

## ABSTRACT

**Dilla Nurdiani, 2022: Self-Talk Strategy in Teaching Speaking English at JHS Context: The Implementation and Students' Speaking Ability (A Case Study at the 8<sup>th</sup> Grade of MTs Al-Mu'awanah, Majalaya, Bandung).**

This research was motivated by the obstacles facing by students in Mts Al-Mu'awanah, Majalaya, Bandung in the process of learning English speaking. There were problems in students' speaking, such as lack of vocabulary mastery, grammatical knowledge, and pronunciation. The students were afraid to speak because they were not used to speak in front of the classroom. To solve the problems, this research was planned to use Self-Talk Strategy. Therefore, the purposes of this research were to find out the implementation as well as the ability of students' speaking after learning through Self-Talk Strategy on EFL students' speaking class.

The research was conducted using a qualitative approach with a case study design. The research participants were nine students in the eighth grade in MTs Al-Mu'awanah, Majalaya, Bandung. Purposeful sampling was used as a sampling technique. The data collection techniques of this study were observation and document analysis. The purpose of the observation data was to figure out how an English teacher employed and students involved with the implementation of Self-Talk Strategy. Furthermore, document analysis was used to find out the Self-Talk Strategy promotes vocabulary and grammar in their speaking.

The finding of the research showed that in exploring the process of using Self-Talk Strategy on learning English speaking was implemented in six stages; introducing the meaning of self-confidence, discussing and explaining the notion of positive self-talk strategy, completing the worksheet, choosing the topic, practicing self-talk strategy under the teacher guidance and present in front of the class. Based on the students' speaking test, the self-talk strategy promoted their vocabulary and grammar in their speaking. The students' speaking test was assessed by the rubric from Vigoya (2000).

To conclude, this study presents that the implementation of teaching English speaking through Self-Talk Strategy was successfully implemented well, so that Self-Talk Strategy promotes students' vocabulary and grammar in their speaking.

**Keywords:** *English teaching, speaking, Self-Talk Strategy*