


Positive Self-Talk in Adolescent: A Systematic Literature Review

Mulawarman Mulawarman^{1*}, Eni Rindi Antika¹, Sigit Hariyadi¹, Achmad Miftachul Ilmi¹
 Abi Fa'izzarahman Prabawa², Amalia Rizki Pautina¹, Dini Chairunnisa¹, Kristin Melliwati Benu¹
 Galuh Nadhita¹, Alvia Ainil Lathifah¹, Vita Yuliana¹

¹Universitas Negeri Semarang, Indonesia

²Universitas Islam Negeri Salatiga, Indonesia

*mulawarman@mail.unnes.ac.id

<p>Submitted: 2024-07-21</p> <p>Published: 2024-10-13</p> <p>Keywords: Positive Self-Talk, Positive Thinking, Systematic Literature Review</p> <p>Copyright holder: © Author/s (2024)</p> <p>This article is under: </p> <p>How to cite: Mulawarman, M., Antika, E. R., Hariyadi, S., Ilmi, A. M., Prabawa, A. F., Pautina, A. R., Chairunnisa, D., Benu, K. M., Nadhita, G., Lathifah, A. A., & Yuliana, V. (2024). Positive Self-Talk in Adolescent: A Systematic Literature Review. <i>Bulletin of Counseling and Psychotherapy</i>, 6(3). https://doi.org/10.51214/002024061034000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: This study synthesizes the literature on positive self-talk in adolescents. The research aimed to comprehensively understand descriptive forms and strategies to increase positive self-talk in adolescents. The method used in this research was Systematic Literature Review (SLR) by searching relevant articles through Scopus, Taylor & Francis Group, and Sage databases. The search was limited based on predetermined inclusion criteria, and 30 articles were obtained by peer review. The research design used was Preferred Reporting Items for Systematic Reviews and Meta-Analytics (PRISMA). The results demonstrated that the form of positive self-talk in adolescents varies and can be applied to cultivate self-talk habits that are goal-directed, rational, affective, cognitive, motivational, and have psychological functions. Strategies to improve self-talk include using gestures through repetitive practice, mental rehearsal, cognitive interventions, and using first or second-person pronouns. Furthermore, strategies to increase self-talk can be implemented using video modelling examples and naturalistic videos.</p>
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INTRODUCTION

Self-talk is talking to oneself (Ananda & Apsari, 2020; Wulansari & Handaka, 2021), the process of interpreting feelings, perceptions, and cognitions to regulate and provide instructions and reinforcement to oneself (Aldina et al., 2019; Brinthaupt et al., 2009; Hatzigeorgiadis et al., 2004; Jones, 2005) as well as interpreting feelings, controlling beliefs and implementing them within oneself (Wulansari & Handaka 2021). Self-talk is expressed both positively and negatively. Positive self-talk can increase one's enthusiasm to achieve desired changes by engaging in constructive behavior. Meanwhile, negative self-talk causes emotional damage, such as low self-esteem, depression, and frequently blaming oneself (Wulandari, 2020). Self-talk is a tendency to shift one's perspective and prioritize personal positive and negative thinking, particularly among adolescents (Sheiren S, 2020).

Adolescence is a period that is full of various changes and challenges. It is a transition phase from childhood to adulthood (Puspita et al., 2019; Fuaida et al., 2022), marked by rapid physical, mental, emotional, and social growth (Simanjuntak & Arianti, 2022). The range age of adolescent begins at the age of 12 or 13 years and ends in the late teens or early twenties (Papalia et al., 2009). According to Hurlock (2019), the adolescent age range starts from early adolescence (12-14 years), middle adolescence (15-17 years), and late adolescence (18-21 years). In Indonesia, adolescence starts from the age of 12 to 24 years old and still unmarried (Sarwono, 2012). Referring to the opinions of previous experts, the age limit of adolescence in this study is 12 to 24 years old. During this time, adolescents experience complex emotions, such as perplexity, anxiety, and self-doubt.

Emotional development occurs naturally during this period. The emotional development of adolescents in the standardization to achieve supremacy becomes urgent in the 21st century. This pressure endangers adolescents' well-being, which is manifested in mental health and suicide phenomena. According to the World Health Organization (WHO), more than 700,000 people worldwide commit suicide each year. Suicide is ranked fourth as the most common cause of death among adolescents aged 15-19 years (Organization, 2023). In Indonesia, its ratio is 2.4 per 100,000 population, ranking 114th in the world and 8th in Asia (Arafat et al., 2022). It causes stress for adolescents and, if not addressed, can lead to mental health issues (Meylinta, 2021). Thus, it is critical for adolescents to establish a positive mindset, which can be achieved through positive self-talk.

Positive self-talk consists of affirmations and constructive thoughts, a form of conversation with oneself to develop various behavioral functions (Brinthaupt, 2019). Adolescents who learn to talk to themselves positively will be able to confront life's challenges with a more constructive and optimistic attitude. The study by Latinjak et al. (2022) classified self-talk literature and developed a transdisciplinary model of self-talk to guide future research in all academic disciplines that deal with self-talk. Their investigation examined 559 self-talk publications published between 1978 and 2020. In other research conducted by Fritsch et al. (2023), the perspective on self-talk introduced in the literature differentiates between organic self-talk and strategic self-talk. The search results were 44 articles with 46 relevant studies in in-depth analysis. The findings indicated that self-talk for adolescents could build a strong foundation for emotional well-being and future success. Previous systematic literature review (SLR) demonstrated only a broad understanding of self-talk, but no positive self-talk articles were found. Therefore, the present research conducted a systematic literature review on positive self-talk among adolescents. This study is expected to provide adolescents with an idea of implementing strategies to promote positive self-talk.

