

**THE INFLUENCE OF SELF-TALK STRATEGY ON STUDENTS'  
SPEAKING SKILLS IN THE ENGLISH EDUCATION STUDY  
PROGRAM AT IAIN SYAIKH ABDURRAHMAN SIDDIK BABEL**



**A THESIS**

**Submitted to the Undergraduate School in Partial of the Fulfilment of the  
Requirements for the Degree of *Sarjana Pendidikan* (S. Pd) in English Education  
Study Program**

**By**

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2026**



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## **MOTTO**

“Even the fruit you ate today was already meant for you from the moment its seed was planted.”

“Fall in love with your life. Embrace the things that challenge you, for every difficult step shapes you into the person you are meant to become.”

“Life too short to live with a negative mindset”

**“WE’RE ABLE, WE’RE CAPABLE, AND WE’RE EQUAL”**

## **DEDICATION**

Bismillahirrahmanirrahim....

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THE INFLUENCE OF SELF-TALK STRATEGY ON STUDENTS' SPEAKING  
SKILLS IN THE ENGLISH EDUCATION STUDY PROGRAM AT IAIN SAS

BABEL

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**Abstract**

Speaking ability is one of the essential skills that students of the English Education Study Program are expected to master. However, students may experience psychological challenges when speaking English, such as nervousness, fear of making mistakes, and lack of confidence. This study aimed to describe the use of self-talk strategy, identify students' speaking ability, and determine the extent to which self-talk strategy influences students' speaking ability at the English Education Study Program of IAIN Syaikh Abdurrahman Siddik Bangka Belitung. This study employed a quantitative correlational research design. The population consisted of 68 students, with 35 students participating in the self-talk strategy questionnaire and 15 students participating in the speaking test. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, and simple linear regression with SPSS. The findings showed that students' use of self-talk strategy was categorized as very high, with a mean score of 145.86 and an overall percentage of 83.35%, while their speaking ability was categorized as good, with a mean score of 21.3667. The simple linear regression showed a very weak positive relationship between self-talk strategy and speaking ability ( $R = 0.177$ ;  $R^2 = 0.031$ ). However, the significance value was 0.527, which was greater than 0.05, indicating that self-talk strategy did not have a statistically significant influence on students' speaking ability. Although students demonstrated a very high level of self-talk strategy use and good speaking ability, self-talk strategy was not a significant factor in explaining their speaking ability in this study.

**Keywords:** *self-talk strategy, speaking skills, quantitative correlational study.*

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7. All lectures of English Education Study Program.
8. The academic staff, cleaning staff, and campus security staff.
9. All of the respondents.

Petaling, 12<sup>th</sup> of July 2026

The Researcher



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