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Positive Self-Talk on Pencak Silat Performances

Memet Muhamad¹, Aridhotul Haqiyah¹✉, Dani Nur Riyadi²

Universitas Islam 45 Bekasi, Indonesia¹

Program Pascasarjana Universitas Negeri Jakarta, Indonesia²

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Abstract

Self-talk is basic mental training techniques for changing or influencing mind patterns that can be done in a closed manner so that they are not heard by others, or are open that can be heard by others and directed by oneself. The purpose of the present study was to test the effectiveness of a self-talk intervention on pencak silat performance (straight, sabit, and side kick). Participants were 30 athlete (M age 19 years). The method used in this study was a experiment method with 2 group (STQ Intervention vs. Control Group). The results of this study establish the effectiveness of self-talk in sport, encourage the use of self-talk as a strategy to enhance pencak silat performance.

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✉ Correspondence address :
E-mail: aridhotulhaqiyah@yahoo.com

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INTRODUCTION

Pencak silat is the original culture of Indonesia and currently continues to grow up, both in the regulation and organization. Pencak silat organization in Indonesia is called as the Ikatan Pencak Silat Seluruh Indonesia (Indonesian Pencak Silat Association), which is abbreviated into IPSI. It was initiated by Mr. Wongsonegoro and inaugurated on May 18, 1948 in Surakarta with the aim to unite and foster all pencak silat institutions that exist in Indonesia.

Efforts to foster and develop pencak silat are organized through various ways, such as through formal education from primary school to college. In the Faculty of Education, University of Islam 45 Bekasi, pencak silat coaching is conducted inside and outside the lecturing hours. In the curriculum, pencak silat is determined as one of the compulsory subjects in the community life (MBB), while the activities of sport coaching which is done outside the lecturing hours are well known as student club or Unit Kegiatan Mahasiswa (UKM). UKM pencak silat is a place for students to develop their interests, talents and expertise in pencak silat.

UKM pencak silat is designed with the orientation of skill mastery and performance improvement. The exercise program developed in the UKM pencak silat consists of the improvement of physical condition and technique at the match category, and the artistic category of single, double and team. One of the skills that are trained to the students as members of UKM pencak silat of Universitas Islam 45 Bekasi is fight category. Some of the dominant techniques used in the competition category are kicks because the resulting score is greater than the punch. There are several types of kicks in martial arts, some of which are often used in martial arts are straight kicks, sabit kicks, and side kicks (Lubis, 2014).

Several training factors need to be prepared in each exercise program in sports, including: (1) physical preparation, (2) technical preparation, (3) tactics preparation, and (4) psychological preparation namely mental (Tudor, Bompa, Buzichelli, & Edition, n.d.). In performing pencak silat kicks, besides physical factors, mental factors are also needed (Anam, 2017).

In pencak silat mental training, some several techniques or methods are appropriate to increase the confidence or performance of athletes. One of the techniques or methods of mental training is self-talk. Hardy & Jones stated that self-talk is one of the basic mental skills techniques in mental skills training (Komarudin, 2015). Self-talk (similar terms: inner speech, personal speech, egocentric speech, internal dialogue, internal mo-

nologue, verbal training, and self-expression) includes all thoughts that are self-focused automatically and intentionally that flow through the mind (Mohiyeddini, LeBlanc, & Bauer, 2011). Self-talk is the process of which an individual may guide him/herself to accomplish a goal (Hatzigeorgiadis, 2008). Self-talk (self-talk) is one of the techniques to increase motivation that is generally given before a match (Tangkudung, 2018).

There are two important aspects of self-talk, namely: (1) self-talk can be done openly so that it is heard by others, or closed cannot be heard by others; (2) self talk consists of statements addressed to himself and not to others (Komarudin, 2015). Self-talk is closely related to self-awareness, self-efficacy, and play a role in self-regulation. Self-talk is a prerequisite for personal intelligence and emotional intelligence because it helps integrate the perspectives of others. Self-talk can provide direct impetus to produce emotions and human behavior (Mohiyeddini et al., 2011).

Figure 1. Illustration of Relationship Between Psychological Methods, Psychological Skills, and Athlete Performance / Appearance.



Source: Cox, Richard H (2012: 306)

Relationship between Self-talk and athlete performance is self talk-self confidence-performance (Cox, Richard, 2012: 225). Positive self-talk is a positive emotional reaction to the athlete. Self-statements that can be used to motivate themselves in increasing their abilities. Self-talk is a mental training program proposed by sports psychologists to regulate cognition, emotions, behavior, and appearance (Komarudin, 2015).

