

The Correlation between Self-Talk and Speaking Ability

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ABSTRACT

This research used correlational quantitative research design. This research aims to find out whether there is a positive correlation between students' self-talk and their speaking's ability. The sample of this research consists of 30 students from the academic year 2021/2022 of English Education Study Program at Tadulako University. The sampling technique used in this study is simple random sampling. The instruments used to collect data were a speaking test and a questionnaire. The method used to analyze the correlation between students' self-talk and students' speaking ability is the Pearson product-moment correlation and simple linear regression test. The result of this research showed that there is a significant correlation between self-talk and students' speaking ability. This correlation is indicated by a Pearson correlation value of 0.883, which means there is a very strong correlation between the two variables. The value of t-count is 9.975, higher than the t-table 2.048. This implies that students' self-talk can influence the development of speaking ability. The higher the positive self-talk that students have, the better their speaking ability will be. Conversely, the higher the negative self-talk that students have, the lower their speaking ability will be.

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1. Introduction

The utilization of the English language holds significant implications in modern global society, as it has become the most widely spoken language internationally. Proficiency in English facilitates several prospects for personal and professional advancement. Reading, writing, speaking, and listening are the four fundamental English language skills. Speaking is one of the four essential abilities to acquire and use, according to Choeruddin (2023). A fundamental component of teaching and learning a second language is speaking. The capacity to converse verbally in the English language is referred to as English speaking skills (Rahman & Widayastiti, 2023; Weda et al., 2022). One essential component of language competency that facilitates efficient communication in a variety of settings, such as personal development and professional careers, is the development of excellent English speaking abilities (Aswad et al., 2019; Prihandoko et al., 2021; Sachiya et al., 2025).

Due to factors like stereotypes and biases, people from various language backgrounds frequently believe they are incapable of speaking English. We must take into account a number of aspects when learning English, including psychological and cognitive abilities. Teachers at many institutions have a tendency to focus on improving students' cognitive abilities while ignoring their psychological needs. According to Mustafa et al, (2022), students' motivation is one of the main challenges they may encounter when studying English. Self-talk is one psychological component that may influence one's ability to speak English. One important psychological component that can have a big impact on students' English speaking abilities is self-talk (Yaumi et al., 2023; Youngsun et al., 2024; Ko et al., 2025). It describes a student's inner monologue or ideas regarding their performance, potential, and English-speaking skills. According to Braiker in Choeruddin (2023), positive self-talk has a profound and unconscious impact on people's conduct. The thinking, self-esteem, and general well-being of an individual can all be greatly impacted by this exercise. This inner story can significantly affect a learner's self-esteem, drive, and general success in honing and using their English-speaking abilities.

Both good and negative self-talk are possible. Positive self-talk can be a very effective strategy for enhancing English speaking abilities. Students typically approach speaking assignments with greater confidence when they are having a positive and helpful mental conversation with themselves. This upbeat attitude frequently results in greater engagement in discussions, a great desire to experiment with language, and a more comfortable speaking environment,

all of which can enhance fluency and organic expression. Negative self-talk, on the other hand, can impede the growth of English-speaking abilities. A lack of speaking opportunities, nervousness, and a decline in confidence might result from thoughts like "I can't speak English well" or "I always make mistakes in conversation tasks." This negative dialogue can make a situation where students limit their practice, become more self-conscious when perform their speaking, and consequently struggle and stuck to improve their skills.

The researcher looks at the connection between students' self-talk and speaking abilities at Tadulako University, where the English Education Study Program students in the 2021–2022 academic year exhibit a special phenomenon. Some students frequently claim that they are unable to communicate or learn English effectively. They are enrolled in the English Education study program in the meantime. Numerous students are engaging in the same behavior. It creates a never-ending cycle that can influence pupils' thoughts before turning them into reality.