METHODS

Design

This research used a systematic literature review (SLR) method to identify strategies to increase adolescent self-talk. A systematic literature review is a research method that aims to collect, evaluate, integrate, and display the results of research studies related to the topic or research question. Barbara Kitchenham and Stuart M. Charters stated that SLR is a way or method to identify, evaluate, and interpret all research findings relevant to the research question, topic, or phenomenon of interest (Kitchenham, Ann, & Charters, 2007).

The procedure for selecting research articles relevant to the research questions was the PRISMA flow diagram, which includes four stages: identification, screening, eligibility, and included articles (C. Cooper et al., 2018). Sierra-Correa and Cantera Kintz (2015) emphasize that PRISMA has three key benefits: 1) defining research topics for systematic inquiry, 2) generating inclusion and exclusion criteria, and 3) attempting to analyse an extensive database of scientific works within a specific time limit.

Based on Figure 1 above, it is found that the first stage in the selection of articles is identification, this stage is carried out by accessing electronic databases from Scopus, Taylor & Francis, and Sage Journal. The results of the search obtained 264,902 literatures, with the following details: Scopus: 129 literature, Taylor & Francis: 169,817 literature, and Sage Journal: 94,956 literatures. The total results of this literature search were actually obtained by entering the keywords: Adolescent and Self-Talk. In addition, the articles were filtered using automation tools to exclude duplicate articles, publications date, article type, subject, journal and language. According to the filter results with automation tools, 3,900 articles were obtained which were further filtered using the inclusion and exclusion criteria, leaving 1,215 articles. Also, 1,185 articles had to be excluded because they did not meet the eligibility criteria. Thus, the remaining 30 articles were used for eligibility. This eligibility screening procedure was carried out manually by reading all articles. A total of 270 articles

were excluded because they did not meet the population criteria, in this case adolescents and interventions related to self-talk.

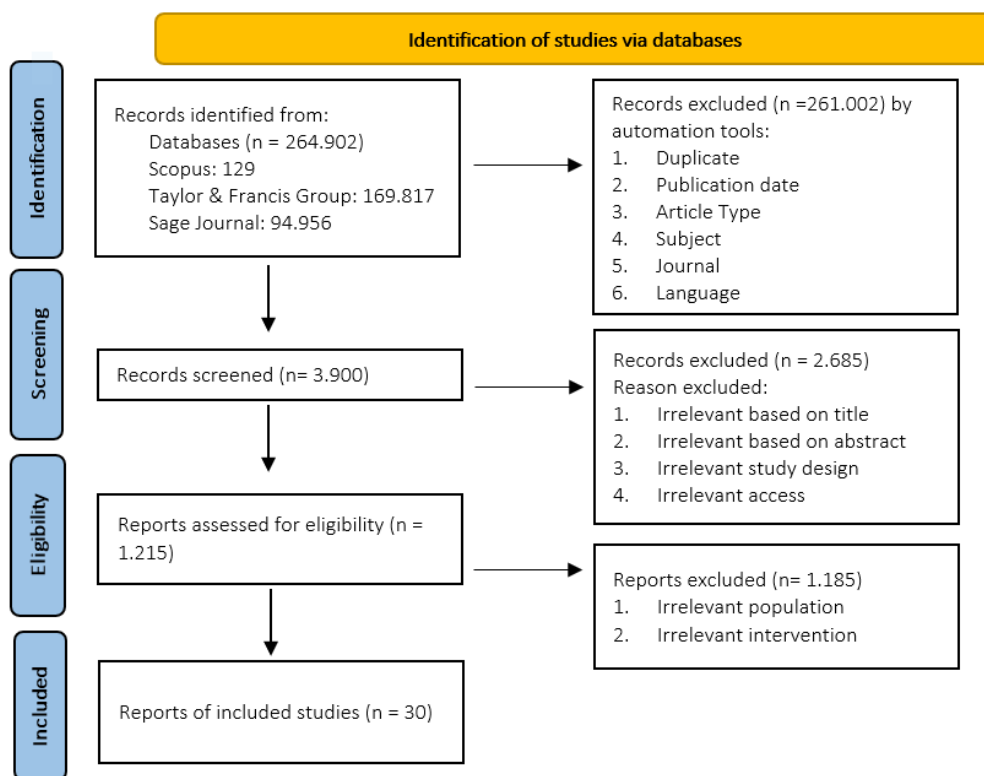


Figure 1. PRISMA Flow Diagram

Research Questions

The initial stage of SLR research is to develop research questions (RQ). They are applicable to assist in literature search and extraction. The RQs are formulated based on five elements, which are popularly known as PICOC: 1) Population (P): the target group of the investigation; 2) Intervention (I): the detailed aspects of the investigation or issues of interest to the researcher, 3) Comparison (C): the aspects where the *Intervention (I)* will be compared, 4) Outcomes (O): effects and results of the *Intervention (I)*, and 5) Context (C): the setting and environment of the investigation (Aliyah & Mulwarman, 2020). The research questions developed in this study are:

1. What is the form/description of positive self-talk in adolescents from 2019 to 2024?
2. What are the strategies for increasing positive self-talk in adolescents from 2019 to 2024?

Searching Process

The databases used in this study were Scopus, Sage Journal, and Taylor & Francis. The keywords used were adolescent and self-talk. As stated by Okoli (2015), the keywords were developed using an online thesaurus, keywords from previous research, and provided by Scopus. For more details, the search string can be seen in the following table.

