

META-ANALYSIS: USE OF SELF TALK IN IMPROVING SELF EFFICACY

Sefni Rama Putri

Guidance and Counseling Program, Faculty Teacher Training and Education

Universitas Muhammadiyah Sumatera Utara

Email: sefnirama@umsu.ac.id

Abstract : *The purpose of this study was to analyze the use of self talk on self efficacy. In this study the technique used in the form of meta-analysis by analyzing the data about the effect of self talk on self efficacy. This research begins by formulating research topics, exploring relevant research results for analysis. Data is collected by searching online journals and supporting books. Data were analyzed using quantitative descriptive analysis. Based on the analysis of the use of self-talk can increase self-efficacy from the lowest to the highest.*

Submit:

Keyword : *meta analysis, self efficacy, self talk*

Review:

Publish:

Abstrak : Tujuan dari penelitian ini adalah untuk menganalisis penggunaan self talk terhadap self efficacy. Dalam penelitian ini teknik yang digunakan berupa meta analisis dengan menganalisis data tentang pengaruh self talk terhadap self efficacy. Penelitian ini diawali dengan merumuskan topik penelitian, menggali hasil penelitian yang relevan untuk dianalisis. Pengumpulan data dilakukan dengan mencari jurnal online dan buku-buku pendukung. Analisis data menggunakan analisis deskriptif kuantitatif. Berdasarkan analisis penggunaan self-talk dapat meningkatkan efikasi diri dari yang terendah sampai yang tertinggi.

Kata Kunci : analisis meta, efikasi diri, bicara sendiri

Citation :

Introduction

Academic self-efficacy, operationalized as mastery of domain specific knowledge, which is a predictor of academic and emotional achievement. Despite this, there is limited evidence for a reciprocal relationship with academic achievement (Putwain et al., 2013). Self-efficacy is not static; it varies depending on the context and tasks that must be completed (Boswell, 2012). Often described as task-specific confidence, self-efficacy has become a key component in motivation and learning theory in diverse contexts. In addition, educational researchers from various fields of inquiry have used the idea of self-efficacy to predict and explain various human functions, from athletic skills to academic achievement (Artino, 2012). Self-efficacy was found to be one of the most important predictors of academic achievement (Cheema & Kitsantas, 2014). Self-efficacy affects almost every aspect of academic development including activity choices, perseverance, and goal development (DeFreitas, 2012). Three variables related to self-efficacy of group work, namely: the willingness of individuals to handle the challenges of group work, the relationship of trust, and the influence of leadership (Du et al., 2019).

High, moderate, and low academic self-efficacy significantly predicts student participation and the examination process, but the direction of group placement on academic steps is different for each student (Galyon et al., 2012). Self-efficacy in human functioning, such as other people's motivations and actions, "is based more on what they believe than on what is actually objective (Gao et al., 2019). Meanwhile students who consider their career as a vocation will be more committed to their chosen specialization, especially when students have high self-efficacy (Goodin et al., 2014). Self-efficacy is the ability that a person feels to succeed or complete certain tasks. Academic self-efficacy is very important for one's academic success (Huang, 2013). Self efficacy is one important factor that influences academic achievement. Self-efficacy is a person's personal assessment of how well he / she can handle a particular situation / task (Hwang et al., 2016). Low self-efficacy leads to lower achievement, and

reduces self-efficacy for a series of relevant tasks (Kuo & Belland, 2019). Self-efficacy, defined as people's beliefs about their ability to perform assigned tasks successfully, may be potentially among the strongest contributors to the development of English public speaking (EPS) skills (Zhang et al., 2019).

Self-talk or pep-talk is an effective way to generate confidence and create arguments based on available evidence, the stronger and clearer the evidence, the more convincing the message will be. Self talk technique originates from the cognitive behavior therapy theory. The theory basically believes that human thought patterns are formed from a series of cognitive-response stimuli (SKR) processes, which are interrelated in forming networks in the human brain. The first explores self-talk as a mental strategy aimed at improving performance. Self-talk, or private conversation, refers to an audible or visible conversation that people use to communicate with themselves. This is considered part of the informal conversation, which is a special dialogue act that characterizes "all utterances that are not directed to the system as questions, after resignation. (Le Maitre & Chetouani, 2013).

Based on the results of studies that have been done about the effects arising from the use of self-talk techniques, it can be seen from the increase in self-efficacy. To find out about the effects arising from the use of self-talk techniques, the authors conducted a meta-analysis of the effects of self-talk in increasing self-efficacy.