Hardy, Gammage, and Hall explaining that self-talk can improve abilities and performance athlete in sports. Besides, Gardner, Moore, and Martin explained that self-talk can improve athlete performance competitively (Komarudin, 2015). Rushall explains that positive self-talk will increase motivation to perform well and enjoy the sport that he does some expressions that are useful for athletes, namely: (1) The phrase to encourage himself for example, your work is good, keep continuing to achieve that goal, this is your chance to dominate, (2) Efforts to control, even though feel pain but concentrate on each movement, prepare to carry out strategies, (3) Goal-

oriented such as, the ribbon is visible, now extend your steps, and many other examples. Self-talk can be used as an encouragement to the spirit of athletes to show their best performance, so that athletes can minimize tension, strengthen efforts in a better direction, do the commands themselves according to the demands that must be done, (4) Speak positively for example, your work is good; this is better than what you planned; I'm the best; I believe I can do well (Rushall, 2008) and has been included as part of a multi-intervention package, with results showing that such an approach associated with increased skill execution and improved psychological conditions (Cumming, Nordin, Horton, & Reynolds, 2006).

It can be concluded that positive self-talk is a positive expression that can be used to improve self-motivation, ability, and performance of athletes in sports. By expressing something positive, someone will get a positive reaction. Self-talk can also influence motivation (Weinberg & Gould, 2011). Positive self-talk can reduce anxiety, it also provides evidence of an association between self-talk self- and confidence, because of the strong negative relationship between State anxiety and self-confidence (Cox, Martens, et al., 2003).

The role of self-talk on the athlete's performance is influenced by the athlete's statement, emotions resulting from the statement, so that the physical consequences obtained will affect performance. More clearly can be seen in the **Table 1.**

Table 1. Effect of Self Talk on Athlete Performance

Statement of	Emotions Generated	Physical Consequences
I can do this	Relaxing Excitement	Muscle
What if I mess up?	Nervous	Muscles are tense

In many experimental studies, self-talk has been included as part of a multi-intervention package, with results showing that such an approach is related to improved skills execution and improved psychological conditions. However, studies that use mental skills packages provide limited evidence that specific mental skills, such as self-talk, are very helpful by themselves, even if it is the main intervention. Investigations relevant to this are the parts of them that have produced data about the self-talk in its exclusivity.

Research conducted by Wadey and Hanton has examined how the use of basic psychological skills in setting goals, self-talk, imagery, and relaxation is related to the direction and intensity of elite anxiety athletes (Wadey & Hanton, 2008); (Weinberg & Gould, 2011).

Experiments are designed to distinguish the benefits of "self-talk" motivation and

"instructional" strategies compared to control conditions. Research provides strong experimental support for the effectiveness of self-talk as an intervention or countermeasure strategy to improve athlete performance (Antonis, Yannis, & Nikos, 2004). Utilizing water polo athletes and two different water polo throws, they investigate the relative effectiveness of two different types of self-talk (instructional/motivational) when throwing. Both types of self-talk are more effective than the control group for improving both throwing assignments. The study also showed a significant reduction in attention disorders during experimental testing compared to the control group, which led the researchers to conclude that the reduced attention disorder was one important explanation for the effectiveness of self-talk.

Similarly, experimental support for the effectiveness of self-talk in improving basketball performance has been reported (Perkos, Theodorakis, & Chroni, 2002);(Theodorakis, Chroni, Lapidis, Bebetos, & Douma, 2001). Additional support for the effectiveness of using self-talk to improve athletic performance has been reported using a single-subject multiple-baseline design. Athletes' performance improves after the intervention compared to their control performance, this is evidence of the effectiveness of self-talk.

METHODS

The method used in this study was a experimental method with A 2 (Group: STQ Intervention vs. Control Group) × 2 (Time: Pretest vs. Posttest) design ANOVA with two Group. The sample consisted of 30 pencak silat athlete. Instrument kecepatan tendangan pencak silat (Lubis, 2014). Teknik yang diukur adalah kecepatan tendangan lurus, samping, dan sabit. The belief in self-talk questionnaire is a 15-items Automatic Self-Talk Questionnaire for Sports (ASTQS) (Zourbanos, Hatzigeorgiadis, Chroni, Theodorakis, & Papaioannou, 2009). The judges first familiarized themselves with the definitions of the categories provided and then matched each of the 15 items with the specified categories on a 5-point rating scale (1 = poor match, 2 = fair match, 3 = good match, 4 = very good match, 5 = excellent match). The questionnaire validity was approved by 2 associate professors and 2 Professor Moreover, a pilot study was carried out on 55 volunteers who completed the questionnaire twice with 2 weeks apart. An intraclass correlation indicated a high stability coefficient of $r = 0.592$ and $p < 0.05$ for the test-retest scores as well as the Cronbach alpha coefficients demonstrated an acceptable internal consistency ($\alpha = 0.935$).