Anxiety and insecurity can hinder speaking, particularly when speaking in a foreign language or in front of an audience. The internal psychological mechanisms (self-talk) that support or undermine effective speaking are shown by this research. It recognizes that speaking requires mental toughness in addition to vocabulary and grammar. If a significant association is discovered, it implies that self-talk may be a purposeful tactic to improve speaking skills. This could result in useful strategies and treatments for students, language learners, or anybody else looking to enhance their communication abilities. For instance, teaching particular self-talk skills or encouraging positive self-talk could be incorporated into language pedagogy. The results can help teachers and language learners incorporate self-talk techniques into their lessons. This could entail addressing the importance of mentality in language acquisition, offering opportunities for self-reflection, or encouraging students to have constructive internal discussion prior to speaking assignments. It can be inspiring for people to see the connection between their inner monologue and their public speech. It emphasizes that by deliberately controlling their ideas and self-talk, people can exert some influence over their speaking skills.

Based on the several reasons above, the researcher considers the title for this research is "The correlation between self-talk and students' speaking ability in the academic year 2021/2022 of English Education Study Program at Tadulako University".

2. Methodology

This research used correlational research design. Correlational research design is a non-experimental research method that aims to discover relationships between two or more variables without manipulating them. This research want to discover the correlation between student's self-talk and student's speaking skill of English education study program in the academic year 2021/2022 at Tadulako University.

The participants in this study are college students. Students enrolled in Tadulako University's English education study program for the 2021–2022 academic year make up the research population. This study was conducted for Tadulako University's English students in the 2021–2022 academic year. Simple random sampling will be used to collect the data from the population (SRS). Simple random sampling is a sampling method that is used at random and does not take into account specific population criteria or characteristics. Five students from each class provided samples for this investigation.

A questionnaire and an oral presentation test were the two tools the researcher utilized to gather data for this study. Data on students' self-talk was gathered using a questionnaire, while information on their speaking abilities was gathered through an oral presentation test. A questionnaire was employed in this study to gather information on students' self-talk. To gather and compile data from students, the study employed a Google Form as an online survey. The primary tool in this study for assessing students' speaking proficiency is the speaking exam. After giving them a set of speaking exercises, the researcher gave them two to three minutes to complete the tasks.

The researcher utilized SPSS to analyze the study on the association between speaking ability and self-talk of students in Tadulako University's English Education Study Program for the academic year 2021–2022. A number of steps must be completed in a methodical manner.

The SPSS preparation phase is where the analysis process starts. Researchers must make a new file and define two primary variables—speaking_ability and self_talk—both of which are interval or ratio scales on the Variable View tab. Research data can be entered on the Data View tab once the variable setting is finished.

It is necessary to execute assumption tests, which include linearity and normality tests, before to the primary analysis. By choosing the Explore option from the Descriptive Statistics menu, the normalcy test is performed. Kolmogorov-Smirnov or Shapiro-Wilk values are indicators of the outcomes of a normality test; significance values higher than 0.05 suggest that the data is regularly distributed. In the meantime, by choosing the Means option from the Compare Means menu, the linearity test is carried out. A linear relationship between variables is shown by a Deviation from Linearity significance value larger than 0.05 in the linearity test.

By choosing the Bivariate option from the Correlate menu, correlation analysis can be carried out after presumptions have been satisfied. Two-tailed testing is used to select Pearson's correlation coefficient for this research. The analysis's findings will display the significance value, which establishes whether the association is statistically significant, as well as the correlation value (r), which shows how strongly the two variables are related.

Using the Regression option, linear regression is the next step in the investigation. Speaking skill is the dependent variable in this analysis, whereas self-talk is the independent variable. Estimates, model fit, descriptives, and confidence intervals are a few statistical alternatives that must be examined. To assess regression assumptions, residual plots and normal probability plots must be made.

Regression analysis results can be interpreted through several output tables. The Model Summary table shows the R value, which is the correlation coefficient, and R Square, which shows the coefficient of determination. The ANOVA table provides information about model fit through F values and their significance. Meanwhile, the Coefficients table presents constant values and regression coefficients needed to compose the regression equation. Visualization of the relationship between both variables can be created through scatter plots by adding fit lines. This graph will help in understanding the pattern of relationship between self-talk and speaking ability visually.