Method

This research uses a meta-analysis type of research. Data collection is done by browsing online journals and supporting books. From the search results obtained several articles and data retrieval is done in the presence of data before and after the action in the form of scores. The analysis used is quantitative. Can be concluded from the understanding of self-talk as a conversation that is intended to arouse the courage or positive enthusiasm given by someone to himself every day. This method changes negative

perceptions or negative self talk into positive self talk, which is a rational belief obtained from positive sayings. Self talk that is used in this research is the use of positive sentences, then it can be referred to as positive self talk.

Results and Discussion

The results showed that ISTG (Instructional self-talk group) participants got the first self-efficacy score (pre-test) ($M = 4.57$, $SD = 1.59$), the second measurement (post-test) ($M = 7.91$, $SD = 1.46$, $t(27) = -11.03$, $p < 0.01$), and first to third measurements ($M = 7.76$, $SD = 1.32$, $t(27) = -10.05$, $p < 0.01$). For CG participants (control group) there was no increase in self-efficacy score from the first measurement (pre-test) ($M = 4.15$, $SD = 1.32$) to the second measurement ($M = 4.36$, $SD = 1.401$, $t(28) = -1.10$, $p > 0.01$). The final mean score was not significantly different from the retention test ($M = 4.62$, $SD = 1.43$, $t(28) = -2.29$, $p < 0.01$). The results showed that ISTG participants (instructional self-talk groups) experienced an increase in self-efficacy after the intervention (Zetou et al., 2012).

Coaching empowerment is positively related to positive self-talk ($r = .33$, $p < .01$) and self-efficacy ($r = .17$, $p < .01$) and negatively related to negative self-talk ($r = -.16$, $p < .01$). Weakening coaching is positively related to negative self-talk ($r = .42$, $p < .01$), and low and is not significantly related to positive self-talk ($r = -.07$, $p = .22$) and self-efficacy ($r = .06$, $p < .34$). Empowerment of coaching was positively predicted by athlete's self-efficacy ($p < 0.05$), whereas prediction to weaken was not significant (Zourbanos et al., 2016).

The results show that students who combine self-talk with either process goals or performance goals outperform students in course goals and control group conditions. No differences appeared between groups on self-efficacy, satisfaction, and enjoyment. These results indicate that self-talk is effective in improving performance in physical education and is discussed with reference to the social-cognitive model of independent learning (Kolovelonisa et al., 2012).

In the results of data analysis about the use of self-talk to improve self-efficacy it can be concluded that the self-talk technique is very effective in use in increasing self-efficacy. This is evident from the average value before using self talk and after using self talk. In the analysis there are percentages that vary from lowest to highest. The difference is influenced by various factors including internal factors and external factors. Internal factors are factors that originate from the individual himself, the physical or spiritual state or condition of the individual, namely the psychological aspects that can affect the quantity and quality of individual self. Spiritual factors that are generally seen as more essential, such as: the level of intelligence / intelligence, attitudes, talents, interests, and motivation. While external factors are factors originating from outside the individual himself, namely the condition of the surrounding environment, namely the social environment such as educators / tutors, other education personnel and peers can influence one's enthusiasm.

Conclusions and Suggestions

Based on the results of hypothesis testing and the discussion above, it was found that there were significant differences in self efficacy between groups that used self talk techniques and groups who did not use self talk techniques in increasing self efficacy. This can be seen based on the results of testing the above hypothesis. Thus it can be concluded that the use of self talk techniques has a positive effect on self efficacy.

Suggestions that can be delivered based on research that has been done are expected to educators / tutors, other education personnel should choose self-talk techniques to improve self-efficacy, for individuals should maintain positive thinking in doing their tasks / exercises and actively participate in learning / training, and for other researchers who are interested in conducting further and similar research on the use of self-talk techniques should pay more attention to the obstacles faced by individuals and seek appropriate solutions to solve the research carried out to achieve maximum results.