Table. 1 Keywords

Database	Keywords
Scopus	((“adolescent*” OR “teenager*” OR “young adult*”) AND (“self-talk*” OR “inner speech*” OR “self-dialogue*” OR “private speaking*))
Taylor & Francis	((“adolescent*” OR “teenager*” OR “young adult*”) AND (“self-talk*” OR “inner speech*” OR “self-dialogue*” OR “private speaking*))
Sage Journal	((“adolescent*” OR “teenager*” OR “young adult*”) AND (“self-talk*” OR “inner speech*” OR “self-dialogue*” OR “private speaking*))

Screening Procedures and Inclusion/Exclusion Criteria

The screening procedure is a stage in which the researcher checks the collected articles to ensure that all articles meet the requirements. Furthermore, inclusion and exclusion criteria are utilized to filter articles based on their relevance to the research questions. One method is to provide a publication time limit, as Kraus et al. (2020) stated that less mature research takes longer to complete due to fewer articles and more unanswered research questions.

Tabel. 2 Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication years	2019 to 2024	Before 2019
Population	Studies focused on adolescent age 12 to 24 years	Studies not on adolescents (children, adults, etc.)
Document types	Research articles	Not research articles such as books, book chapters, proceedings, term papers, etc.
Language	English	Other than English
Access	Open access	Not open access

Quality Assessment and Analysis

The most important aspects of quality assessment are determining the applicability of the research design to the study topic and conducting a thorough review of the design's primary characteristics. According to Munn et al. (2020), quality evaluation is an approach used to evaluate the relevance and validity of research findings by evaluating the strengths and weaknesses of research publications. Thus, in this study, the quality of articles is assessed by analyzing several questions: 1) Are the formulated research questions relevant? 2) Does the research design address the research questions? 3) Does the article contain a component of self-talk for adolescents? 4) Does the article contain research results on strategies to improve adolescent self-talk? The quality of the 32 articles in this study was assessed using peer review.

Furthermore, the author employed thematic analysis techniques. Xu & Zammit (2020) stated that thematic analysis is an accessible and adaptable method for analyzing qualitative data. In addition, Flemming et al. (2019) explained that thematic analysis is the most effective method for synthesizing data in an integrative (mixed) research design. The thematic analysis in this article is divided into two parts, the first part explains the identity of the article and the second part explains what kind of description of positive self-talk in adolescents from 2019-2024 and how strategies to increase positive self-talk in adolescents from 2019-2024.

RESULTS AND DISCUSSION

Result

The Systematic Literature Review identified 30 articles that met the inclusion and exclusion criteria. They can be seen in Table 3. The research findings were then divided into two sections. The first section described the research location, publication year, and research methods, while the second section was structured based on the research questions (RQ).

The First Section

In this section, articles are categorized based on research location, publication year, and research methods.

Table 3. Article Review Result

No.	Title/Article	Year	Country	Method	Result	Database
1.	Valence, form, and content of self-talk predict sport type and level of performance Author: Johanne Nedergaard, Mark Schram Christensen, Mikkel Wallentin	2021	Denmark	Research type: quantitative (questionnaire) Respondents: runner and badminton athletes Instrument: the automatic self-talk questionnaire for sports (ASTQS) Data analysis: regression analysis	Study 1 showed that self-talk in gross motor sports, such as running, and team-based sports that require technique, such as badminton, is more emotional and characterized by regulating fear and anxiety. Study 2 showed that self-talk in high-pressure situations, which had denser form and content, is simultaneously more positive and more negative than in low-pressure situations.	Scopus
2.	Negative self-talk in runners: Emotional intelligence and perceived stress as explanatory factors Author: Erika Borrajo, Esther Calvete, Itziar Urquijo	2024	Spain	Research type: Quantitative (Survey) Respondent: Runner – Instruments: Automatic Self-Talk Questionnaire for Sport – WangLaw Emotional Intelligence Scale – Perceived Stress Scale Spanish Version Data analysis: Path analysis with Lisrel 8.8	The results showed that perceived stress was related to the use of negative self-talk. In addition, evaluating others' emotions and regulating one's own emotions can help to explain the prevalence of negative self-talk.	Scopus
3.	The Effects of Overt Head Movements on Physical Performance After Positive Versus Negative Self-Talk Author: Javier Horcajo, Borja Paredes, Guillermo Higuero, Pablo Brinol, and Richard E. Petty	2019	Sapin	Research type: Experiment Respondent: Athlete Instrument: Ruffier–Dickson Test Data analysis: Factorial Analysis of Variance	Positive self-statements resulted in a better performance than negative self-statements in 2 of 3 physical tasks. Most relevantly, the main effect of self-talk was significantly qualified by head movements.	Scopus
4.	Application of Strategic Self-Talk: An Experimental Study on the Effects on Shooting Stability and Performance Author: Emmanouil Tzormpatzakis, Evangelos Galanis, Annitsa Chaldeaki, Antonis Hatzigeorgiadis	2022	Greece	Research Type: Experiment Respondent: Sports Science Student Instrument: SCATT shooting analysis system Data Analysis: MANOVA	The improved performance of both groups can be attributed to learning effects. The impact of self-talk can be seen not only in greater increases in performance but also in the stability of the variables through instructional self-talk.	Scopus
5.	Relationships between Self-Talk, Inner Speech, Mind Wandering, Mindfulness, Self Concept Clarity, and Self-Regulation in University Students Author: Famira Racy, and Alain Morin	2024	Canada	Research type: Quantitative (questionnaire) Respondent: university students Instrument: – Self-Talk Scale (STS) – General Inner Speech Questionnaire (GISQ) – Mind Wandering Questionnaire (MWQ)	Attention that is foc used on oneself, self-acceptance, and clarity of self-concept may mediate the relationship between self-talk or the use of inner speech and self-regulation.	Scopus

