apply their past knowledge to their speaking abilities.

b. Kinds of Self-Talk Strategy

There are two kinds of Self-Talk, namely positive Self-Talk and negative Self-Talk. Positive Self-Talk is self-talk that can encourage students to believe in themselves and empower them with the power to do more than they expect. (Effendy. 2003) Positive self-talk in childhood might highlight chances for the development of receptive language. This is due to the fact when learners plan and explore their surroundings, preschoolers communicate a lot about themselves.

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On the other hand, negative Self-Talk can make students doubt their skills and tend to overlook their advantages. Low self-efficacy brought on by negative Self-Talk can keep students from finishing or even starting new tasks. Students who talk negatively to themselves quit up easily and experience numerous failures.

c. The Implication of Self-Talk Strategy

Here, the teacher's roles are very crucial in the matter of guiding the students to apply the strategy and succeed in mastering speaking. Thus, teaching speaking skill to the foreign language learners is significant as well. A competence and fluency in convey of idea or thinking, speaking is able to be one of the intellectual capitals to students in the face of a global the world. (Rakhmadiyah, 2023)

A teacher to explicitly introduce a strategy that students can use to help them more in tried task. Before applied who learned strategy- in this case- strategy that Self-Talk in language teaching, a teacher to be the first introduced and made students know about it. Although self-talk is a strategy to skills performance, but must be well understood by students about how to apply it and what they will get after applied it. In the pursued a Self-Talk strategy in speaking class, a teacher who had to have the knowledge of his or her

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mind a role in self-talk and the steps or procedure of pursued a Self-Talk strategy.

Self-talk as one of the productive learned a strategy that cannot be applied directly by the students themselves. They need to the model instruction clear about how to apply it so that they do not practice it in the wrong way. This was the role of teachers in introduced and the instruction for students the pursued of strategy of Self-Talk in speaking class and realize them on the advantage they get after applied was good. Before the start of the class, the teacher to introduce Self- Talk strategy of the first to students. The introduction not only can be done orally but also the teacher can make introductory interesting like displays a poster in class with a strategy. The posters help students remember what it means strategy. The teacher can also use the posters to remind students to use a strategy. The teacher can model for students how to use a strategy of Self-Talk with said. The teachers can then explain that students can use this strategy themselves emphasizing the most students may have used in other areas of learning language. The teacher can follow-up on an explanation with work individually with students to encourage them. One teacher who taught learn strategy, including self-talk, made comment, "...task does not look so

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overwhelming...students was trying to this now, while before they might just see it. They have tools and make it easier to them.” Therefore, when the teacher has managed to introduce and impressed students with a strategy, it would be easier in applied in speaking class.

One effective learning technique that students can apply directly to themselves is self-talk. To prevent practicing it incorrectly, students must receive explicit model instructions on how to use it. It is the teacher’s responsibility to introduce and provide instructions to the students.

d. The Elements of Self-Talk Strategy

When implementing the self-talk strategy in speaking classes, the teacher needs complete the following tasks:

- 1) Language objective: Prepare and present a one-minute presentation to the class
- 2) Strategy objective: Use positive self-talk to complete the task of learning language and increase feelings of self-efficacy and limit the use of self talk negative.
- 3) Materials; Learning about Narrative text in using self-talk
- 4) Procedures: There are 5 Procedures to Chamot, A. U. (2009)
 - a) Preparation
 - 1) Asking students if they spoke to themselves as they prepare to do and do something new, such as driving to

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the location of the new.

2) Asking students whether they use self-talk when they are preparing for learning language task.

b) Presentation

Tell students that they well practice using self-talk because they prepare to and perform the task who spoke in English.

c) Practice

Tell students that they will now the practice use self-talk strategy to speaking task.

d) Evaluation

After the students finish worksheet and giving a presentation them, discuss as the role of self-talk as students ready to and carry out speaking task.

e) Expansion

Teaching and guiding for students' positive self-talk in words and phrase from the impulse target language.

B. Relevant Research

There are some previous researches on self-talk strategy conducted research by (Rakhmadiyah, 2023) that entitled "The Implementation of Self- Talk Strategy in Improving Students' Speaking Skill at Seventh Grade of Smpn 3 Jember in 2022/2023 Academic Year State Islamic

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University of Kiai Haji Achmad Siddiq Jember Faculty of Education and Teaching Training June 2023". Conducted research to find how was self-talk strategy able to improve speaking skill at seventh grade students. By her research found that students were interested in learning by conducting the self-talk strategy and they felt enthusiastic in doing assignments since the researcher gave the large opportunity for the students freely practicing in talking.

Next research by (khansa khairunnisa & Roesellaningtias, 2022), conducted research that entitled "The Effectiveness of Using Self-Talk Strategy to Improve Students English Speaking Skill of the Eleventh Grade Students at Smkn 1 Bagor in the Academic Year 2021/2022". this research aims to find out students' achievement in speaking skill before and after applying Self-Talk Method and the effectiveness before and after being taught using of Self-Talk Method to improving students' speaking skill. This research found that There is significant effectiveness before and after being taught using of Self-Talk Method to improving students' speaking skill at the second years of SMKN 1 Bagor.

Another research was conducted by (Humairoh, 2022), conducted research that entitled "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 ". The researcher made lesson plans, actions, observations and reflecting to know how far the learning process can improve students" speaking skill.

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The researcher teaches English by Self-talk strategy to improve their speaking skill and the online learning research. From the researcher's result, the researcher concludes that self-talk strategy can improve the students' speaking in the teaching learning process.

Based on the relevant research above, the researcher found a similarity from that research, the similarity is those are using self-talk method. However, the differences of the research and this study are the instrument, the total sample, time and location, techniques and analyzing data.

C. Operational Concept

In this research, the operational concept is very important to use, because with this operational concept, it is able to prevent misunderstanding of meaning or explanation in scientific papers. Syafi,i (2015) states that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing. (2015, p. 103). In analyzing the problem in this research, the author uses two variables, namely the use of Self-talk Strategy as the independent variable (x) and the students', speaking skill ability in front of class (related with confidence), as the dependent variable (y).

1. Indicators Self-Talk Strategy

The variable X in this research is Self-Talk Strategy. Variable x is the variable that causes change or existence of the dependent

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variable. In concept independent, this variable is the cause of the existence of the other variables. Adopting to Meriahna and Indari (2022), there are several steps in the self-talk strategy procedures, namely:

- a) The teacher introduces students the meaning of self-confidence in speaking English.
- b) The teacher provides opportunities for students to brainstorm skills or activities that require self-confidence and acceptance of mistake to succeed.
- c) The teacher facilitates discussion by explaining how to use the self-talk (positive self-talk) strategy for language learning tasks.
- d) Students complete the task worksheet individually.
- e) Students practice the task using self-talk and then present it with speaking in front of the class.
- f) The performance speaking skills will be assessed based on indicators used as student evaluation
- g) Teach and guide students to using „self-talk“ in words and phrases to achieve better improvisation in speaking skills.