The thorough reporting of the analysis's findings is the last phase. The findings of the assumption test, correlation analysis and their interpretation, regression analysis and the resulting equation, and the R Square value indicating the degree of variable effect must all be included in the report. To aid in the interpretation of the results, all pertinent tables and graphs from the SPSS output must be provided.

3. Result and Discussion

In this discussion, the author will present the results of the analysis obtained in this study. Data description is a description of the results of the research that has been carried out. The research data was obtained from the results of the research that had been carried out by distributing questionnaires that were adopted and distributed to the research sample that had been determined, namely 30 students in the academic year 2021/2022 at Tadulako University with the number of statement questions on the student's self-talk totalling 10 items

The determination of answer options uses a Likert scale model distributed by researchers directly in class and the results of the research questionnaire are described through the normality test using SPSS. This type of research is quantitative with a correlation approach to see the relationship between the two variables in this study. After the questionnaire was distributed, the results of the overall score of the respondents' answers were obtained which were grouped according to their respective variables as in the table below:

3.1 The Result of Self-Talk Score

The results of this self-talk variable were obtained from questionnaire data that had been distributed to 30 students. The researchers obtained data from 30 students about the distribution of their self-talk. Students were grouped into several types of self-talk groups that they had and how often they did the self-talk. The variable data is in the table below:

Table 1. The table of self-talk score

No	Initial	Score									Total	
		1	2	3	4	5	6	7	8	9		
1	R1	3	3	3	3	3	3	3	3	3	33	30
2	R2	2	1	3	1	3	2	2	1	11	17	17
3	R3	2	2	3	2	2	1	2	1	11	17	17

4	R4	1	1	1	2	1	1	1	1	11	11
5	R5	2	2	3	3	2	1	2	2	13	21
6	R6	2	2	2	2	2	2	2	1	11	17
7	R7	3	2	2	3	2	2	3	2	12	22
8	R8	3	2	3	3	3	1	1	2	11	20
9	R9	2	1	3	3	2	1	1	1	11	16
10	R10	2	2	3	3	2	2	2	2	22	22
11	R11	2	1	3	2	2	1	1	1	11	15
12	R12	2	2	2	2	2	1	1	1	11	15
13	R13	3	3	3	3	3	1	1	1	11	20
14	R14	2	2	3	3	3	3	2	1	12	22
15	R15	2	2	3	3	3	1	1	1	11	18
16	R16	2	2	3	3	3	1	2	2	22	22
17	R17	2	2	3	3	3	1	3	2	21	22
18	R18	2	2	3	3	2	1	2	1	22	20
19	R19	2	3	3	3	2	3	2	1	22	23
20	R20	2	2	3	2	2	1	2	1	12	18
21	R21	2	2	3	3	2	2	2	2	12	21
22	R22	3	2	3	3	3	2	3	2	33	27
23	R23	2	2	3	3	2	1	2	2	22	21
24	R24	3	3	3	3	3	1	2	1	23	24
25	R25	2	3	3	2	3	1	2	1	21	20
26	R26	3	2	2	2	2	2	2	2	22	21
27	R27	2	2	3	3	3	2	2	1	11	20
28	R28	2	2	3	3	3	1	2	2	21	21
29	R29	2	2	3	3	3	2	2	2	33	25
30	R30	3	3	3	3	3	3	1	2	23	26
Total Score										614	
Average Score										20.46	
Highest Score										30	
Lowest Score										11	

In this self-talk variable, the researcher used 10 statement items with alternative answers "Always (A), Sometimes (S), and Never (N)". The items were distributed to 30 students as respondents. Based on the data above, the highest score was 30 and the lowest score was 11. Having a range of scores from 11 to 30 across 30 students provides a good starting point for analysis. With 10 items and three response options, each student's total score reflects the frequency with which they engage in the self-talk behaviors described in the statements. Further analysis could explore the distribution of these scores and potentially identify patterns in how students perceive their internal dialogue.