				<ul style="list-style-type: none"> – Philadelphia Mindfulness Scale (PHLMS) – Self-Concept Clarity Scale (SCCS) – Self-Regulation Questionnaire (SRQ) <p>Data analysis: Correlation analysis</p>	
6.	Strengthening the assessment of self-talk in sports through a multi-method approach	2019	Belgium	<p>Research type: Experiment</p> <p>Respondent: Tennis athletes</p> <p>Instrument: ASTQS</p> <p>Data analysis: Structural equation modelling (SEM)</p>	Overall, the research showed that athletes' self-talk can be measured reliably through a variety of methods.
	Author: Gert-Jan De Muyck, Bart Soenens, Jochen Delrue, Nikos Comoutos, Maarten Vansteenkiste				
7.	Types of Inner Dialogues and Functions of Self-Talk: Comparisons and Implications	2020	Poland and USA	<p>Research type: Quantitative (correlational)</p> <p>Respondent: University students</p> <p>Instrument: Self-Talk Scale (STS) and Internal Dialogical Activity Scale-R (IDAS-R)</p> <p>Data analysis: Correlational analysis and exploratory factor analysis</p>	The type of inner conversation and the function of self-talk have a very strong link, showing that the two modes of communication overlap significantly.
	Author: Piotr K. Oles, Thomas M. Brinthead, Rachel Dier, and Dominika Polak				
8.	Noisy condition and three-point shot performance in skilled basketball players: the limited effect of self-talk	2024	China	<p>Research type: Experiment</p> <p>Respondent: basketball athlete</p> <p>Instrument:</p> <ul style="list-style-type: none"> – Free throw task – Static three-point shots task – Dynamic three-point shots task – A self-designed self-talk manipulation check questionnaire <p>Data analysis: ANOVA</p>	Noise interference negatively impacts static three-point shooting tasks. Although self-talk interventions can reduce these negative effects, their effectiveness is limited for dynamic three-point shooting tasks with high physical demands.
	Author: Liu Yang, Yu Tian and Yingchun Wang				
9.	Effect of Positive Self Talk Training on Depression Alleviation in Students with Suicidal Ideation	2023	Iran	<p>Research type: Experiment</p> <p>Respondent: Students with suicidal thoughts</p> <p>Instrument: Beck Depression Inventory (BDI-II)</p> <p>Data analysis: analysis of covariance (ANCOVA)</p>	The results showed that positive self-talk training had a significant effect on depression in students with suicidal thoughts ($P < 0.001$). Thus, positive self-talk training reduces depression in students.
	Author: Monire Sabzipour, MSc; Shokoufeh Mousavi ¹ , PhD; Mahmoud Reza Shahsavari, PhD				
10.	The effect of motivational and instructional self-talk on attentional control under noise distraction	2023	China	<p>Research type: Experiment</p> <p>Respondent: Sport Science students (basketball athlete)</p>	Instructional self-talk reduced antisaccade error rates in quiet conditions, while motivational self-talk increased error rates in noise interference.

	Author: Liu Yang, Yingchun Wang			Instrument: Stroop task dan Antisaccade task Data Analysis: ANOVA	
11.	The effect of second-person self-talk on performance and motivation in Japanese individuals Author: Yugo Magata, Ayumi Tanaka	2024	Japan	Research type: Experiment Respondent: university student Instrument: Anagram and Motivation Assessment Data analysis: analysis of covariance (ANCOVA)	First-person self-talk resulted in higher external Scopus regulation compared to non-subject self-talk and the control group.
12.	Does Distanced Self-Talk Facilitate Emotion Regulation Across a Range of Emotionally Intense Experiences? Author: Ariana Orvell, Brian D. Vickers, Brittany Drake, Philippe Verduyn, Ozlem Ayduk, Jason Moser, John Jonides, and Ethan Kross	2021	USA	Research type: Quantitative (questionnaire) Respondent: University students Instrument: Self talk task Data Analysis: The multilevel model uses the lme4 package (Versi 1.1-21)	Long-range self-talk facilitates emotion regulation Scopus when people reflect on personal experiences of varying emotional intensity. Additionally, the advantages of long-distance talk also included negative personal experiences in the future (Study 1) and past (Study 2) and persisting among those who scored high on measures of individual differences in emotional vulnerability.
13.	Resilient Self-Talk in University Students Raised by Alcohol-Misusing Caregivers in Lesotho Author: Simbai Mushonga & Grey Magaiza	2024	Africa	Research type: Qualitative Respondent: university student Instrument: semi-structured interview Data Analysis: Constructivist grounded theory analysis	This research produced four themes: i.e. (i) self-talk Scopus resilient, which is goal-oriented; (ii) self-talk resilient, which focuses on motivation; (iii) self-talk resilient and abstinence from substance abuse; self-talk resilient and character formation.
14.	The effect of the combined self-talk and mental imagery program on the badminton motor skills and self-confidence of youth beginner student-athletes Author: Yusuf Hidayat, Yunyun Yudiana, Burhan Hambali, Kuston Sultoni, Umit Dogan Ustun and Chatkamon Singnoy	2023	Indonesia	Research type: Experiment Respondent: Badminton athletes Instrument: Badminton motor skills test (BMS test) and Self-confidence scale (SCS) Data Analysis: MANOVA	The results contributed to existing evidence regarding Scopus the effectiveness of Self-Talk and Mental Imagery strategies in mastering motor skills and developing psychological skills in novice student-athletes. Thus, Self-Talk and Mental Imagery strategies can be adapted as psychological strategies that coaches and physical educators can use to improve novice student-athletes learning, sports performance, and psychological skills.
15.	Varieties of Inner Speech and Creative Potential Author: Alwin de Rooji	2022	Holland	Research type: Quantitative (questionnaires) Respondent: University students Instrument: – The Varieties of Inner Speech Questionnaire-Revised (VISQ-R)	The tendency to engage in dense and Sage evaluative/critical inner speech is negatively Journal correlated with convergent thinking ability, and the results showed a potential negative correlation between the tendency to auditory hallucinations and divergent and convergent thinking abilities.