2. Indicators Speaking Skill

The Y Variable in this research is Speaking skill. Variable y (dependent) is the variable that influenced or which is a result of the existence of an independent variable. According to Koizumi *et al* (2022) there are five aspects or components of speaking, namely:

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grammatical accuracy, grammatical complexity, vocabulary, pronunciation, and fluency.

a. Grammatical accuracy

Students are able to speak with grammatical accuracy and appropriate. Accuracy in this context is defined as the speak performance deviates from a norm and assesses all types of errors such as verb tense and plural markers.

b. Grammatical complexity

Students are able to speak with linguistic complexity includes the use of a wide and varied range of sophisticated structures and vocabulary and also correct verb tense.

c. Vocabulary

Students are able to speak with proper words or vocabularies to describe story. Vocabulary covers lexical accuracy and appropriateness and the range of words and phrases used.

d. Pronunciation

Students are able to speak with correct varied features of speech, such as individual sounds, pitch, volume, speed, pausing, stress and intonation.

e. Fluency

Students are able to speak with smoothness, efficiently mobilizing of speech features such as articulation rate, pause ratio, and mean duration of silent pause.

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D. Hypothesis and Assumption

1. Hypothesis

In this research, the researcher formulates the hypothesis of the research as the following:

Null hypothesis (H_0), there is no significant difference between students' speaking skill before and after applying Self Talk Strategy.

Alternative hypothesis (H_1), there is significant difference between students' speaking skill before and after applying Self Talk Strategy.

2. Assumption

Based on the theories and explanations above, the researcher assumes that Self talk strategy is a variable that influences for students' Speaking Skills.

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CHAPTER III

RESEARCH METHOD

A. Research Design

Research needs an appropriate method so it can be used as a reference in planning, analyzing and conducting research properly. This study uses a quantitative method with a pre-experimental research design. According to Creswell and Creswell (2023), quantitative is a type of method that based on approach relationship between measurable variables, where the data was analyzed using statistical procedures. In quantitative, data was presented in the form of numbers instead of words.

To ensure the method or approach is compatible to the research objectives, a research design was required. In this study, pre- experimental research was chosen as the research design. Experimental research is a study to find out a treatment has an impact in a controlled scene, or its also known as „cause-effect“ research. Meanwhile, pre- experimental is a research design that aims to get data on a group by do observations before and after treatment (pretest- posttest) (Alwi *et al.*, 2023). This design be used to measure student abilities before and after giving treatment. The plot of this, was presented by table III.1.

Table III. 1
Research Design (Alwi *et al.*, 2023)

Pre-test	Treatment	Post-test
O ₁	X	O ₂

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Where : O_1 : Pre-Test

X : Treatment O_2 : Post –Test

Subject and Object of the Research

The subject of this research was students in XI Class at SMAN 7 Pekanbaru. The object of this research used Self-Talk Strategy.

Time and Location of the Research

The study was conducted from July 2024 to September 2024. The place of this study was conducted at SMAN 7 PEKANBARU

D. Population and Sample

Determining population and sample is one of the important keys in research. According to Tojiri *et al.* (2023), a population is a large group of individuals or objects that be the focus of research. While a sample is a representative or small part of the population that will be tested. The population of this research was the eleventh-grade students of SMA Negeri 7 Pekanbaru, in Academic Year 2024/2025. The number of total populations is 146 students. This data presented by Table III.2.

Table III. 2
Populations of the Research

NO	CLASS	POPULATIONS
1	XI IPA 1	30
2	XI IPA 2	30
3	XI IPA 3	29
4	XI IPS 1	28
5	XI IPS 2	29
TOTAL OF POPULATION		146

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After population was known, the next step is selecting sample. In this study, the purposive sampling technique was chosen. The sample of this study was taken by using purposive sampling technique. Purposive sampling (judgmental sampling) is used in both qualitative and quantitative research (Johnson & Christensen, 2012, p. 235). This technique was taken because of some purpose the first based on students' background knowledge the same grade of class, material, and characteristic. The second reason, because as the English teacher said the most of problem that happened was in XI IPS 1. So, it was recommendation by English teacher at the school to suggest the researcher in taking the sample.

E. Technique of Collecting Data

In this research, the test was used as technique of collecting data. Tests are one of many kinds of data collection instruments that aim to evaluate individual's knowledge or skills and can be done in writing or orally (Abdullah *et al.*, 2022). In this research, the instrument for collecting data was used the oral tests (speaking way) and then record it. This instrument used to find out student's speaking skills by using „Self Talk Strategy“ and whether there is significant difference of using this strategy or not. According to Alwi *et al* (2020), this collection technique was included in two of the three part of pre-experiment research. The plot of this stage can be seen in Figure III.1.

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Figure III. 1

The plot of Collecting Data



1. Pre-test

Pre-test is a test in the first, before treatment is given (Abdullah *et al.*, 2022). Pre-test was given to the students before the applying „Self Talk Strategy“ in reading 35 comprehensions. The pre-test was conducted to find out and measure the students' early knowledge of speaking accuracy regarding pronunciation and vocabulary; also, fluency regarding pauses and hesitation. In evaluating the student's ability, the researcher used the indicators of reading comprehension. It consists of five indicators.

2. Treatment

In the treatment, the researcher conducts a treatment by using „Self Talk Strategy“. It will be done six times, each meeting run for 80 minutes. The procedure to do the treatment was:

- First, researcher as the teacher would ask students if they spoke to themselves as they prepare to do and do something new, such as driving to the new location and also ask the students whether they use self-talk when they are preparing for learning language task.
- Second, the teacher would tell students that they well practice using self-talk because they prepare to and perform the task who

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spoke in English.

- c) Third, the teacher would tell the students that they will now the practice use self-talk strategy to speaking task.
- d) After the students finish worksheet and giving a presentation. then, discuss as the role of self-talk as students ready to and carry out speaking task.
- e) The teacher would do teaching and guiding for students' positive self-talk in words and phrase from the impulse target language.

3. Post-test

Post-test is a test in the second stage (Abdullah *et al.*, 2022).

Post- test is given to students after implementing the „Self Talk Strategy“. There are five indicators of reading comprehension; each indicator was represented by four questions, so, the total number of the test is twenty items. This test was given to class complete the treatment. Post-test was conducted to determine student's improvement in speaking accuracy and fluency after giving treatment. In assessing the students' speaking skill, the researcher was given a speaking assessment in scoring the performance of the students' speaking skill in accuracy and fluency.

According to Hasibuan (2023), the score rubric shown in table III.3 below.

