

# Correlation between Self-Talk and Emotional Regulation Among Student Volleyball Athletes

*By Amelia Musyarofah .*



## Correlation between Self-Talk and Emotional Regulation Among Student Volleyball Athletes

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### Abstract

**Study purpose.** This study aims to determine the relationship between self-talk and emotion regulation in volleyball student athletes.

**Materials and methods.** This study uses quantitative descriptive research methods and designs. The instrument used was a questionnaire to measure self-talk using a self-talk scale (STS) of 9 items and a scale of emotion regulation and self-talk of 6 items for each participant, with a score for each item using 5 points. The frequency scale (1 = strongly disagree, 5 = strongly disagree, 5 = strongly disagree, maximum 1 = strongly agree) was administered to the sample once. We performed data processing and analysis in the form of statistical description, normality test using Shapiro-Wilk Test, and correlation test using Spearman-Rank Test.

**Results.** The results showed that there was a significant relationship between self talk and emotion regulation in volleyball student athletes. The relationship between the two variables has a very strong correlation level. Student volleyball athletes have a percentage of emotion regulation ability of 73.3% and self talk of 70.8%.

**Conclusion.** This study concludes that self-talk has an important role in regulating the emotions of student athletes to achieve the goals they want to achieve, namely sports achievement. Efforts to achieve the best performance in match practice, self-talk and emotion regulation are two main aspects that need to be considered.

**Keywords:** Self-talk, Emotional Regulation, Student Athlete, Volleyball

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## **Introduction**

Efforts to achieve the best performance in training in matches, self-talk and emotional regulation are two key aspects that need to be considered. Athletes and coaches believe that self-talk is an intervention that improves sports performance and various psychological states, such as confidence (Fritsch and Jekauc 2020). Self-talk or the internal conversation we have with ourselves, has a huge impact on how we face challenges, concentrate, and manage stress. Athletes' concentration needs to be trained using appropriate psychological methods (Komarudin 2018; Saputra et al. 2022). Meanwhile, emotional regulation is the skill of recognizing, understanding, and managing emotions effectively, so that it does not interfere with concentration and performance.

In this research, the author highlights the problem of student athletes, most of whom cannot control the emotions they face (Paulana, Rejeki, and Sholichah 2021). The problems faced could be pressure from schoolwork, parents, the environment, and pressure from a coach. Therefore, athletes who participate in sports or competitive matches will naturally experience different emotions. Athletes can feel changing feelings such as anger, sadness, and even unexpected emotions. These emotions can even influence effort, attention, decision making, and physical function (Adi et al. 2024).

Student athletes also often face demands in academic, career planning, social, and tiring training. The reality that they face daily is that apart from having to take part in training, student athletes are also required to carry out academic obligations at school such as attending classes, doing assignments, taking exams and other practices. One of the basic assets for achieving peak performance in a sport is to have talented seeds according to the needs and specificities of each sport (Hiskya, Kuswoyo, and Umakaapa 2023). In fact, one of the factors that need to be considered for student athletes is their psychological condition, which in optimal conditions is very influential in improving and achieving the achievements they will achieve (Zufri and Tyoso 2017).

Student athletes also need self-talk to carry out their roles effectively. Self-talk is a belief or form of an individual's feelings about his or her abilities and can give an understanding of one's own strengths and weaknesses (Anfasa 2020). Apart from that, there are two types of self-talk, namely positive self-talk and negative self-talk (Latinjak et al. 2014). Positive self-talk is a process of communicating with yourself in a positive realm that focuses on increasing energy, effort, and a positive attitude. Negative self-talk is the process of communicating with oneself using methods that tend to be self-critical, self-deprecating, counterproductive, and tend to produce anxiety. Meanwhile, positive self-talk contains positive words but is not related to the specific activity being carried out (for example, I can do this, I'm great, come on, cheer up) (Kirtley 2016).

Many experts call it emotional management, many also call it emotional control. Emotions themselves are defined as feelings or thoughts that are typical of an individual, which means the biological and psychological states and behavioral tendencies of an individual. As an athlete who experiences changing emotions when competing, athletes must be able to regulate the emotions that arise so that these emotions do not hinder their performance. States that emotional regulation is an individual's ability to balance emotional responses resulting from various circumstances or stimuli.