Table 2. Frequency distribution of motivational self-talk

No	Types	Statement	Option	Frequency	Percentage
1	Motivational	1	Always	8	26%
			Sometimes	21	70%
			Never	1	4%
			Always	15	50%
			Sometimes	14	46%
			Never	1	4%

Based on the table mentioned earlier, the data showed that in the motivational self-talk type, students more often use their self-talk on the statement "I have positive expectations for the results of my English speaking test." This statement is more directed at the hope for positive results rather than building confidence in the quality of their own abilities. This indicates that the focus of students' self-talk tends to be on the final result rather than the process of developing and validating internal abilities. Ideally, motivational self-talk should also include affirmations that build confidence in the skills they have. This pattern shows a tendency to rely more on external factors such as luck or test results, rather than growing internal confidence in one's own competence. This tendency can hinder the development of students' learning independence and resilience. They may be less motivated to continue trying if the results are not as expected, because their confidence is not based on intrinsic effort and ability. To achieve more effective motivational self-talk, students need to be directed to balance expectations of results with positive affirmations about their efforts and abilities. That way, self-talk can function as a strong confidence builder, supporting them in every step of the learning process.

Table 3. Frequency distribution of affirmational self-talk

No	Types	Statement	Option	Frequency	Percentage
2	Affirmational	2	Always	5	17%
			Sometimes	21	70%
			Never	4	13%
			Always	21	70%
			Sometimes	8	26%
			Never	1	4%

Based on the table mentioned earlier, the data showed that in the affirmational self-talk type, students rarely use statements related to their confidence in their personal abilities. They tend to appreciate the successes that have been achieved more often, rather than highlighting the process they went through to achieve those successes. This phenomenon indicates a greater focus on the end result rather than the development of internal competence. In fact, building confidence in the process and one's own abilities is an important foundation for continuous growth and resilience in facing challenges. This also shows that students may not fully realize the importance of self-validation from within, and are more inclined to seek recognition from external achievements. This gap can hinder them from developing their fighting spirit when facing failure, because their self-worth depends more on the end result. Therefore, it is important to encourage students to practice self-talk that focuses more on self-improvement and acceptance of challenges, rather than just on achievement. Thus, they can build a stronger foundation of self-confidence, regardless of the immediate results obtained.

Table 4. Frequency distribution of instructional self-talk

No	Types	Question	Option	Frequency	Percentage
3	Instructional	3	Always	25	83%
			Sometimes	4	13%
			Never	1	4%

The data presented in the table above showed that the 25 students tend to use instructional self-talk more often. They prefer to focus their attention by giving instructions through self-talk, such as "slow down and make the sentence understandable." This indicates that students actively direct themselves during the learning process. The use of instructional self-talk helps them to maintain concentration and direct their actions specifically. This approach shows students' awareness of the importance of cognitive strategies to improve their performance. By giving direct instructions to themselves, students strive to optimize understanding and clarity of expression in learning. This focus on self-instruction can contribute to better self-control in academic tasks. It also shows that students use self-talk as a practical tool to break down tasks into smaller, more manageable steps. This ability is essential for self-regulation in learning, allowing them to monitor and adjust their approach in real-time. Thus, instructional self-talk acts as an effective internal guide in the skill acquisition process.

