# THE INFLUENCE OF BREBES JAVANESE DIALECT TOWARD STUDENTS' PRONUNCIATION OF ENGLISH SPEECH SOUNDS
## (A Case Study in Sman 1 Brebes)

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## Abstract

Most English learners may have an ability to pronounce English speech sounds properly and may have problems to pronounce them. One of the influential factors is the first language interference. This study was conducted under the consideration that L1 may influence the learners' pronunciation of English speech sounds. It is a qualitative study. It was aimed to investigatethe influence of Brebes Javanese Dialect (hereinafter, BJD) toward students' pronunciation of English speech sounds both positive and negative influence.

The objectives of this researchare to describe the English speech sounds (vowels, consonants, diphthongs, and clusters) that are influenced by BJD and to describe the teachers' roles in the development of the students' pronunciation.

The subjects of this study are the students in SMA N 1 Brebes. There are 20 subjects from two different classes. The data are in the form of the students' voice in reading an English text twice and some isolated words once. The text is taken from the students' handbook. Besides, the other supporting data are collected through other instruments. Those are questionnaire, interview, and observation.

The study concludes that BJD gives negative transfer on the vowel sound [ɪ], and diphthong [eɪ], [aɪ], [ɔɪ], and [ɪə]. However, it gives positive transfer on the consonant sounds final [b], final [d], and final [g]. It does not give any transfer to the English initial cluster /st/, /spr/, and /str/. In addition, the teachers give pronunciation practice in their teaching process.

Keywords: Brebes Javanese Dialect (BJD), students' pronunciation, English speech sounds

## Introduction

The topic of this study is the pronunciation of English speech sounds. I chose this topic since pronunciation is very important in learning language, in this case, English. As stated by Gimson (cited in JIA et al., 2011, p. 79) 'in speaking any language, a person must know nearly 100% of its phonetics, while only 50%-90% of its grammar and 1% of the vocabulary maybe sufficient'. Sometimes, mispronouncing words will bring about misunderstanding and may cause some problems in communication. However, some English learners often have difficulties in pronouncing some English words. Those difficulties may be influenced by some factors. One of the factors is the L1 transfer or the influence of L1 sound systems toward students' pronunciation of English speech sounds. In contrast, the study of that factor is still rarely conducted in Indonesia especially in Javanese. Therefore, I was interested in choosing this topic in my research. I chose a dialect in Javanese in this case Brebes dialect since there was no study related to the influence of that dialect toward students' pronunciation of English speech sounds.

The basic problem that is discussed in the study is "what English speech sounds are influenced by BJD?" That basic problem is elaborated into five sub-problems. They are 'what English vowels are influenced by BJD?', 'what English consonants are influenced by BJD?', 'what English diphthongs are influenced by BJD?', 'what English clusters are influenced by BJD?', and 'what are the teachers' roles in the development of the students' pronunciation?

The scope of this study is limited to the following areas. First, it is limited on the influence of BJD toward students'

pronunciation of English speech sounds. I have analyzed which English speech sounds are influenced positively and negatively. Second, it only focuses on the segmental features of pronunciation. They are vowels, consonants, diphthongs, and clusters. The stress, pitch, length, intonation, and other features are ignored. And the last the subjects of the study are the students of SMA N 1 Brebes. There are 20 students as the subjects.

In order to avoid the ambiguity and also make this study easy to understand, some terms are defined as follows:

1. Pronunciation

Dalton and Seidholfer (1994, p. 3) state that:

> Pronunciation is the production of significant sounds in two senses. First, sound is significant because it is used as part of a code of a particular language. Therefore, we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible. In this sense, we can talk about pronunciation with reference to acts of speaking.

Meanwhile, Avery and Ehrlich (1992, p. 75) define 'pronunciation is not just about individual sounds, which are only one aspect. The range of pronunciation features in the speaking of English at primary level includes: individual sounds and consonant clusters.' Yates (2002, p. 1) also states that:

> Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Therefore, the definition of pronunciation in this study is the way in which a word is pronounced by the speaker in the form of sounds to make meaning. This study focuses on the segmental features

of pronunciation. They are vowels, consonants, diphthongs, and clusters. The stress, pitch, length, intonation, and other features are ignored.

2. English Speech Sound

According to Ramelan (1999, p. 17), 'speech sounds are sounds produced by the speech or vocal organs, which include the mouth and the respiratory organs'. He also stated that 'speech sounds can be represented visually by means of written symbols or writing' (Ramelan, 1999, p. 9). The phonetic symbols of English speech sounds proposed by Ramelan are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w], [y], [iː], [ɪ], [ɛ], [æ], [ɑː], [ɔ], [ɔː], [uː], [ʊ], [ʌ], [əː], [ə], [eɪ], [oʊ], [aɪ], [aʊ], [ɔɪ], [ɪə], [ɛə], [ʊə], and [ɔə]. However, the phonetic symbols used in this study are taken from Cambridge Electronic Dictionary. The difference is only in the writing of sounds [ɛ], [əː], [g], [y], and [ɛə]. In the Cambridge Electronic Dictionary the sounds [ɛ], [əː], [g], [y] and [ɛə] are written with [e], [ɜː], [g], [j] and [eə].