Many athletes are unable to perform optimally. This research is very important because no similar research has been carried out before, especially in the context of sports in Indonesia, especially student athletes. Especially for volleyball student athletes who are used as the research population, the results of this research have significant results to be applied to athlete development. So, in this research, athletes need psychological tests to be able to regulate their emotions using a self-talk approach so that this research can be a reference for the intervention process for athletes.

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**Materials and methods**

**Study participants.**

A quantitative descriptive method with a correlational design was used in this research. There were 28 West Bandung Regency student volleyball athletes involved as samples, The sample for this study included girls and boys aged 16 years.

**Study organization.**

10 This research uses quantitative descriptive research methods and designs (Sari et al. 2022). Research methods are a scientific way to obtain data with specific purposes and uses. Quantitative descriptive research analysis is used to analyze data by describing or illustrating the collected data as it is without intending to make general conclusions or generalizations (Fraenkel, Wallen, and Hyun 2022).

The instrument used was a questionnaire to measure self-talk using a self-talk scale (STS) with 9 items and emotional regulation as well as a scale with 6 items for self-talk for each participant, rate each item using a 5-point frequency scale (1 =strongly disagree, to 5 = strongly agree). Was given to the sample once. Then, it is distributed to athletes who meet the characteristics of research subjects by filling in honestly so that the information obtained is guaranteed to be filled in truthfully. The data collection process for the testing phase of the self-talk and emotional regulation instruments was carried out by distributing questionnaires to volleyball student-athletes via Google Form once.

**Statistical analysis.**

After the data was obtained, the data was processed and analyzed using SPSS Version 25. We carried out data processing and analysis in the form of statistical descriptions, normality tests using the Shapiro-Wilk Test, and correlation tests using the Spearman-Rank Test.

**Results**

The research results that have been processed and analyzed by the author are presented in table form. The demographic data can be seen in Table 1.

**Table 1.** Demographic Data

Characteristics	Score
Age	15.71 ± 0.659
Gender (%)	
Male	89
Female	11
Highest Match Rate Ever Participated (%)	
County Town	75
Province	11

Based on Table 1, the athletes involved in this research were 28 athletes, the sample results were an average of 15 years old, with a male sample of 89% and a female sample of 11%, the highest level of competition participated in by the sample in West Bandung Regency was 75% Province 11 % and National 14%. Based on the data collected, the author carried out a descriptive statistical test in Table 2.

**Table 2.** Statistical Descriptive

Variable	Min.	Max.	Sum	Mean	Std. Deviation
Self-Talk	21	45	893	31.89	7.151
Emotion Regulation	15	30	616	22	4.907

Based on Table 2, in the self-talk test, the mean and SD for self-talk were  $31.89 \pm 7.151$ , while the results for emotion regulation were  $22 \pm 4.907$ . Next, the author carried out a self-talk test. normality test in Table 3.

**Table 3.** Normality Testing

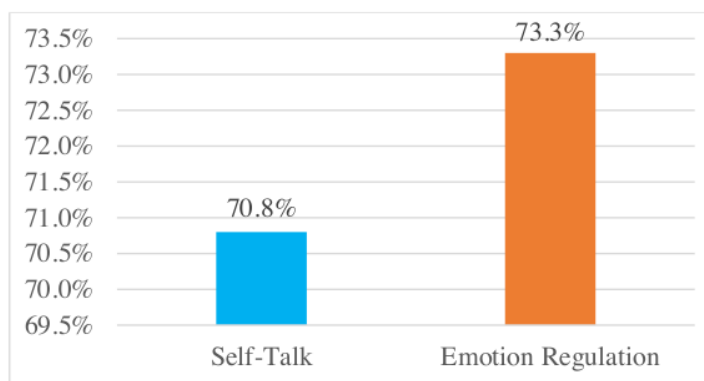
Variable	Statistic	df	Sig.
Self-Talk	.921	28	.013
Emotion Regulation	.905	28	.015

Based on table 3, it shows the results of the data normality test using the Shapiro-Wilk test. Based on table 3, in the self-talk test the statistical value .921, df 28, and Sig. .013. Meanwhile, the results of emotional regulation have a statistical value .905, df 28, and Sig. .015. Both data obtained Sig values  $< 0.05$ , it can be stated that the two data are not normally distributed, so we use a non-parametric approach in carrying out the correlation test. Next, the author carried out a correlation test in Table 4.