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Table III. 3
Scoring Rubric of Speaking

Classification for Vocabulary	Score	Criteria
Excellent	5	Use vocabulary or idioms like a native speaker
Very Good	4	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Good	3	Speak with limited vocabulary and frequently uses the wrong words
Average	2	Misuse of word and very limited vocabulary
Poor	1	Vocabulary limitations so extreme

Classification for Pronunciation	Score	Criteria
Excellent	5	Speak with accent and pronunciation always clear/ accurate
Very Good	4	Speak with pronunciation are usually clear/accurate though has a few problem areas
Good	3	Pronunciation errors sometimes and it difficult to understand
Average	2	Pronunciation problems were more and hard to understand
Poor	1	Speak with very hastily, and more sentences are not appropriate in pronunciation

Classification for Hesitation	Score	Criteria
Excellent	5	Speak with no hesitation or break in communication
Very Good	4	Speaks smoothly, with little hesitation but not seriously affected
Good	3	Speaks with some hesitation shown, but it does not usually interfere with communication
Average	2	Usually hesitant, which often interferes with communication
Poor	1	Hesitates too often when speaking.

Classification for Pauses	Score	Criteria
Excellent	5	Speak as fluent and almost like native speaker
Very Good	4	Speak flows naturally most of the time but has some pauses
Good	3	Speak choppy with frequent pauses with slightly problems
Average	2	Speak with long pauses and has moderately problems
Poor	1	Speak with too many stopping and there are no complete thoughts

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The assessment was calculated based on rubric indicators with a score scale is 1-100. It was applied both in the pre-test and post-test. After collecting the data, the researcher classifies the students' score by five classifications. It will be used as the following Table III.4.

Table III. 4
Classification the Student Score

Score	Classification
80 – 100	Very High
66 – 79	High
56 - 65	Moderate
41 – 55	Low
0 – 40	Very Low

Calculating the students' mean score of pre-test and also post-test by using the formula:

$$X = \frac{\sum X}{N}$$

(Nuryadi *et al.*, 2017)

Where:

X = The mean of the data

$\sum X$ = The total score of the test

N = The total number of students"

After all student's scores were known, a distribution table was made based on score values. This table is equipped with a cumulative percentage of each value. In this study was also calculated the percentage of group data based on classification (Table III.4). The data presented in tabular

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form and visualized in pie chart. It was applied both in the pre-test and post-test.

Technique of Data Analysis

In quantitative research, data analysis was carried out using statistical procedures. First, a normality test was carried out to determine whether the data was normally distributed or not. This test was processed using SPSS 22 software. For normality test, the researcher used One-Sample Kolmogorov-Smirnov and Shapiro-wilk Test. Data can be called normally distributed if the P Value (Sig.) > 0.05 , both in Kolmogorov-Smirnov and Shapiro-Wilk (Astuti and Setyaningsih, 2022). The conclusion of the normality test will determine the type of next statistical test. There are two possible tests that can be used in this study, that is the T-test or the Wilcoxon test. The T-test can be used when data normally distributed.

If the data is not normally distributed, then the T-test is not valid for use. So in this case, is recommended to conduct a non-parametric test such as Wilcoxon (Fitri *et al.*, 2023)

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CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Referring to the data analysis and data presentation in chapter IV, the researcher concludes as follows:

1. The students' speaking skill before being taught by using self-talk strategy at SMAN 7 Pekanbaru is in 70,17 (high level).
2. The students' speaking skill after being taught by using self-talk strategy at SMAN 7 Pekanbaru is in 73,96 (high level).
3. There is significant difference of students' speaking skill before and after being taught by using self-talk strategy at SMAN 7 Pekanbaru.

B. Suggestion

After concluding the research, the researcher gives some suggestions for teacher, students, and other researcher. They are presented as follows:

1. For the teacher, the significant improvement observed in students' speaking skills suggests that educators should consider incorporating self-talk strategy as an integral component of their instructional methodology. It is recommended that teachers develop comprehensive implementation guidelines and assessment protocols for the strategy. Furthermore, educators should engage in

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professional development to enhance their understanding and application of self-talk techniques in the classroom environment. The integration of this strategy should be systematic and well-documented to ensure optimal results

2. For the students, in light of the positive outcomes demonstrated in this study, students are encouraged to actively engage with self-talk strategy as part of their language learning process. It is advisable for students to maintain detailed records of their self- talk practice and regularly assess their progress. Additionally, students should focus on developing structured self-talk routines that align with their individual learning objectives and speaking skill development goals.
3. For the next researcher, the researcher hopes that the result of this research could be the references for the researchers who want to study about the use of self-talk strategy in speaking study.

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APPENDIX 1

Lesson Plan of the Eleventh Grade of Senior High School 7 Pekanbaru

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMAN 7 PEKANBARU
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI
Materi Pokok : Narrative Text
Alokasi Waktu : 90 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu memahami sebuah cerita teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
- Siswa dapat mengetahui makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks naratif, lisan dan tulisan
- Peserta didik dapat menceritakan kembali sebuah teks naratif
- dan sederhana, sesuai dengan konteks penggunaannya.

B. Media/alat, Bahan dan Sumber Belajar

Media : Worksheet, Lembar penilaian

Alat/Bahan : Spidol, papan tulis

Sumber Belajar : Buku Bahasa Inggris tingkat lanjut Siswa Kelas

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Langkah-Langkah Pembelajaran***Pertemuan ke-1*****Kegiatan Pendahuluan (15 Menit)**

- a. Datang dengan wajah optimis dan penuh semangat
- b. Menyapa dengan salam dan greeting
- c. Meminta salah seorang siswa memimpin do'a
- d. Memeriksa kehadiran siswa
- e. Mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari
Menyampaikan tujuan pembelajaran

Kegiatan Inti (60 menit)

- a. Peneliti memberikan motivasi untuk memusatkan perhatian pada materi yang akan dipelajari
- b. Peneliti menjelaskan materi tentang Narrative Text
- c. Peserta Didik menyampaikan pendapat terkait materi yang disajikan
- d. Peneliti memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami baik pertanyaan yang bersifat faktual maupun pertanyaan yang bersifat hipotetik dan tetap harus berkaitan dengan Narrative teks.
- e. peneliti memberi feedback atau ulasan

Kegiatan Penutup (15 menit)

- a. Memberikan apresiasi kepada peserta didik yang telah mengikuti proses pembelajaran dengan semangat
- b. peserta didik bersama peneliti melakukan refleksi terhadap kegiatan yang telah dilakukan.
- c. Peserta didik membuat kesimpulan dengan bimbingan guru dan peneliti terkait teks narrative.
- d. Menyampaikan kilasan rencana pembelajaran pada pertemuan berikutnya.
- e. Peneliti menutup kegiatan pembelajaran dengan mengucapkan salam dan mengajak peserta didik untuk berdoa bersama.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Pertemuan ke-2

Kegiatan Pendahuluan (15 Menit)