3. Brebes Javanese Dialect

Nur (1999) had conducted a study about BJD. The study was entitled "*Bahasa Jawa di Wilayah KabupatenBrebes, KajianGeografiDialek*". He viewed that there are two kinds of speech sounds of Brebes dialect. Those are vowels and consonants.

Nur (1999) also explains that he conducted his research in two areas of *Brebes.* He labelled those two areas into "group 1" and "group 2". Group 1 consists of 5 villages. They are *Sarireja, Kubangpari, Baros, Malahayu,* and *Pamulihan*. Whereas, group 2 consists of 8 villages. They are *Palimbangan, Pakijangan, Kalimati, Kebogadung, Purwadadi, Kalilangkap, Mendala,* and *Kedungoleng.* Group 1 is the area which has 8 vowels ([a], [ɨ], [u], [e], [o], [ê], [o], and [ɪ]) and 20 consonants ([p], [b], [t], [d], [t], [d], [c], [j], [k], [?], [g], [s], [h], [m], [n], [ŋ], [r], [l], [w], [y]). In addition, group 2 has 7 vowels ([a], [i], [u], [e], [o], [ê], and [o]) and

20 consonants ([p], [b], [t], [d], [t], [d], [c], [j], [k], [ʔ], [g], [s], [h], [m], [n], [ŋ], [r], [l], [w], [y]).

**Methodology**
This study is a descriptive qualitative one. The subjects of this study are the students in SMA N 1 Brebes. There are 20 subjects who are from two different classes. The consideration in choosing those two classes is because they are taught by two teachers who are originally from different regions.

The one is taught by an English teacher who is the native speaker of Brebes Javanese dialect. Another is taught by an English teacher who is the non-native speaker of Brebes Javanese dialect. Although I only chose 20 students as the subjects, I would collect the data from all of the students in those two classes. The object of this study is English speech sounds pronounced by all students in those two classes.

The data are in the form of the students' voice in reading an English text twice and some isolated words once. The text is taken from the students' handbook. Besides, the other supporting data are collected through other instruments. Those are questionnaire, interview, and observation.

After recording the students' voice in reading the text and some isolated words, the data were analyzed using some steps as follows:

1. Data Highlight
    In this step I chose some words in which each word has a sound and/or some sounds to be analyzed. Those words contain 12 vowels, 7 diphthongs, 24 consonants, and 2 clusters.

2. Data Classification
    In the data classification I classified the data based on its category. I made 54 tables for one class, so there were 108 tables. Each table was for one sound.

3. Data Reduction
    In this step I reduced the data which did not fulfill the characteristic. They are the data from the students who are not originally from Brebes and who do not use Brebes dialect in their daily communication. In reducing the data I looked at the information gathered from the questionnaire.

4. Data Analysis and Interpretation
    In this past I did the data analysis and data interpretation. I analyzed and interpreted which sounds that are positively influenced by Brebes Javanese dialect, and also which are negatively influenced. In addition, I also analyzed the teachers' roles in students' pronunciation development by looking at the interview and observation result.

5. Data Presentation
    In this step I presented the result descriptively, and also explained it based on the analysis before.

**Findings and Discussion**
1. The vowel that is strongly influenced by BJD
After analyzing the findings, I could see that there was one vowel which strongly got a transfer from BJD. It was negatively influenced by BJD. It is English vowel [ɪ]. All subjects (20 participants) both in two classes could not pronounce that sound properly. They tended to replace it with [i] or [i:]. Actually this sound exists in Indonesia. Jumaroh (2013, p. 2) has given the example. She stated 'the word 'Indonesia' in Bahasa Indonesia may be pronounced with [indoʊnɪsia] or [ɪndoʊnɪsia], and both pronunciations are accepted.' However, in BJD this sound exists only in the western Brebes in which the people use Sundanese in their communication for example on the word 'birit'[1]. In addition, in the original BJD this sound does not exist for example in the

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[1] a mouse

word 'pitik'[2]and 'apik'[3]. The native speakers of BJD would pronounce them as [pitik] and [ʌpik] whereas in the Standard Javanese, they are pronounced as [pitɪʔ] and [ʌpɪʔ]. The BJD speakers could not pronounce [ɪ] sound.