**Table 4.** Correlation Test between Self-Talk and Emotion Regulation

Variable	Correlation Coefficient	N	Sig. (2-tailed)
Self-Talk - Emotion Regulation	.839**	28	.000

Table 4 shows the results of the correlation test using the Spearman-Rank Test. Based on Table 4, the correlation coefficient value is .839\*\* with Sig. (2-tailed) of  $0.000 < 0.05$ , it can be concluded that there is a significant relationship between self-talk and emotional regulation in student volleyball athletes. The relationship between the two variables has a very strong level of correlation.



**Figure 1.** Percentage of Student Volleyball Athletes' Emotional Regulation and Self-Talk Abilities

Figure 1 shows the percentage of emotional regulation and self-talk abilities of volleyball student athletes. Based on Figure 1, student volleyball athletes have a percentage of



emotional regulation ability of 73.3% and self-talk ability of 70.8%. Based on these results, it can be seen that student volleyball athletes already have these two abilities well, but they still need to be improved because it is very likely that these percentages will fluctuate in student volleyball athletes.

## Discussion

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Self-talk and emotional regulation in student athletes have a positive relationship. The more often positive self-talk is used, the better the athlete's emotional regulation will be, and conversely, if emotional regulation is used frequently, the athlete will get worse. Self-talk is a key component of sport psychology (Raalte, Vincent, and Brewer 2016). Through direct self-talk training, it can have a significant influence on athletes by improving psychological aspects, so that athletes can feel and apply it during training and during matches (Fauzan et al. 2022). So the advantage of self-talk itself is that it can calm the state of our hearts which are facing fatigue, therefore self-talk can improve the quality of performance, optimism and self-desire towards ourselves (Anfasa 2020).

In practice, student athletes will usually experience emotions that involve a lot of pressure, whether at school, training, the environment, or their parents. So changes in training situations will also cause athletes to experience psychological pressure and negative emotions so efforts are needed to improve athletes' emotional regulation abilities (Jannah and Kusuma Dewi 2021). That one way that can be used to prevent the emergence of emotional responses that are detrimental to individuals is by using attention or attention strategies (Jansen 2012). Then the attention can focus on things that can provide benefits when done with self-talk.

Thus, a picture of the relationship emerges. In sport, athletes seem to carry out various strategies to regulate their own emotions and the emotions of their teammates, usually with the aim of improving the performance and results that have been regulated (Pujiyanto et al. 2023). Emotions can significantly impact performance by altering physiological states and attention in ways that may enhance or compromise an athlete's abilities (Malinauskas and Vazne 2018). Emotional regulation for athletes is very important to be able to recognize, understand and manage their own emotions (Paulana et al. 2021). This ability is important for dealing with pressure and stress in sports competitions. Athletes who can regulate their emotions well will tend to be calmer and more focused. Student athletes need to be equipped with various effective emotional regulation strategies. In this strategy, athletes can use relaxation techniques, deep breathing, visualization and concentration of attention (Amtonis 2023). By learning and using these strategies, athletes can learn to deal with pressure and negative emotions that may arise during practice or competition.

It is known that the better a student athlete is at controlling self-control and managing emotions, the better the level of confidence in a student athlete's ability to achieve the goals they want to achieve in terms of achievement. Self-talk provides significant results on emotional regulation because it is often done cognitively, resulting in a greater capacity to focus attention during competition (Hamid et al. 2023). Both the results of self-talk scores and emotional regulation obtained by student athletes who are subjects in this research can be influenced or motivated by several factors.

Emotion regulation has a number of specific determining elements, namely the individual's skills and abilities to consciously identify, manage acceptance of emotions, have readiness when faced with a sad situation, so that they can modify emotions (Evers et al. 2021). Meanwhile, the level of self-talk is influenced by parental parenting, gender differences, education level, and physical appearance (Hamdanah and Surawan 2022). The application of generalizations to organizational contexts outside of sport cannot be directly carried out because the results of this study are limited to the student athlete population. Further research needs to be carried out to gain an in-depth understanding in the non-sports sphere.

## Conclusions

Based on the research that has been conducted, it can be concluded that self-talk has an important role in regulating the emotions of student athletes to achieve the goals they want to achieve, namely achievement. Self-talk also has an important role in developing student athletes' emotional regulation so that they can be responsible for completing their obligations and role demands. Between self-talk and emotional regulation, both have an influence in supporting student athletes to think rationally and determine forms of behavior that are in line with their goals, especially in achieving achievements both academically and in sports competitions.

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## Conflict of interest

The author declares that there is no conflict of interest in this article.

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