- a. Datang dengan wajah optimis dan penuh semangat
- b. Menyapa dengan salam dan greeting
- c. Meminta salah seorang siswa memimpin do'a
- d. Memeriksa kehadiran siswa
- e. Mengajukan pertanyaan-pertanyaan terkait dengan materi yang akandipelajari
- f. Menyampaikan tujuan pembelajaran

Kegiatan Inti (60 menit)

- a. Peneliti memberikan tanya jawab tentang Narrative Text sebagai kilas balik pada pertemuan sebelumnya
- b. Peneliti memberikan teks —Bawang Merah Bawang Putih
- c. Siswa diminta untuk meringkas salah satu penggalan teks, kemudian menceritakannya kembali di depan kelas
- d. Peneliti bertanya tentang pemahaman siswa terkait teks yang di berikan

Kegiatan Penutup (15 menit)

- a. Peneliti memberikan apresiasi kepada peserta didik yang telah mengikuti proses pembelajaran dengan semangat
- b. peserta didik bersama peneliti melakukan refleksi terhadap kegiatan yang telah dilakukan.
- c. Peneliti menyimpulkan materi dan menyampaikan kilasan rencana pembelajaran pada pertemuan berikutnya.
- d. Peneliti menutup kegiatan pembelajaran dengan mengucapkan salam dan mengajak peserta didik untuk berdoa bersama.

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Pertemuan ke-3

Kegiatan Pendahuluan (15 Menit)

- a. Datang dengan wajah optimis dan penuh semangat
- b. Menyapa dengan salam dan greeting
- c. Meminta salah seorang siswa memimpin do'a
- d. Memeriksa kehadiran siswa
- e. Mengajukan pertanyaan-pertanyaan terkait dengan materi yang akandipelajari
- f. Menyampaikan tujuan pembelajaran

Kegiatan Inti (60 menit)

- a. Peneliti dan siswa berdiskusi untuk mengetahui struktur naratif yang terdapat dalam resume pada pertemuan sebelumnya
- b. Siswa diminta untuk menyimpulkan dan mempresentasikan kesimpulan di depan kelas

Kegiatan Penutup (15 menit)

- a. Memberikan apresiasi kepada peserta didik yang telah mengikuti proses pembelajaran dengan semangat
- b. peserta didik bersama peneliti melakukan refleksi terhadap kegiatan yang telah dilakukan.
- c. Peneliti menutup kegiatan pembelajaran dengan mengucapkan salam dan mengajak peserta didik untuk berdoa bersama.



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX 2

Syllabus

SILABUS PEMBELAJARAN

Nama Sekolah : SMAN 7 Pekanbaru
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak turut menyatakan sikap terhadap sesuatu, menyatakan ngutipan tidak merugikan dan merugikan yang lain	<ul style="list-style-type: none"> • Responding to expressions of congratulating and complimenting 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak turut yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak turut sikap terhadap sesuatu • Merespon tindak turut menyatakan sikap terhadap sesuatu • Mengidentifikasi makna tindak turut menyatakan perasaan sedih • Merespon tindak turut menyatakan perasaan sedih • Mengidentifikasi makna tindak turut menyatakan perasaan cinta • Merespon tindak turut menyatakan perasaan cinta • Mengidentifikasi konteks situasi 	Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Kritik atau tinjauan

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Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	menyatakan perasaan cinta, dan menyatakan perasaan sedih								
	2. Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutor: menyatakan perasaan malu, menyatakan perasaan marah, dan ngutipan hanya untuk mengekspresikan kepentingan penting yang wajar UIN Suska Riau.	• Responding to narrative texts	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan malu berserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	• Mengidentifikasi makna tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Mengidentifikasi makna tindak tutur menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan marah • Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel • Merespon tindak tutur menyatakan perasaan jengkel	Tertulis (PG dan Uraian)	2 x 45 2 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	menyatakan perasaan jengkel atau sejuring								
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	8.1 Merespons makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • <i>Responding to expressions of congratulating and complimenting</i> • <i>Responding to narrative texts</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Mendengarkan sebuah pengumuman lisan. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok. 	<ul style="list-style-type: none"> • Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu teks yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar. 	Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 1 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	8.2 Merespons makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam penyusunan laporan, penulisan kritik atau tinjauan	<ul style="list-style-type: none"> • <i>Responding to expressions of congratulating and complimenting</i> • <i>Responding to narrative texts</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, 	<ul style="list-style-type: none"> • Mendengarkan sebuah <i>narrative/spoof/hortatory exposition</i> secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Melakukan <i>case building</i> 	<ul style="list-style-type: none"> • Mengidentifikasi main idea dari teks <i>hortatory exposition</i> yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar 	Tertulis (PG dan Uraian) Tugas	1 x 45 2 x 45 1 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Foto/ Poster

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Konteks kehidupan sehari-hari dalam teks berbentuk narrative, spoof, dan hortatory exposition</p> <p>konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative, spoof, dan hortatory exposition</i></p> <p>kepentingan pendidikan, penelitian</p> <p>memperbanyak sebagian atau seluruh karya tulis ini tanpa mengutip hanya untuk mengutip sebagai referensi</p> <p>ngutipan hanya untuk mengutip tidak merugikan kepentingan pendidikan, penelitian</p> <p>ngutipan tidak merugikan kepentingan yang wajar UIN Suska Riau</p>		<p>gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>mampu memimpin)</p> <ul style="list-style-type: none"> Orientasi ke masa depan (punya perspektif untuk masa depan) 	<p>berdasarkan kelompok pro dan kontra.</p>	<ul style="list-style-type: none"> Mengidentifikasi bagian cerita yang lucu Mengidentifikasi solusi dalam sebuah cerita yang didengar Mengidentifikasi kasus yang didengar Mengidentifikasi argumen yang didengar 	Quiz		<p>Gambar Koran berbahasa Inggris Majalah Internet</p>
Berbicara	<p>9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p> <p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>sustained</i>) resmi dan berlanjut dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p>	<p>• Congratulating and complimenting</p>	<p>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>• Percaya diri (keteguhan hati, optimis).</p> <ul style="list-style-type: none"> Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<p>• Bermain peran secara berkelompok</p>	<ul style="list-style-type: none"> Menggunakan tindak tutur menyatakan sikap terhadap sesuatu Merespon tindak tutur menyatakan sikap terhadap sesuatu Menggunakan tindak tutur menyatakan perasaan cinta Merespon tindak tutur menyatakan perasaan cinta Menggunakan tindak tutur menyatakan perasaan sedih Merespon tindak tutur menyatakan 	Performans	6 x 45	<p>Developing English Competencies for Grade XI Senior High School (SMA/MA)</p> <p>Kamus Foto/ Poster</p> <p>Gambar Koran berbahasa Inggris Majalah Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari dan melibatkan tindak turur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih					sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih			
	9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan	• <i>Performing a monologue of a narrative text</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Bermain peran secara berkelompok	• Menggunakan tindak turur menyatakan perasaan malu Merespon tindak turur menyatakan perasaan malu • Menggunakan tindak turur menyatakan perasaan marah • Merespon tindak turur menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel	Tertulis (PG dan Uraian) Tugas Quiz	1 x 45 2 x 45 1 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	meningkatkan kepentingan pendidikan, penelitian dan memperbanyak sebagian atau seluruhnya dalam bentuk tulisan tanpa izin UIN Syarif Hidayah	sehari-hari dan melibatkan tindak turut: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel							
10 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • <i>Congratulating and complimenting</i> • <i>Performing a monologue of a narrative text</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Memberikan sebuah pengumuman lisan secara bergantian 	<ul style="list-style-type: none"> • Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek 	Tugas performance	4 x 45 4 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
	10.2 Mengungkapkan makna dalam esei	<ul style="list-style-type: none"> • <i>Congratulating and complimenting</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja 	<ul style="list-style-type: none"> • Percaya diri (keteguhan 	<ul style="list-style-type: none"> • Mendongeng • Melakukan 	<ul style="list-style-type: none"> • Menggunakan kalimat <i>past continuous</i> 	Tugas	4 x 45	Developing English Competencies