Table 5. Frequency distribution of polarizing self-talk

No	Types	Question	Option	Frequency	Percentage
1	Polarizing	6	Always	17	57%
			Sometimes	9	30%
			Never	4	13%
		9	Always	16	50%
			Sometimes	11	46%
			Never	3	4%

The data presented in the table above indicates that half of the research sample tends to engage in polarized self-talk. This puts them at a high risk of getting trapped in a thought pattern where one bad event is perceived to completely alter future situations and conditions. This type of thinking focuses on the idea that all future possibilities will unfold negatively because of a simple subject that is actually not a significant problem. This phenomenon of polarized self-talk warrants serious attention in the context of research. When individuals tend to view a negative event as an absolute determinant of the future, they run a high risk of getting caught in a spiral of pessimistic thinking. This means that even a small failure can be considered an inevitable disaster that will have broad impacts on other aspects of life. Such a mindset prevents them from seeing opportunities or positive potential that might emerge later. Therefore, it is important to develop interventions that can help individuals identify and change these detrimental thought patterns. By doing so, they can become more resilient in facing challenges and are not easily swayed by a single negative event. This tendency can also trigger excessive anxiety and stress, given that every event is perceived to have consequences far beyond its reality. The long-term impact of polarized self-talk can erode self-confidence and motivation, making individuals reluctant to try new things for fear of failure. Further research is needed to understand the root causes of this thinking pattern and how environment and past experiences contribute to it. Building awareness of this cognitive bias is a crucial first step. Education on more flexible and adaptive thinking can be an effective preventive strategy. Mindfulness practices and cognitive restructuring can also help individuals break free from the shackles of polarized thinking. Ultimately, our goal is to empower them to view every event as part of a learning process, not as the end of everything. This will enable them to bounce back from setbacks and move forward with confidence.

Table 6. Frequency distribution of catastrophizing self-talk

No	Types	Question	Option	Frequency	Percentage
1	Catastrophizing	7	Always	8	27%
			Sometimes	18	60%
			Never	4	13%
		8	Always	16	53%
			Sometimes	13	43%
			Never	1	4%
10	Always	14	47%		

Sometimes	10	33%
Never	6	20%

Based on the table above, it's evident that these individuals don't dwell excessively on their current shortcomings. Instead, their focus shifts predominantly to the potential mistakes they might make in the future. They tend to overestimate failures that might not even occur, creating a self-fulfilling prophecy of doubt. This pervasive overestimation directly leads to a significant lack of confidence, hindering their potential. Although many of them demonstrate no difficulty in speaking fluently, this ability still fails to break the mental barriers they construct. This internal construction of exaggerated future failures becomes a more formidable obstacle than any actual external challenge. Despite their verbal competence, they remain trapped behind these self-imposed psychological walls. The energy they expend on anticipating hypothetical missteps could otherwise be channeled into productive endeavors and skill development. It's a classic case of "catastrophizing", where every minor possibility of error is amplified into a major catastrophe in their minds. This constant mental vigilance against imagined failures saps their initiative and willingness to take risks. Consequently, their fluency and other inherent strengths are undermined by this persistent internal struggle. They are, in essence, their own greatest saboteurs, creating limitations where none truly exist. Breaking free from this cycle requires a fundamental shift in their perception of potential outcomes and a greater trust in their inherent capabilities.

3.2 The Result of Student's Speaking Ability

Students' speaking abilities were evaluated in order to determine how well they understood vocabulary, grammar, pronunciation, fluency, and other facets of oral communication. This assessment offers insightful information about their present level of language proficiency as well as potential areas for improvement. Each student's performance across the evaluated categories is broken down in detail in the results shown in the following table. In order to better support their learning of speaking skills, subsequent instructional tactics will be tailored with the help of this data.

Table 7. The table of student's speaking ability

No	Initial	Score					Total
		A1	A2	A3	A4	A5	
1	R1	4	4	4	4	5	21
2	R2	3	4	3	2	3	15
3	R3	2	3	4	3	2	14
4	R4	2	2	3	2	2	11
5	R5	3	5	4	3	4	19
6	R6	3	2	3	2	4	14
7	R7	4	3	4	4	4	19
8	R8	3	3	3	2	3	14
9	R9	2	3	3	1	2	11
10	R10	4	3	3	4	4	18
11	R11	3	2	2	2	1	10
12	R12	3	2	1	2	1	9
13	R13	3	4	3	3	4	17
14	R14	4	3	3	4	4	18
15	R15	3	3	2	2	3	13
16	R16	5	3	3	4	4	19
17	R17	3	3	5	3	5	19