						<ul style="list-style-type: none"> – Launay Slade Hallucination Scale – Revised (Auditory Subscale) – Tests of Creative Potential <p>Data analysis: Data was analyzed using R version 4.1.0</p>	
16.	Distanced Self-Talk Enhances Goal Pursuit to Eat Healthier	2020	Michigan	<p>Research type: Experiment Respondent: University students Instrument: visual analogue scale Data analysis: ANOVA</p>	Dieters benefit most from combining distanced conversation and health services. People who do not diet make healthier choices when using distanced self-talk, regardless of whether they are ready to achieve health goals. These findings suggest that distant conversation may be a self-control strategy that promotes healthier eating habits.	Sage Journal	
	Author: Celina R. Furman, Ethan Kross, and Ashley N. Gearhardt						
17.	Alternate Approaches to Coping in Latinx Adolescents From Immigrant Families	2022	USA	<p>Research type: Mixed-methods Respondent: Latinx adolescents from imigrant family. Instrument: COPE (Coping Orientation to Problems Experienced) Data analysis: Confirmatory Factor Analysis (CFA)</p>	The results of this study highlight (a) the importance of mutual trust and interdependence relationships in many of the coping strategies used by Latinx youth, (b) the way positive self-talk helps youth shift from negative thinking or affect and find ways to become resilient in the face of adversity, and (c) behaviors that help participants center themselves in the present moment in the face of stressors.	Sage Journal	
	Author: Laura M. Gonzalez, Yesenia Mejia, Andrea Kulish, Gabriela Livas Stein, Lisa Kiang, Deja Fitzgerald, and Alyson Cavanaugh						
18.	Interactive Effects on Motor Performance of Mindfulness, Performance Under Pressure, Self-Talk, and Motor Task Characteristics	2022	Taiwan	<p>Research type: Experiment Respondent : Physical Education students Instrument: <ul style="list-style-type: none"> – The Chinese version of the Mindful Attention Awareness Scale (C-MAAS) – Polar SP0810 Heart Rate Monitor – Continuous Task (Two-Hand Coordination) Data analysis: ANOVA</p>	Instructional self-talk is an effective cognitive approach, particularly under stress and regardless of attention level, and it applies to two separate motor tasks.	Sage Journal	
	Author: Hong-Yu Liu, Frank J. H. Lu, Yawen Hsu, Diane L Gill, Yi-Hsiang Chiu, and Yu-Hao Peng						
19.	Video modeling examples are effective tools for self-regulated learning in physical education: Students learn through repeated viewing, self-talk, and mental rehearsal	2022	Tunis	<p>Research type: Mixed-methods Respondent: middle school students Instrumen: Test and interview Data analysis: <ul style="list-style-type: none"> – Quantitative data: ANOVA – Qualitative data: thematic analysis </p>	VME is able to empower participating students to acquire motor skills and knowledge in sports class by activating various metacognitive learning strategies, even without the assistance of teachers or peers.	Sage Journal	
	Author: Omar Trabelsi, Adnene Gharbi, Mohamed Abdelkader Souissi, Nourhen						

	Mezghanni, Mustapha Bouchiba, Maher Mrayeh					
20	Athletes' use of goal-directed self-talk: Situational determinants and functions	2020	Spain, Portugal, Greece	Research type: Qualitative (descriptive) Respondent: Athlete students Instrumen: <i>self-talk</i> instrumens Data analysis: Inductive and deductive data analysis	Participants employed goal-directed self-talk in various situations in training and before, during, and after the competition. They also used self-talk to manage substitutions, injuries, and interpersonal conflicts better. Regarding the self-talk function, the initial coding scheme was expanded with additional categories to create a deeper and more specific model. Specifically, the newly described functions of self-talk relate to performance analysis, promotion of goal orientation, underlying reasons for persistence, time perception, and downregulation of overconfidence.	Taylor & Francis
	Author: Alexander T. Latinjak, Marc Masó, Luis Calmeiro & Antonis Hatzigeorgiadis					
21.	Effects of a strategic self-talk intervention on attention functions	2022	Greece	Research type: Experiment Respondent: Physical Education and Sports Science Students Instrumen: The Vienna Test System Data analysis : Covariance analysis	Self-talk is beneficial to attentional function and supports postulates for interpreting attention of the facilitative effects of self-talk on task performance.	Taylor & Francis
	Author: Evangelos Galanis, Antonis Hatzigeorgiadis, Nikos Comoutos, Athanasios Papaioannou, Ioannis D. Morres & Yannis Theodorakis					
22.	Examining dietary self-talk content and context for discretionary snacking behaviour: a qualitative interview study	2022	Canada and Scotland	Research type: Qualitative Respondent: teenagers Instrument: self-talk structured interviews about diet Data analysis: thematic analysis	When participants reflected on self-talk regarding eating patterns, the following contextual themes emerged: justification of snacks as rewards, social influence of snacking, convenience-based considerations, thoughts, and evidence of automaticity in relation to self-talk about eating patterns, snacking behavior, and hunger. Although most participants reported their intention to avoid snacking, self-talk regarding diet may alter this priority.	Taylor & Francis
	Author: Jordan Rose, Rebecca Pedrazzi & Stephan U. Dombrowski					
23.	Exploring Self-Talk in Response to Disruptive and Emotional Events	2024	USA	Research type: Experiment Respondent: Teenagers Instrumen: Self-Talk Scale (STS) and Thought Occurrence Questionnaire (TOQ) Data analysis: ANCOVA	In the anxiety and sadness conditions, participants reported much more self-talk than in the control condition. Furthermore, the frequency level of general self-talk (especially critical self-talk) was associated with several variables, including cognitive impairment and intrusive thoughts.	Taylor & Francis
	Author: Saman R. Kittani & Thomas M. Brinthaup					