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ta Dilindungi Undang-ndara ng mengutip sebagai ngutip hanya untuk ngutip tidak merujuk ngikan kepentingan yang wajar UIN Suska Riau.</p> <p> dengan mengguna- kan ragam bahasa lisan separa akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p> <p>memperbanyak sebagian atau seluruh karya</p>	<p><i>ting</i></p> <ul style="list-style-type: none"> • <i>Performing a monologue of a narrative text</i> 	<p>keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>hati, optimis).</p> <ul style="list-style-type: none"> • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<p>debat secara berkelompok</p>	<p>dalam menyampaikan spoof</p> <ul style="list-style-type: none"> • Melakukan monolog berbentuk <i>narrative</i> • Melakukan monolog berbentuk <i>hortatory exposition</i> • Menggunakan modal “should” untuk menyampaikan saran • Melakukan debat 	<p>Performans</p>	<p>4 x 45</p>	<p>ies for Grade XI Senior High School (SMA/MA) Kamus Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>
<p>Membaca</p> <p>11 Memahami makna teks fungsional pendek dan sejati berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses informasi pengetahuan</p>	<p>1.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan</p> <p>tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>• <i>Identifying meanings and information in a narrative text</i></p>	<p>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial,</p>	<p>• Percaya diri (keteguhan hati, optimis).</p> <ul style="list-style-type: none"> • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya 	<p>Membaca nyaring bermakna sebuah <i>banner</i>, <i>poster</i>, <i>pamphlet</i> secara individu</p> <ul style="list-style-type: none"> • Mendiskusikan isi teks yang dibaca secara berpasangan. • Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara 	<p>Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar</p> <ul style="list-style-type: none"> • Mengidentifikasi topic dari teks yang dibaca • Mengidentifikasi informasi tertentu dari <i>banner</i>, <i>poster</i>, <i>pamphlet</i> 	<p>Performans</p> <p>Tertulis (PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan		tanggung jawab	perspektif untuk masa depan)	berkelompok.				Inggris Majalah Internet
	kepentingan pendidikan	• <i>Reading narrative texts</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks <i>exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argumen yang diberikan	Performans Tertulis (PG dan Uraian) Tugas Quiz	2 x45 4 x45 2 x45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar	
	1.1.1 Mengidentifikasi makna dalam teks fungsional pendek dan esai berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari	1.1.1 Mengidentifikasi makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan berbagai bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari				<ul style="list-style-type: none"> Mengidentifikasi saran yang diberikan Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca 				
Menulis	12 Mengungkapkan makna dalam teks fungsional pendek dan esai berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan berbagai bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <i>Developing a paragraph of a narrative text based on the pictures</i> 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Menuliskan sebuah banner, poster, pamphlet secara berkelompok dan Mempublikasikan di lingkungan sekolah 	<ul style="list-style-type: none"> Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat draft, merevisi, menyunting Menghasilkan banner, poster, atau pamphlet 	Tugas Unjuk kerja	2 x 45 2 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
	12.2 Mengungkapkan makna dan langkah	12.2 Mengungkapkan makna dan langkah	<ul style="list-style-type: none"> <i>Writing narrative texts</i> 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). 	<ul style="list-style-type: none"> Membuat draft teks exposition dengan 	<ul style="list-style-type: none"> Menggunakan kalimat past continuous 	Tugas Unjuk kerja	2 x 45 2 x 45	Developing English Competencies

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ta Dilindungi Undang-ndara Kompetensi Dasar retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof, dan hortatory exposition</i></p> <p>ngutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan ngutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>		<p>keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<ul style="list-style-type: none"> • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<p>melakukan <i>chain writing</i>.</p> <ul style="list-style-type: none"> • Melakukan koreksi teman sejawat 	<ul style="list-style-type: none"> • Menggunakan kalimat <i>kompleks</i> dalam membuat sebuah cerita • Menggunakan modal “<i>should</i>” untuk menulis saran pada teks <i>hortatory exposition</i> • Menghasilkan teks berbentuk <i>spoof</i> 			<p>ies for Grade XI Senior High School (SMA/MA)</p> <p>Kamus Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>

State Islamic University of Sultan Syarif Kasim Riau

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APPENDIX 3 Instruments of The Research

UIN SUSKA RIAU

1. INSTRUMENT TEST**A. PRE-TEST**

Perform make a story telling about the students' family in front of the class 3-5 minutes

B. TREATMENT

In the treatment, the researcher conducts a treatment by using Self Talk strategy. It will be done six times, each meeting run for 80 minutes. The procedure to do the treatment was:

Learning Activity

First, the researcher as the teacher explained and was gave the example of the material.