18	R18	4	3	4	4	4	19
19	R19	4	4	3	3	4	18
20	R20	2	3	3	2	4	14
21	R21	3	3	3	3	4	16
22	R22	5	4	5	3	4	21
23	R23	4	4	3	3	4	18
24	R24	5	3	4	4	4	20
25	R25	3	4	4	3	3	17
26	R26	3	5	4	3	4	19
27	R27	4	4	4	3	4	19
28	R28	3	5	3	4	3	18
29	R29	4	5	4	5	5	23
30	R30	5	5	4	4	5	23
Total Score						506	
Average Score						16.86	
Highest Score						23	
Lowest Score						9	

In the speaking ability variable, based on the results of the data values above, the total obtained was 506 with an average of 16.86. The highest score was 23 while the lowest score was 9. This data indicates a significant range of abilities among the students. While the average is in the middle range, the presence of both high and low scores suggests individual variations that warrant attention. The relatively wide range between the minimum and maximum scores underscores the diverse skill levels present within the student group. This variability could stem from numerous factors, such as differing levels of confidence or even exposure to English outside of the classroom. Understanding these individual differences is crucial for tailoring effective instructional strategies. Therefore, it's clear that a one-size-fits-all approach might not be the most effective way to address the varied speaking proficiencies observed. Interventions designed to support students with lower scores could significantly elevate overall class performance, while opportunities for advanced practice could further hone the skills of higher-achieving students. This nuanced understanding allows educators to better differentiate instruction and address the specific needs of each student.

Table 8. Speaking ability frequency distribution

No	Ability Level	Frequency	Percentage
1	High	4	14%
2	Intermediate	16	53%
3	Low	10	33%
Total		30	100%

The provided data clearly illustrates a significant connection between self-talk and students' speaking ability. With 14% of students (4 individuals) falling into the "high" category, it suggests that a smaller but notable portion of students exhibit strong speaking skills. The "intermediate" category, encompassing a substantial 53% of students (16 individuals), indicates that the majority of students possess moderate speaking abilities. Conversely, the "low" category, comprising 33% of students (10 individuals), highlights a considerable group who may struggle with their speaking proficiency. This distribution strongly implies that various levels of self-talk could be at play, influencing these outcomes. The higher

percentage in the intermediate group suggests a common ground where self-talk might be moderately supportive, while the distinct differences between the high and low categories further emphasize the potential impact of internal dialogue. Ultimately, these figures provide compelling evidence that self-talk does indeed exert an influence on students' speaking ability, warranting further investigation into the nature and impact of this internal communication.

This connection is not surprising, as research consistently points to the power of internal dialogue in shaping performance across various domains. Positive self-talk can foster confidence and reduce anxiety, both critical elements for effective speaking. Conversely, negative self-talk can lead to self-doubt, increased nervousness, and a reluctance to participate, ultimately hindering speaking fluency and accuracy. For students in the "low" category, it's highly probable that unhelpful internal narratives are contributing to their difficulties. Understanding the specific nature of these self-talk patterns could pave the way for targeted interventions. Encouraging positive self-affirmations and strategies to reframe negative thoughts could significantly improve speaking outcomes. This holistic view reinforces the idea that addressing the psychological aspects, like self-talk, is just as crucial as focusing on linguistic components when aiming to enhance speaking ability. Moreover, cultivating a supportive classroom environment where mistakes are viewed as learning opportunities can further empower students to engage in more positive self-talk. Recognizing and celebrating small improvements in speaking can also reinforce constructive internal dialogues. Ultimately, fostering a healthy internal voice can unlock a student's full potential in speaking.