24	Motivational self-talk improves time-trial swimming endurance performance in amateur triathletes	2021	Brazil	<p>Research type: Experiment</p> <p>Respondent: Amateur Triathletes</p> <p>Instrument:</p> <ul style="list-style-type: none"> – Swimming endurance performance test – Rating of perceived effort – Mood state (BRUMS) – Outcome expectancy – Manipulation check <p>Data analysis: ANOVA</p>	M-ST (motivational self-talk) can improve triathlon results by raising participant motivation, which alters effort regulation and enhances endurance performance.	Taylor & Francis
25.	Self-talk and emotions in tennis players during competitive matches	2022	German and Denmark	<p>Research type: Quantitative (correlational)</p> <p>Respondent: Tennis athlete</p> <p>Instrument: interview</p> <p>Data analysis : Exploratory analysis</p>	During the match, most tennis players frequently talk to themselves. This research showed that their self-talk is related to (a) the emotions they experience and (b) the emotions they express openly. Specifically, goal-oriented self-talk was associated with less intense emotions.	Taylor & Francis
26.	Self-Talk Functions in Travelers	2024	Poland	<p>Research type: Quantitative (Survey)</p> <p>Respondent: Traveler</p> <p>Instrument: Self-Talk Scale (STS)</p> <p>Data analysis: Deskriptive analysis</p>	Adaptive functions of self-talk, such as self-reinforcement, self-management, or social appraisal, can support the functioning of the dialogic self in people who engage in outdoor activities such as hiking or traveling.	Taylor & Francis
27.	Stay Positive: Self-Talk in Relation to Motivational Climate, Goal Orientation, and Self-Talk Encouragement in Tennis	2022	USA	<p>Research type: Quantitative (correlational)</p> <p>Respondent: Tennis athlete</p> <p>Instrument:</p> <ul style="list-style-type: none"> – Self-Talk Use Questionnaire (STUQ) – Automatic Self-Talk Questionnaire for Sports (ASTQS) – Motivational Climate Scale for Youth Sports (MCSYS) – Achievement Goal Scale for Youth Sports (AGSYS) <p>Data analysis: non-parametric Spearman correlation</p>	Higher levels of perceived coach mastery and personal mastery orientation are often associated with greater use of positive self-talk. In comparison, higher levels of perceived ego are associated with more frequent observations of positive self-talk and motivation on the pitch. Coaches generally encourage self-talk, but the relationship between coach encouragement and athletes' use of self-talk is rare.	Taylor & Francis
28.	The Impact of a Positive, Self-Talk Statement on Public Speaking Anxiety	2020	USA	<p>Research type: Mixed-Method</p> <p>Respondent : University student</p> <p>Instrument: Personal Report of Public Speaking Anxiety Scale (PRPSA) and interview</p>	Quantitative data analysis showed that students' communication anxiety decreased by twice as much as in control classes where positive self-affirmation reading was not used.	Taylor & Francis

	David Shadinger, John Katsion, Sue Myllykangas & Denise Case			Data analysis: – Quantitative data: Paired samples test – Qualitative data: interpretative topical analysis	Qualitative interviews with students showed that the group's self-affirmation statements reduced individual anxiety and nervousness about giving formal speeches. In general, the students appeared calmer when they returned from reading the statement and then delivered their scheduled speeches.
29.	To me, to you: How you say things matters for endurance performance Author: James Hardy, Aled V. Thomas & Anthony W. Blanchfield	2019	Wales	Research type: Experiment Respondent: Athlete Instrument: – RPE – UWIST mood adjective checklist – success and intrinsic motivation scale Data analysis: paired t-test	Strategic use of grammatical pronouns when implementing self-talk may influence physical performance. Thereby, the study provides a new aspect for practitioners to consider when developing interventions. Taylor & Francis
30.	The effects of strategic self-talk on divided attention following physical exhaustion Author: Evangelos Galanis, Eleftherios Papagiannis, Laur Nurkse, Yannis Theodorakis & Antonis Hatzigeorgiadis	2023	Greece	Research type : Experiment Respondent: Sports Science Student Instrument: Vienna Test System (VTS) Data analysis: Variant analysis	Strategic instructional self-talk can encounter the potential negative consequences of physical fatigue. Taylor & Francis

Research Location

As demonstrated in Table 3, research related to adolescent self-talk has been undertaken worldwide, including in nine European countries (i.e., Denmark, Spain, Greece, Belgium, Poland, Portugal, Scotland, Germany, and Wales), four American countries (i.e., the United States, Canada, Michigan, and Brazil), three African countries (i.e., Africa, Tunisia, and South Africa), and five Asian countries (i.e., China, Iran, Japan, Indonesia, and Taiwan).