The teacher introduced the rules or system of self-talk strategy, explain the strategy as clear as possible

Teacher asks the students to do communicative activity about the material

Teacher monitored them. Was gave the students award for their participation

The teacher gave some topics. Then one by one choose one topic to present about that

After choosing about the topic, representative the student has to present in front of the class

Teacher encourages the students and then calculate their points

POST TEST

Perform about Bawang Merah and Bawang Putih, the student will present the story in a storytelling performance, each of you will have 8-10 minutes.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.**A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan****H. Undang-Undang****I. Pengutipan****J. Undang-Undang****K. Pengutipan****L. Undang-Undang****M. Pengutipan****N. Undang-Undang****O. Pengutipan****P. Undang-Undang****Q. Pengutipan****R. Undang-Undang****S. Pengutipan****T. Undang-Undang****U. Pengutipan****V. Undang-Undang****W. Pengutipan****X. Undang-Undang****Y. Pengutipan****Z. Undang-Undang****A. Pengutipan****B. Undang-Undang****C. Pengutipan****D. Undang-Undang****E. Pengutipan****F. Undang-Undang****G. Pengutipan**

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Table 3.3: Accuracy of Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurate
Very Good	4	Pronunciation and intonation are usually clear/accurate with a few problem areas
Good	3	Pronunciation and intonation errors sometimes make it difficult to understand the student
Average	2	Frequent problems with pronunciation and Intonation
Poor	1	The students“ speak very hastily, and more sentences are not appropriate in pronunciation and little or no communication

Table 3.4: Accuracy in Vocabulary

Classification	Score	Criteria
Excellent	5	Use of vocabulary or idioms is virtually that of a native speaker
Very Good	4	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Good	3	Frequently uses the wrong words, conversation somewhat limited vocabulary
Average	2	Misuse of word and very limited vocabulary make comprehension quite difficult
Poor	1	Vocabulary limitations so extreme as to make conversation virtually impossible

Table 3.5: Fluency in Pauses

Classification	Score	Criteria
Excellent	5	Speak continuously with few pauses and Stumbling
Very Good	4	Speak flows naturally most of the time but has some pauses
Good	3	Speak choppy with frequent pauses and there is no incomplete thoughts
Average	2	Speak with long pauses and there are no incomplete thoughts
Poor	1	Speak with too many stopping and there are no complete thoughts

Table 3.6: Fluency in Hesitation

Classification	Score	Criteria
Excellent	5	Speak smoothly, no hesitation does not interfere with communication
Very Good	4	Speaks smoothly, with little hesitation that does not interfere with communication
Good	3	Speaks smoothly with some hesitation, but it does not usually interfere with communication
Average	2	Speaks smoothly with some hesitation, which often interferes with communication
Poor	1	Hesitates too often when speaking, which often interferes with communication

INSTRUMENTS
PRE TEST

Story telling about the students family in front of the class 3-5 minutes

POST TEST

Perform about the BAWANG MERAH AND BAWANG PUTIH, the student will present the story in a storytelling performance, each of you will have 8-10 minutes.

1. Dilarang mengulip sebagian atau seluruh karya tulis ini tanpa mendapatkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



6. What value did you learn from the legend?
 - a. Luxury makes you forget who you are.
 - b. Our best friends are our own parents.
 - c. Love your parents unconditionally.
 - d. Don't be greedy.
 - e. Lies save you.
7. Give your spoken feedback. At the end of the story, Mande Rubayah prayed to God and then, something bad immediately happened to her son. What do you think about it? Will a mother pray something bad to her kids? Elaborate your answer.

Part 2 Reading and Writing

Read the text and answer questions 8 - 15.

Bawang Mewah and Bawang Putih



Picture 3.11 Bawang Merah and Bawang Putih

A long time ago, there was a really wealthy merchant who lived with his only daughter named Bawang Putih as his wife had long passed away. Bawang Putih was so obedient, nice, and kind-hearted that everyone loved her.

Concluding Section 1

111

1.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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One day, in order to help him take care of his daughter, Bawang Putih's father married a widow. Since then, Bawang Putih had a stepmother and a stepsister named Bawang Merah. They were really nice to Bawang Putih when the merchant was home. However, when he was away, they treated Bawang Putih just like a servant.

One day, the merchant had to go out of town for several weeks for his business. Bawang Putih's terrible days were awaiting as his father's away. Unfortunately, a week after his leave, a really bad news was brought by his father's loyal servant. He told Bawang Putih and her new family that his father got into an accident and passed away.

Bawang Putih wept and cried. She felt miserable while Bawang Merah and her mom were excited. They only thought about the merchant's properties. After her father's death, Bawang Putih's life was even worse. Bawang Merah and her mother tortured her. No one would be on her side and comfort her. After doing the house chores for the whole day, she would cry and pray at night.

One day, her stepmother assigned her to wash her expensive silky scarf. So, she immediately went to the river to wash that scarf along with the other clothes. Being tired, sleepy and hungry, she became less conscientious in her work. She lost the scarf. "Oh my goodness, where's my mom's favorite scarf? How can I be so careless? God, it's drifting down the river. I have to get it back or my mom will scold me."

Bawang Putih panicked. She went down the river and asked everyone she met. Then, she met an old woman who passed by the river bank. Bawang Putih stopped her and asked, "Excuse me, grandma. May I ask you?"

"Yes, my dear young lady. What can I help you?" "I have been



Picture 3.12 Bawang Merah and Bawang Putih

1. Di
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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looking for my mom's red silky scarf, grandma. I was sloppy that I made the scarf drift down the river. I was wondering if you might have seen it floated down the river or stuck near here, grandma." "Oh, that red scarf. I have it with me. I will give it to you later, but I need your help for now. I am a bit sick today and I have not eaten any. Can you help me prepare food and clean my house?"

Happily, Bawang Putih agreed and helped that old woman. She cooked some food for her, looked for firewood, picked some vegetables for grandma's tomorrow's food, cleaned the house, and washed grandma's clothes. Those house chores were just easy for Bawang Putih to do as she used to do the same chores every day at home. After finishing the work, grandma finally gave me the scarf.

"Bawang Putih, here is your mother's red scarf that you are looking for. And, I have a gift for you. I have two pumpkins and I will give you one of them, just choose one that you like."

"I am so happy to help you, grandma. And I think you need that pumpkin more than me, you can cook it for your meals tomorrow. I have picked you some vegetables and I think pumpkin soup will be perfect for your side dish," Bawang Putih smiled politely.

"I want to give you. Just pick one of them," insisted grandmother."

"Okay, grandma. I will take the small one."

"Good. But, you have to remember that you can only open that pumpkin when you are home."

"Sure, grandma."

Bawang Putih, then, immediately went home. Of course, as she reached home her stepmother scolded her because she came home so late that the dinner was not ready yet for her and Bawang Merah. Then, Bawang Putih went to the kitchen, took a knife and cut the pumpkin. What a surprise, the pumpkin was full of sparkling jewelry. Bawang Putih who was innocent and kind-hearted immediately shouted with joy and told her stepmother about it. She finally told everything she did on that day.

"Oh Bawang Putih, why didn't you take the large one? It must have more jewelry in it," scolded her stepmother. Then, she told Bawang Merah to do the same thing on the following day. The next day, those two greedy people went to the old woman's house where Bawang Putih got the pumpkin from. They pretended to be nice. They helped grandmother to do the house chores. However, they grumbled all day long.

As they finished their work, the old woman asked them to pick one of the two pumpkins. They certainly took the big one. Like what she did with Bawang Putih, she also reminded Bawang Merah and her mother not to open the pumpkin until they were home. They just nodded their heads and said yes.

On the way home, they were impatient and decided to open the pumpkin immediately. Unexpectedly, what they found from the pumpkin were not sparkling jewelries, but venomous animals such as snakes, scorpions, spiders, centipedes and many others. They were both bitten by the animals and could not help themselves. You reap what you sow.