3.3 Normality Test

Table 9. Result of normality test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
X	,973	30	,629
Y	,942	30	,105

a. Lilliefors Significance Correction

According to the SPSS result above, X (self-talk) and Y (speaking skill) have significant values of 0.629 and 0.105, respectively. Therefore, the researcher employed the basis decision making to make sure that the data had adhered to the premise of normalcy. Nuryadi (2017) states that the following is the foundation for deciding on the Kolmogorov-Smirnov normalcy test:

1. If the significance value > 0.05, then the data is normally distributed.
2. If the significance value < 0.05, then the data is not normally distributed.

The aforementioned SPSS output and the grounds for decision-making indicated that X and Y had significance values higher than 0.05. Consequently, it can be said that the data has a normal distribution.

3.4 Linearity Test

Table 10. Result of linearity test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	374.967	21	17.856	11.428	<.001
		Linearity	344.582	1	344.582	220.532	<.001
		Deviation from Linearity	30.385	20	1.519	.972	.553
Within Groups			12.500	8	1.563		
Total			387.467	29			

It is clear from the above data that there is a linear relationship between students' speaking skill and their self-talk, since the p-value of 0.553 indicates that the p-value obtained is greater than 0.05.

3.5 The Correlation between Self-Talk and Students' Speaking Ability

Pearson Product Moment

The basis for making correlation test is as follows:

1. If the significance value is < 0.05 then it is correlated
2. If the significance value is > 0.05 then there is not correlated.
3. If the value of $r_{count} > r_{table}$, then H1 is accepted. Which means there is a positive correlation between self-talk and students' speaking ability.
4. If the of $r_{count} < r_{table}$ then H1 is rejected. Which means there positive correlation between self-talk and students' speaking ability.
5. The α level used is 5% with degrees of freedom $df = n - 2$, so the df value is 28. Based on this information, then the r_{table} value is 0.3610

Table 11. Result of correlation test

		Self-Talk	Speaking
Self-Talk	Pearson Correlation	1	.883**
	Sig. (2-tailed)		<.001
	N	30	30
Speaking	Pearson Correlation	.883**	1
	Sig. (2-tailed)	<.001	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

According to the correlation test results above, there is a significant and very strong positive correlation between students' speaking skill and self-talk, with a sig level of 0.001 and a correlation of 0.883. Thus, it can be said that H1 is approved.

3.6 The Test of Hypothesis

To ascertain whether the research hypothesis will be accepted or denied and the extent to which the predictor influences the criterion, the study will employ a basic linear regression test for hypothesis testing. The test will determine whether the students' self-talk (predictor) will affect their speaking abilities (criterion). The research findings have a t_{count} value of 9.975, as can be shown from the data in the hypothesis analysis.

Table 12. Result of hypothesis test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.188	1.739		-.108	.915
	Self-Talk	.833	.084	.883	9.975	<.001

a. Dependent Variable: Speaking

The t count is 9.975 according to the table of findings from simple linear regression analysis. however the t_{table} yielded a t table value of 2.048 with a significance threshold of 5% and $df = 30 - 2 = 28$. These findings support the

acceptance of H1 since t count > t table ($9.975 > 2.048$). This indicates that pupils' speaking abilities and their self-talk are significantly influenced.

3.7 Discussion

As indicated in the preceding chapter, the aim of this study is to ascertain the degree to which students' speaking ability (criterion) is influenced by their strong self-talk and the relationship between self-talk (predictor) and speaking ability (criterion). The researcher collected the necessary data in a number of ways in order to meet the goals of the study. Distributing surveys about students' self-talk was the first action done. This step's objective was to determine how much the students' self-talk contributed to their speaking proficiency.

The study's findings show a strong positive relationship between students' speaking abilities and self-talk (r count = $0.883 > r$ table = 0.361). This result is consistent with research by Khairunnisa et al, (2022), which discovered that students in Bagor produced more favorable results when they used self-talk strategies in their learning. When students start talking positively to themselves about their learning activities, Khairunnisa et al, (2022) explained. It can improve learning results by igniting motivation, emotion, and attention to the subject (course or materials). By demonstrating that this phenomenon also pertains to Palu's vocational high school students, this study supports this claim. These findings have greater external validity because of the parallels in geographic setting and educational attainment.