Bibliography

- Artino, A. R. (2012). Academic self-efficacy: from educational theory to instructional practice. *Perspectives on Medical Education*, 1(2), 76–85. <https://doi.org/10.1007/s40037-012-0012-5>.
- Boswell, S. S. (2012). “I deserve success”: Academic entitlement attitudes and their relationships with course self-efficacy, social networking, and demographic variables. *Social Psychology of Education*, 15(3), 353–365. <https://doi.org/10.1007/s11218-012-9184-4>.
- Cheema, J. R., & Kitsantas, A. (2014). Influences of disciplinary classroom climate on high school student self-efficacy and mathematics achievement: a look at gender and racial–ethnic differences. *International Journal of Science and Mathematics Education*, 12(5), 1261–1279. <https://doi.org/10.1007/s10763-013-9454-4>.
- DeFreitas, S. C. (2012). Differences between African American and European American first-year college students in the relationship between self-efficacy, outcome expectations, and academic achievement. *Social Psychology of Education*, 15(1), 109–123. <https://doi.org/10.1007/s11218-011-9172-0>.
- Du, J., Fan, X., Xu, J., Wang, C., Sun, L., & Liu, F. (2019). Predictors for students’ self-efficacy in online collaborative groupwork. *Educational Technology Research and Development*, 67(4), 767–791. <https://doi.org/10.1007/s11423-018-9631-9>.
- Galyon, C. E., Blondin, C. A., Yaw, J. S., Nalls, M. L., & Williams, R. L. (2012). The relationship of academic self-efficacy to class participation and exam performance. *Social Psychology of Education*, 15(2), 233–249. <https://doi.org/10.1007/s11218-011-9175-x>.
- Gao, S., Long, H., Li, D., & Yang, L. (2020). The mediation effect of student self-efficacy between teaching approaches and science achievement: findings from 2011 TIMSS US data. *Social Psychology of Education*, 23(2), 385–410. <https://doi.org/10.1007/s11218-019-09534-1>.
- Goodin, J. B., Duffy, R. D., Borges, N. J., Ulman, C. A., D’Brot, V. M., &

- Manuel, R. S. (2014). Medical students with low self-efficacy bolstered by calling to medical speciality. *Perspectives on Medical Education*, 3(2), 89–100. <https://doi.org/10.1007/s40037-014-0110-7>.
- Huang, C. (2013). Gender differences in academic self-efficacy: A meta-analysis. *European Journal of Psychology of Education*, 28(1), 1–35. <https://doi.org/10.1007/s10212-011-0097-y>.
- Hwang, M. H., Choi, H. C., Lee, A., Culver, J. D., & Hutchison, B. (2016). The Relationship Between Self-Efficacy and Academic Achievement: A 5-Year Panel Analysis. *Asia-Pacific Education Researcher*, 25(1), 89–98. <https://doi.org/10.1007/s40299-015-0236-3>.
- Kolovelonis, A., Goudas, M., & Dermitzaki, I. (2012). The effects of self-talk and goal setting on self-regulation of learning a new motor skill in physical education. *International Journal of Sport and Exercise Psychology*, 10(3), 221–235. <https://doi.org/10.1080/1612197X.2012.671592>.
- Kolovelonis, A., Goudas, M., & Dermitzaki, I. (2012). The effects of self-talk and goal setting on self-regulation of learning a new motor skill in physical education. *International Journal of Sport and Exercise Psychology*, 10(3), 221–235. <https://doi.org/10.1080/1612197X.2012.671592>.
- Kuo, Y. C., & Belland, B. R. (2019). Exploring the relationship between African American adult learners' computer, Internet, and academic self-efficacy, and attitude variables in technology-supported environments. *Journal of Computing in Higher Education*, 31(3), 626–642. <https://doi.org/10.1007/s12528-019-09212-3>.
- Le Maitre, J., & Chetouani, M. (2013). Self-talk Discrimination in Human-Robot Interaction Situations for Supporting Social Awareness. *International Journal of Social Robotics*, 5(2), 277–289. <https://doi.org/10.1007/s12369-013-0179-x>.
- Putwain, D., Sander, P., & Larkin, D. (2013). Academic self-efficacy in study-related skills and behaviours: Relations with learning-related emotions and academic success. *British Journal of Educational Psychology*, 83(4), 633–650. <https://doi.org/10.1111/j.2044-8279.2012.02084.x>.
- Zetou, E., Vernadakis, N., Bebetos, E., & Makraki, E. (2012). The effect of self-

talk in learning the volleyball service skill and self-efficacy improvement. *Journal of Human Sport and Exercise*, 7(4), 794–805. <https://doi.org/10.4100/jhse.2012.74.07>.

Zhang, X., Ardasheva, Y., Egbert, J., & Ullrich-French, S. C. (2019). Building Assessments for Self-Efficacy in English Public Speaking in China. *Asia-Pacific Education Researcher*, 28(5), 411–420. <https://doi.org/10.1007/s40299-019-00441-9>.

Zourbanos, N., Haznadar, A., Papaioannou, A., Tzioumakis, Y., Krommidas, C., & Hatzigeorgiadis, A. (2016). The Relationships Between Athletes' Perceptions of Coach-Created Motivational Climate, Self-Talk, and Self-Efficacy in Youth Soccer. *Journal of Applied Sport Psychology*, 28(1), 97–112. <https://doi.org/10.1080/10413200.2015.1074630>.