<https://www.ef.co.id/englishfirst/kids/blog/bawang-merah-bawang-putih-cerita-dongeng-pendek-bahasa-inggris/>

8. What does the story tell us about?

- a. Two girls with matching traits.
- b. A daughter's obedience and loyalty to the family.
- c. A sincerity and patience of a girl living with her step family.
- d. The temptation of a mother and daughter for instant wealth.
- e. The persistence of a girl in fighting her and her father's rights.

9. How could Bawang Putih finally live with a stepmother and stepsister?

- a. His father got into an accident.
- b. Her parents entrusted her to them.
- c. She was the only child in the family.



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APPENDIX 4

Retters' Check Sheet



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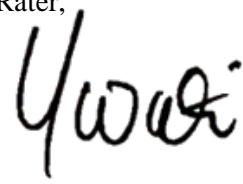
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PRE-TEST

No	Name	Accuracy in Pronunciation	Accuracy in Vocabulary	Fluency in Pauses	Fluency in Hesitation
1	Yogi	3	3	2	2
2	Tiara	2	3	3	2
3	Thea	4	4	3	3
4	Suha	3	4	4	3
5	Siska	4	4	3	3
6	Sania	4	4	3	3
7	Rimata	3	4	3	3
8	Revan	3	4	2	3
9	Rania	4	4	3	3
10	Natasya	2	2	2	2
11	Nanda	3	3	4	3
12	Kevin	4	4	3	3
13	Intan	4	4	4	4
14	Gilang	4	4	3	3
15	Febri	3	3	3	3
16	Faiza	4	3	3	3
17	Esliana	4	4	4	3
18	Eka	4	4	4	3
19	Ega	3	4	4	3
20	Dopy	4	4	4	4
21	Dian	4	4	3	3
22	Cleo	4	4	4	3
23	Cindy	3	4	3	4
24	Caca	3	4	3	3
25	Arip	3	4	3	3
26	Aliya	4	4	3	3
27	Akbar	4	4	4	4
28	Agung	4	4	4	4

Rater,



Kurnia Budiyanti, M.Pd

Hak Cipta
1. Dilarang
a. Peng
b. Peng

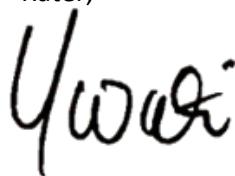
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POST-TEST

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		Accuracy in Pronunciation	Accuracy in Vocabulary	Fluency in Pauses	Fluency in Hesitation
No	Name				
1	Yoga	4	4	4	4
2	Tia	3	4	4	3
3	Thea	4	4	4	3
4	Suha	3	4	3	3
5	Siska	4	4	4	4
6	Sania	4	4	4	4
7	Rimata	3	4	4	3
8	Revan	4	4	3	4
9	Rania	4	4	4	4
10	Natasya	2	3	2	2
11	Nanda	3	4	4	3
12	Kevin	4	4	4	4
13	Intan	4	4	4	4
14	Gilang	4	4	4	4
15	Febri	3	4	3	4
16	Faiza	4	4	3	4
17	Esliana	4	4	4	4
18	Eka	4	4	4	4
19	Ega	3	4	4	4
20	Dopy	4	4	4	4
21	Dian	4	4	4	4
22	Cleo	4	4	4	4
23	Cindy	3	4	4	3
24	Gaca	3	4	4	3
25	Arip	4	4	3	4
26	Aliya	3	4	4	4
27	Akbar	4	4	4	4
28	Agung	4	4	4	4

Rater,



 Kurnia Budiyanti,
M.Pd

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1. Dilaran

a. Peng

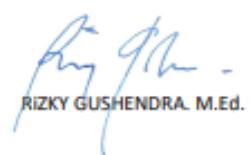
b. Peng

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SPEAKING SCORE: PRE TEST

NO	STUDENTS	PRONUNCIATION		VOCABULARY		FLUENCY IN PAUSES		FLUENCY IN HESITATION		RAW SCORE	FINAL SCORE
		1	2	1	2	1	2	1	2		
1	AGUNG	4	5	4	5	4	5	4	5	15	75
2	AKBAR	4	5	4	5	3	4	3	4	15	75
3	ALIYA	3	4	4	5	2	3	4	3	14	70
4	ARIP	3	4	4	5	3	4	3	3	12	60
5	CAACA	3	4	4	5	3	4	4	4	14	70
6	CINDY	3	4	4	5	3	4	4	4	15	75
7	CLEO	4	5	5	6	4	5	4	4	17	85
8	DIAN	3	4	4	5	3	4	3	4	14	70
9	DOPY	3	4	4	5	3	4	4	4	15	75
10	EGA	4	5	4	5	3	4	3	4	15	75
11	EKA	3	4	4	5	3	4	4	4	14	70
12	ESLIANA	4	5	4	5	4	5	4	4	16	80
13	FAIZA	4	5	4	5	4	5	4	3	15	75
14	GILANG	3	4	3	4	3	4	3	3	12	60
15	KEVIN	3	4	4	5	3	4	3	4	14	70
16	NANDA	4	5	4	5	4	5	4	3	15	75
17	NATASYA	3	4	3	4	3	4	3	3	12	60
18	RANIA	4	5	4	5	3	4	3	3	14	70
19	REVAN	4	5	4	5	3	4	3	3	15	75
20	RIMATA	4	5	4	5	3	4	3	3	14	70
21	SUHA	3	4	4	5	3	4	3	3	13	65
22	YOGI	3	4	4	5	3	4	3	3	13	65
23	TIARA	3	4	4	5	3	4	3	4	14	70
24	THEA	4	5	4	5	4	5	4	4	16	80
25	INTAN	4	5	5	6	4	5	4	5	18	90
26	FEBRI	3	4	4	5	3	4	3	3	13	65
27	SISKA	3	4	4	5	3	4	4	3	13	65
28	SANIA	4	5	4	5	4	5	4	4	16	80
									0	0	0

Rater,



RIZKY GUSHENDRA. M.Ed.