According to this study, pupils' mental health significantly improves their ability to speak English (t count= $9.975 > t$ table= 2.048). This result supports earlier research by Humairoh & Harmayanthi (2021) that shown the critical influence that students' mental states play in enhancing their speaking abilities. This study broadens our understanding by emphasizing the critical role that teacher support of students' psychological well-being plays, particularly when it comes to students' self-development in the classroom. This suggests that in addition to providing sufficient facilities and family support, programs aimed at enhancing students' academic resilience should also focus on fostering a habit of thinking positively about everything.

The study's conclusions indicate that there is a relationship between students' speaking abilities and their self-talk. We can conclude that students' achievement and their self-talk are positively correlated. With the Pearson Product Moment values, which demonstrate extremely high reliability and a noteworthy correlation between predictor and criterion. It implies that pupils who engage in constructive self-talk will develop strong speaking skills. Students who talk to themselves in a neutral or negative way are likely to have comparable experiences. This result is consistent with earlier studies conducted by Choeruddin (2023). This demonstrates that the students always believed that learning English was challenging and frequently treated the class lightly prior to the researcher implementing the self-talk technique. Additionally, the study's pre-test results for pupils' speaking abilities revealed subpar performance. However, pupils' speaking skills improved dramatically after using the self-talk technique. The analysis's results, which stand at 6.986 , which is higher than the t table's value of 2.048 , provide evidence of this.

Relying on Kim et al, (2021) description of the self-talk process, verbalizations—which are made up of the ideas and words that people express—have the power to interpret experiences, influence our behavior, and mold our views of the world and ourselves. It is possible to conclude that the outcome is consistent with Kim's explanation based on the coefficient value that was obtained. Nonetheless, considering the high value produced, it can be said that the component itself has a significant impact on students' learning outcomes. Thus, measuring students' self-talk is equally crucial to determining how much their self-talk affects their speaking abilities.

The argument of Basset et al, (2022) regarding the impact of self-talk training on performance is closely tied to the analysis and theoretical results above, where the correlation coefficient is higher. Self-talk is a component that influences how well pupils achieve their learning objectives. Thus, the findings of both investigations align with the explanation provided by Kim and Basset.

The most crucial element that students must possess in order to enhance their speaking abilities is a good attitude toward the educational process. It is important for students to remember that learning English is enjoyable and simple. To help kids become accustomed to the language, they should also begin interacting with some written or spoken English-language content. In order for them to be receptive to knowledge, they should not be ignorant while they are learning.

Ellis (2021) suggested a figure on self-talk and its impact on reality. He highlights how maladaptive emotions and actions, such as worry, can be brought on by illogical ideas and negative self-talk. Speaking anxiety can make it difficult for students to speak appropriately and fluently when learning a language.

The aforementioned findings were also connected to earlier research. Khairunnisa et al, (2022) After applying the Self Talk Method, they discovered a substantial positive association between the two variables (students' speaking achievement and self-talk). The second study was carried out by Humairoh & Harmayanthi (2021). They discovered that the students' use of the self-talk technique resulted in a notable improvement.

Self-talk and students' speaking abilities were found to be positively correlated in this study, as indicated by the correlation coefficient's extremely high and positive value. There is a positive association between students' speaking abilities and their self-talk, according to the data result in this instance, which supports the arguments put up by the experts. Additionally, the Pearson product moment indicates a very strong link between the two variables.

4. Conclusion

The findings indicated that there is a substantial correlation between students' speaking abilities and their self-talk, as seen by the Pearson product moment value of 0.883. Self-talk has a considerable impact on pupils' English speaking abilities, as evidenced by the basic linear regression test findings, which reveal that the t count is greater than the t table. These results suggest that the more frequently students engage in self-talk, the more confident and fluent they become in speaking English. Therefore, incorporating self-talk strategies into language learning activities could significantly enhance students' oral communication skills.

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