Publication Year

Publication year is one of the criteria for searching the reviewed articles. This study was limited from 2019 to 2024, so the articles used were relevant to the current situation and conditions. Based on the review results, the number of articles by publication year can be determined: 2019 (n=3), 2020 (n=3), 2021 (n=3), 2022 (n=10), 2023 (n=4), and 2024 (n=7).

Research Methods

The research methods used in the reviewed articles were qualitative, quantitative, and mixed-method, and various research designs were used. The qualitative research method (n=3) employed a descriptive research design. Meanwhile, quantitative research methods include experimental design (n=15), correlational design (n=3), and survey/questionnaire research design (n=6). Three articles were found for mixed-method research. Furthermore, based on the results of the review, it was found that the respondents were divided into athletes, students, diet students, teenagers, and tourists.

The Second Section

RQ 1: What is the form/description of positive self-talk in adolescents from 2019 to 2024?

Based on the results of the review, research topics on self-talk among adolescents have been conducted in some countries. The forms of positive self-talk in adolescents vary. They were determined by context, such as adolescents as athletes, dieters, tourists, and adolescents in mental health. In this research, self-talk is more widely used by adolescent athletes. On the other hand, the positive forms of self-talk include goal-directed, rational, involving affective, cognitive, and motivational aspects, and having psychological functions. Apart from that, positive self-talk might utilize first or second-person pronouns. The details can be seen in the following table:

Table 4. Forms/Descriptions of Positive Self-Talk in Adolescents from 2019 to 2024

No	Forms of Positive Self-Talks
1	Psych-up (e.g., "come on"), confidence (e.g., "I am very ready"), anxiety control (e.g., "don't get angry"), and instructions (e.g., "concentrate") about what you should do now (Nedergaard et al., 2021)
2	"I have been training very hard every day," "I have improved my endurance," and "I am in excellent physical condition." (Borrajo et al., 2024)
3	"I can do it," "I have been training very hard every day," "I have improved my endurance," and "I am in excellent physical condition." (Horcajo et al., 2019)
4	Self-confidence ("I believe in my abilities"), self-instruction ("Focus on what you need to do now"), thoughts related to anxiety control ("relax"), and Psych-up ("Do your best!") (De Muynck et al., 2020)
5	"I can" or "I can do it", in addition to using "tighten the core, wrist elbows" as a self-talk cue (Yang & Wang, 2023; Yang et al., 2024)
6	Positive self-talk serves both instructive and motivational purposes. Self-talk with an instructional purpose consists of specific learning for motor skills development and general

learning for enhancing achievement and playing strategies. Meanwhile, self-talk with a motivational purpose includes the functions of motivational arousal, mastery, and driving (Hidayat et al., 2023)

- 7 "Self-reflection" (e.g., "I talk to myself about who I am"), cognition (e.g., "I talk to myself to solve problems"), and activity (e.g., "I talk to myself while driving") (Racy & Morin, 2024)
- 8 Self-criticism ("I should have done things differently"), self-enhancement ("I am really happy for myself" and "I want to strengthen myself for doing my best"), self-management ("I want to remind myself of what I need to do"), and social judgment ("I try to anticipate what someone will say and how I will respond") (Oleś et al., 2020)
- 9 Self-talk in the second person (called "second-person self-talk") (Magata & Tanaka, 2024)
- 10 Distanced self-talk, where someone addresses themselves using their name and second or third-person pronouns (e.g., "Brian, why do you feel this way?") (Orvell et al., 2021)
- 11 Positive self-talk can be in the form of resilient self-talk, for example, "Everything happens for a reason," "If I fall, I will get up," or "I will make the situation better!" (Mushonga & Magaiza, 2024)
- 12 Positive self-talk can use inner speech, which can increase motivation and positive emotions and overcome negative situations, for instance, "I am good at this" (de Rooij, 2022)
- 13 Positive statements that express positive emotions and feelings and produce logical and constructive decisions (Sabzipour et al., 2023)

RQ 2: What are the strategies for increasing positive self-talk in adolescents from 2019 to 2024?

Based on the review results, strategies to improve self-talk include using gestures, repetitive practice, mental exercises, cognitive interventions, and using first or second-person pronouns. Strategies can also be implemented using video modeling examples and naturalistic videos. For more details, see the following table.

Table 5. Strategies for increasing positive self-talk in adolescents from 2019 to 2024

No	Strategies for increasing Self-talk
1	Self-talk strategy using cues (Tzormpatzakis et al., 2022)
2	Evaluating emotions, readjusting, and recognizing stress triggers (Borrajo et al., 2024)
3	Using instructional strategies that allow respondents to focus their attention on mastered task components (Liu et al., 2022)
4	Through repeated practice (Galanis et al., 2022)
5	Using naturalistic video (Fritsch et al., 2022)
6	Improving self-talk can be done by: 1) talking to ourselves using the second pronoun ("you"); 2) ensuring that the self-talk contains words or phrases that are positive, motivating, and strengthen self-confidence; 3) modeling self-talk after supportive sentences; and 4) understanding the individual's cultural and linguistic context in designing effective self-talk (Magata & Tanaka, 2024)
7	Strategies to improve self-talk can be done with cognitive intervention (Sabzipour et al., 2023); (Kittani & Brinthaup, 2024)
8	Using <i>video modelling examples</i> (VME) (Trabelsi et al., 2022)
9	Improving self-talk can be done by involving cognitive efforts to respond to stressors with strength and positivity (Gonzalez et al., 2022)
10	Improving diet self-talk can be done by increasing awareness about what to eat, cognitive training to identify negative thoughts and replace them with positive thoughts, as well as doing physical activity and meditation (Rose et al., 2022)