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1. Dilarang

a. Peng

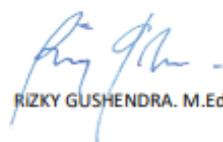
b. Peng

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SPEAKING SCORE: POST TEST

NO	STUDENTS	PRONUNCIATION		VOCABULARY		FLUENCY IN PAUSES		FLUENCY IN HESITATION		RAW SCORE	FINAL SCORE
		1	2	1	2	1	2	1	2		
1	AGUNG	3	4	4	5	3	2	3	4	13	65
2	AKBAR	3	4	4	5	3	2	4	5	16	80
3	ALIYA	3	4	4	5	3	2	4	5	15	75
4	ARIP	3	4	4	5	3	2	3	4	13	65
5	CAACA	3	4	4	5	3	2	4	5	14	70
6	CINDY	3	4	4	5	3	2	4	5	14	70
7	CLEO	3	4	4	5	3	2	4	5	16	80
8	DIAN	3	4	4	5	3	2	4	5	14	70
9	DOPY	3	4	4	5	3	2	4	5	15	75
10	EGA	3	4	4	5	3	2	3	4	14	70
11	EKA	3	4	4	5	3	2	4	5	14	70
12	ESLIANA	3	4	4	5	3	2	4	5	16	80
13	FAIZA	3	4	4	5	3	2	4	5	16	80
14	GILANG	3	4	4	5	3	2	3	4	13	65
15	KEVIN	3	4	4	5	3	2	4	5	16	80
16	NANDA	3	4	4	5	3	2	3	4	15	75
17	NATASYA	3	4	3	4	3	2	3	4	12	60
18	RANIA	3	4	4	5	3	2	4	5	16	80
19	REVAN	3	4	4	5	3	2	3	4	15	75
20	RIMATA	3	4	4	5	3	2	4	5	15	75
21	SUHA	3	4	4	5	3	2	3	4	14	70
22	YOGI	1	2	1	2	1	2	1	2	4	20
23	TIARA	3	4	4	5	3	2	4	5	15	75
24	THEA		5	4	5	4	3	4	5	17	85
25	INTAN		5	4	5	4	3	4	5	19	95
26	FEBRI	3	4	4	5	3	2	4	5	14	70
27	SISKA	3	4	4	5	3	2	4	5	15	75
28	SANIA		4	4	5	4	3	4	5	16	80
										0	0

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Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Score	0,135	28	.200	0,946	28	0,156
Post Test Score	0,199	28	0,006	0,773	28	0,000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Pre test sig (0.200) > alpha (0.05) = data is normally distributed

Pre test sig (0.006) < alpha (0.05) = data is not normally distributed

hence one of the group data is not normally distributed, which violated the normality test. It is necessary test the hypotheses by non - parametric test (**Wilcoxon test**)

Hypotheses Test of non - parametric test (Wilcoxon test)
Test Statistics^a

Pre Test Score - Post Test Score	
Z	-3.053 ^b
Asymp. Sig. (2-tailed)	0,002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

the sig. value (0.002) shows that is lower then alpha value (0.05), which means to reject H0. the research conclude that there is a significant difference between **pre test** and **post test**.

Audio retter pre-test and post-test:

https://drive.google.com/drive/folders/1HwMNa_4nD8YETUPSGlue9yd7I-guPoTO

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APPENDIX 5

Research letter

UIN SUSKA RIAU

**PEMERINTAH PROVINSI RIAU****DINAS PENDIDIKAN****SEKOLAH MENENGAH ATAS (SMA) NEGERI 7 PEKANBARU****AKREDITASI A**

Jl. Kapur Gg. Kapur III No. 7 Senapelan Kota Pekanbaru Kode POS : 28154

e-mail: sma7pekanbaru@yahoo.co.id wb: www.sma7pekanbaru.sch.id Telepon. 0761-

36772 Fax 0761-36772

NSS : 30096002033 NPSN : 10404018



Pekanbaru, 06 september 2024

Nomor : 421.3/SMAN7/2024/463

Kepada Yth

Lamp. :-

Bapak/Ibu Dekan Fakultas Tarbiyah dan
Keguruan Universitas Islam Negeri
Sultan Syarif Kasim Riau

Hal : Pernyataan Selesai Riset

di-

Tempat

Dengan hormat,

Menindak lanjuti surat izin riset dinas Pendidikan provinsi Riau nomor 800/Disdik/I.3/2023/4028. Tanggal 04 September 2024, perihal izin melakukan riset/penelitian. Sehubungan dengan hal diatas kami menyatakan bahwa mahasiswa/I dengan nama berikut telah selesai melakukan riset/penelitian di SMAN 7 Pekanbaru.

Nama : Titania Putri Respati

Nim : 11910420607

Program studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Judul Penelitian : Effect of using Self-Talk strategy toward students' speaking skill At Eleventh Grade Senior high school 7 Pekanbaru

Demikianlah untuk dapat Bapak/ibu maklumi atas perhatian dan bantuannya kami ucapan
Terima kasih.



Amri, M.Pd
Pembina Tk.I / IVb
NIP. 196804201994121002

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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561847
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: efatak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/18250/2024

Pekanbaru, 19 Juni 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada
Yth. Dr. Faurina Anastasia, M.Hum.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara
sebagai pembimbing skripsi mahasiswa :

Nama : Titania Putri Respati
NIM : 11910420607
Jurusan : Pendidikan Bahasa Inggris
Judul : Effect of using self-talk strategy toward students' speaking skill at
eleventh grade senior high school 7 Pekanbaru
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan
teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara
dihaturkan terimakasih.

W a s s a l a m

an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.

NIP. 19721017199703 1 004



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail. eftak_uinsuska@yahoo.co.id

Nomor : B-12047/Un.04/F.II/PP.00.9/06/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset (Perpanjangan)***

Pekanbaru, 25 Juni 2025

Yth : Kepala
SMA Negeri 7 Pekanbaru
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Titania Putri Respati
NIM	: 11910420607
Semester/Tahun	: XII (Dua Belas)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : EFFECT OF USING SELF-TALK STRATEGY TOWARD STUDENTS' SPEAKING SKILL AT ELEVENTH GRADE SENIOR HIGH SCHOOL 7 PEKANBARU

Lokasi Penelitian : SMA Negeri 7 Pekanbaru

Waktu Penelitian : 1 Bulan (25 Juni 2024 s.d 25 Juli 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam.
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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APPENDIX 6

Documentation

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CURRICULUM VITAE

Titania Putri Respati, was born on November 30th, 2001 in Pekanbaru. She is the last daughter Mr. Darsyaf Irwan and Mrs. Erna Yetti, S.Pd. She has brother, His name is, M. Dwi Agung Kurniawan, S.P. She lives at Jl. Kedondong komp Delima blok AN 06, Pekanbaru, Riau.

The writer had finished her study at SDN 165 Pekanbaru, (2007-2013), then he continued him study in SMPN 12 Pekanbaru (2013-2016), and he continued at SMAN 7 Pekanbaru (2016-2019). Then in 2019, She was accepted as one of students in Department of English Education Department Faculty of Education and Teacher Training of in State Islamic University Sultan Syarif Kasim Riau. On July 2022 She was doing Kuliah Kerja Nyata (KKN) program in Rokan Hulu. Then, She was doing Pre-Service Teacher Practice (PPL) program at SMA N 7 Pekanbaru on September 2022. Finally, She passed thesis examination for her undergraduate program entitled “Effect of Using Self-Talk Strategy Toward Students’ Speaking Skill at Eleventh Grade Senior High School 7 Pekanbaru”.