RESULTS AND DISCUSSION

Based on the Table 2 in the Kolmogorov-Smirnov column, it is known that the significance value of all variables is greater than 0.05, so it can be concluded that all research data are normally distributed.

Homogeneity test of the variance of each treatment group using the Levene Statistical test at the significance level $\alpha = 0.05$. A summary of the homogeneity test results can be seen in the Table 3.

Based on the analysis in the Table 3 above, the significant value of the experimental group and control group > 0.05 , H_0 accepted. Thus data from both groups are homogeneous.

The hypothesis test is conducted to test the average difference between the three groups of students who are used as research samples using ANOVA with the help of SPSS 23 The results of the calculation are as follows Table 5.

Based on the Table 5 above, in the column Equal variances assumed and Levene's Test for Equality of Variances, the value of $F = 0,216$ with sig or p-value = $0,643 > 0.05$, which means the population variance of the two groups is the same or not homogeneous. Because the data variance is homogeneous, the results of the hypothesis test can be seen in the column equal variances assumed and t-test for Equality of Means. Of the column obtained by value $t = -3,857$, $df = 88$ and sig (2-tailed) or p-value = $0.000 > 0.05$ or H_0 is rejected. Thus the hypothesis proposed is tested by the data so that it can be concluded that the ability of the experimental group students is higher than the control group students.

After analyzing the data of the research hypothesis, all of them were tested for their truth. The research findings are the results of statistical data analysis that needs to be studied further to explain the hypothesis that is accepted or rejected. Positive self-talk was useful for giving a calm heart feeling in a tired body so that it can improve the quality of appearance, self-confidence, concentration, and motivation. Positive self-talk produces excitement and relaxes muscles, while negative self-talk causes nervousness and muscle tension.

Interventions including self-talk training were more effective than those not including self-talk training. The results of this study establish the effectiveness of self-talk in sport, encourage the use of self-talk as a strategy to facilitate learning and enhance performance, and provide new research directions (Hatzigeorgiadis, Zourbanos, Galanis, & Theodorakis, 2011a)

Based result of study with three self-talk interventions: self-regulated positive self-talk,

assisted positive self-talk, and assisted negative self-talk. The Results revealed a performance increase in all groups with the greatest increase being found in the assisted positive self-talk condition. (Hamilton, Scott, & MacDougall, 2007). Instructional self-talk was more effective for fine tasks than was motivational self-talk; moreover, instructional self-talk was more effective for fine tasks rather than gross tasks (Hatzigeorgiadis, Zourbanos, Galanis, & Theodorakis, 2011b).

CONCLUSION

Based on the results of data processing and analysis establish the effectiveness of self-talk in sport, encourage the use of self-talk as a strategy to enhance pencak silat performance, especially for kick performance.

Some suggestions to be given with respect to the results of this study are for lecturers, coaches, trainers, and physical education teachers, the results of this study can be used as a reference and information in the instructional positive self-talk as a strategy to facilitate learning and enhance performance, and provide new research directions.

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Table 2. The Result of Normality Test

Group	Variable	K-S Sig	Remarks	
Experiment	Pre Test of Straight Kick	0,063	Normal	
	Post Test of Straight Kick	0,093	Normal	
	Pre Test of Sabit Kick	0,200	Normal	
	Post Test of Sabit Kick	0,096	Normal	
	Pre Test of Side Kick	0,137	Normal	
	Post Test of Side Kick	0,200	Normal	
	Control	Pre Test of Straight Kick	0,200	Normal
		Post Test of Straight Kick	0,147	Normal
Pre Test of Sabit Kick		0,200	Normal	
Post Test of Sabit Kick		0,093	Normal	
Control	Pre Test of Side Kick	0,170	Normal	
	Post Test of Side Kick	0,087	Normal	

Table 3. The Result of Homogeneity Test

Group	Levene Statistic	Sig	Remarks
Experiment	0,006	0,940	Homogen
Control	0,506	0,479	Homogen

Table 4. The Result of Hypotesis Test

Group	Type of Kick	N	Pre test		Post Test		t	P-value
			M	S	M	S		
Experiment	Straight	15	14,33	0,900	15,73	1,100	6,883	0,000
	Sabit	15	15,47	1,407	16,73	1,668	8,342	0,000
	Side	15	14,87	1,060	15,80	1,146	6,874	0,000
Control	Straight	15	15,80	1,146	17,87	1,457	6,548	0,000
	Sabit	15	16,60	1,183	18,73	1,100	5,104	0,000
	Side	15	16,73	1,223	18,53	1,125	3,761	0,002

Table 5. The Result of t- Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.216	.643	-3.857	88	.000	-.80000	.20744
Equal variances not assumed			-3.857	86.608	.000	-.80000	.20744