Discussion

This study was purposefully designed to provide a comprehensive understanding of the descriptive forms and strategies for improving positive self-talk in adolescents. Self-talk is an internal dialogue that someone has with themselves, spoken positively or negatively, and automatically or strategically. In this process, people speak to themselves both consciously and unconsciously. Self-talk can also be defined as the voice from within. In the Vygotskian perspective, self-talk is the terminal end of a pathway that moves from instruction derived from others (parents or caregivers) to open self-instruction (inner speak) and subsequently to self-instruction during development (Vygotsky, 1986). Self-talk can also be described as (a) verbalisations or statements directed at oneself; (b) multidimensional; (c) has an interpretative element that is associated with the content of the statements used; (d) rather dynamic in nature; (e) has two functions: instructional and motivational (K. B. Cooper et al., 2021). Self-talk has various cognitive functions involving self-reflection (Morin Alain, 2018), self-regulation, problem solving, and decision-making (Alderson-Day & Fernyhough, 2015), also the memory (Larsen et al., 2002). Other studies found that self-talk also facilitates cognitive functions such as cognitive flexibility, future planning, and impulse control (Emerson & Miyake, 2003; Lidstone et al., 2010).

Self-talk can be either positive or negative. Positive self-talk involves positive affirmations which are constructive, motivating and confidence-boosting, e.g. "I can do it". Positive self-talk consists of positive statements that reveal positive emotions, feelings and generate logical and constructive decisions. Positive self-talk can be effective in facilitating the success of individuals. Therefore, modifying the core of beliefs in people's subconscious mind can be achieved through positive affirmations and repeating positive questions to oneself. Modifying the beliefs of an individual will change the way they think and impact on their emotional state (Eagleson et al., 2016; Park et al., 2020).

The negative self-talk includes self-criticism or self-defeating thoughts, e.g. "I always failed". Negative self-talk will trigger the performance anxiety and detachment, the somatic fatigue and self-blame, and also will trigger the organic self-talk (Hatzigeorgiadis & Biddle, 2008; Karamitrou et al., 2020). Furthermore, self-talk can be found in various contexts as the results of the literature reviewed above. This is because adolescents have a variety of experiences and face various challenges in their lives. These contexts include academics, sports, social interaction, self-image, family, personal development, dealing with stress and pressure, mental and emotional problems. By understanding the various contexts in which self-talk occurs, adolescents can identify and transform their negative self-talk into positive self-talk, this will help them better to deal with life's challenges and help to improve their wellbeing.

Adolescent self-talk can be improved because of several factors related to cognitive, emotional and environmental development. The improvement in adolescent self-talk comes from a combination of internal development, external pressures, and the support and interventions received by the adolescent. The process of improving self-talk in adolescents includes education, awareness, cognitive change as well as repetitive and sustainable practices, that are strengthened by the environmental support of the adolescent.

One of the strategies that can be used in improving self-talk in adolescents is mindfulness training. Since its inception in psychological literature, mindfulness can be defined as paying attention in a particular way; intentionally, in the present moment, and without judgement (Kabat-Zinn, 1994). The basic principle underlying the practice of mindfulness that brings awareness to focus on the present moment without judgement, indirectly rejects negative thoughts about the past or future (Arisudana & Yudianto, 2024). Mindfulness influences multiple human functions and behaviours, including physical and mental health, self-regulation, and interpersonal relationships (Brown et al., 2007).

Another strategy that can be used in improving self-talk in adolescents is using instructional videos. In today's education system, there is an increasing demand for audiovisual aids. One type of instructional video that can be used is "video modeling examples" (VME). In the usage process, participants observed a series of videos that showed how a task should be performed, then try to replicate the model stages correctly (Hoogerheide et al., 2014). By implementing these strategies consistently, adolescents will learn to develop and maintain positive self-talk that will support their psychological and emotional development which has a positive impact and create changes in adolescent behaviour.

Overall, the systematic literature review is used to map the area of uncertainty and identify the level of relevance of the research conducted for consideration in conducting further research. Of the 30 articles reviewed, most were in the context of sport, so the forms of positive self-talk found were positive self-talk used by athletes. Furthermore, the results of the literature review also show that these are only a few strategies used to improve the positive self-talk in adolescents. This is because there are restrictions on the year of publication and access, therefore only openly available articles were reviewed, articles that are not freely available may contain important information that was not covered in this study. From the results of the literature review, it was also found that self-talk is a strategy used in improving adolescent abilities. This is a novelty for future researchers who want to conduct research on self-talk in adolescents.

Limitations and Further Research

The limitation of this research is the number of articles, even though relevant databases have been used. It can affect the thoroughness of the analysis and the generalization of the findings. Apart from that, the generalization of the data is limited to specific adolescent populations because it is limited to articles published from 2019 to 2024. Moreover, further research should include a larger and more diverse population in order to generate representative and generalizable results.

CONCLUSION

This study explored the importance of positive self-talk in adolescents, including the benefits that can be obtained and strategies that can be implemented to develop positive words or sentences spoken to oneself independently to build self-confidence, motivation, and mental health. Adolescents who practice positive self-talk will experience good reactions to positive emotions. Positive self-talk has various forms and functions, depending on the context and purpose. By understanding and implementing positive self-talk, teens can build a strong foundation for healthy and successful personal development in the future.

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AUTHOR CONTRIBUTIONS STATEMENT

All research teams were directly involved in this research, from preparing the research plan to searching for data to preparing the complete manuscript. The research team has reviewed and approved the manuscript's final version.

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