Yet, if I look at the participants' pronunciations of this sound almost all of them both the subjects and non-subject participants pronounced this sound incorrectly even the participants who are from western Brebes. Only one participant who could pronounce it properly. The rest participants replaced vowel [ɪ] with [i] or [i:]. In the previous study, Jumaroh (2013, 2) stated that 'students' tendency to use vowel [i] instead of vowel [ɪ] might be caused by the rule of convenience. Students might be more convenient to pronounce vowel [i] instead of vowel [ɪ] since vowel [i] is lighter than vowel [ɪ]'. Therefore, though they have this sound in their language, they prefer to substitute [ɪ] for [i].

2. The consonants that are strongly influenced by BJD

After analyzing the findings, I could see that there were three consonants which strongly got a transfer from BJD. Those consonants were positively influenced by BJD. Those are the final [b], final [d], and final [g]. Although, Ramelan (1999, p. 121) stated that:

> Since in Indonesian the voiced stops are never found in utterance final position, Indonesian students may have difficulty in pronouncing final voiced stops. They tend to pronounce a word like robe /roʊb/ as 'rope' /roʊp/, which should be avoided because the two words have different meanings.

This research has found that Indonesian students especially Brebes students could pronounce the final [b] properly. The subjects did not replace it with [p]. They could pronounce it correctly since it exists in BJD. It can be seen on the word

'tengkureb'[4].Brebes people would pronounce it as [təŋkʊrəb] not [təŋkʊrəp].

In line with the final [b], in pronouncing the final [d] the participant subjects also did it properly. In Appendix 17 they pronounced the word 'bed' as [bed] not [bet]. Therefore, it is rather different from Ramelan's statement. Ramelan (1999, p. 123) stated that:

> Most Indonesian students have difficulty in pronouncing final voiced /d/ such as in 'bed' /bed/. Since in their language the corresponding voiced stop does not occur in utterance final positions, they have to earn to pronounce it correctly by having much practice. They could pronounce that sound properly since it exists in BJD as in the word 'lemud'[5]. Brebes people pronounce it as [ləmʊd] not [ləmʊt].

In addition, in pronouncing the final [g] the subjects also pronounced it correctly. On the data gathered the subjects pronounced the word 'bag' as [beg] not [bek]. Although they mispronounced vowel [æ], the target sound (final [g]) is pronounced properly. They could pronounce this sound properly since BJD has this sound for example in the word 'endog'[6]. Brebes people pronounce it with [əndɒg] not [əndɒk].

When analyzing all participants' performance in pronouncing this sound, I also found that some participants who do not belong to the subjects devoiced those sounds. In addition, some non-subject participants who could pronounce it did not pronounce it properly. They pronounced it lighter. It supports the findings which state that BJD gives a positive transfer to the subjects' performance in pronouncing the final [b], [d], and [g].

3. The diphthongs that are strongly influenced by BJD

After analyzing the findings, I could see that there were four diphthongs which strongly got a transfer from BJD. They were

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[2] a chick
[3]good

[4]lying flat on o.'s stomach
[5]a mosquito
[6]a salted-egg

negatively influenced by BJD. They are diphthong [eɪ], [aɪ], [ɔɪ], and [ɪə]. All subjects could not pronounce these sounds properly. Although some subjects could pronounce them with [eɪ], [aɪ], [ɔɪ], and [ɪə] they pronounced them in dissyllabic pronunciation in which they reached the second syllable. Therefore, they could not be classified as diphthongs as stated by Ramelan (1999, p. 81):

> In phonetic writing, therefore, a diphthong is normally represented by two symbols of vowel sounds, which have definite tongue positions, such as /eɪ/, /oʊ/, and /aɪ/. In describing the articulatory movements of the speech organs in producing a diphthong we mention only the starting vowel sound from which the glide is made, and the position of the vowel sound in the direction of which the glide is made. In practice, however, the position on the latter is never reached.

Moreover, there were many subjects who replaced the element [ɪ] in those diphthongs with [i]. They tended to pronounce those diphthongs with [ei], [ʌi], [ɒi], and [iə] since they could not pronounce vowel [ɪ] properly as in the word 'prei'[7], 'kyai'[8], 'Soimah'[9], and 'liyer'[10] in BJD. They pronounced them as [prei], [kyʌi], [sɒimʌh], and [liər].

4. The English Clusters that are Influenced by BJD

After analyzing the findings, I could see that all subjects could pronounce both types of cluster. They are the cluster with two consonants (/st/ cluster) and three consonants (/spr/ and /str/). However, it is not because of the positive transfer from BJD since actually Brebes people tend to insert [ə] sound when pronouncing a cluster such as in the word 'mlaku'[11]. Brebes people tend to pronounce it with [məlʌkʊ] not [mlʌku]. It also occurs in the cluster with three consonants for example in the word

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[7]holiday
[8]title or reference for a veneratedscholar, teacher of Islam
[9] someone's name commonly in Javanese
[10]sleepy
[11]walk

'sembrana'[12]. Brebes people tend to pronounce it with 'semberana'.

Therefore, the ability in pronouncing those clusters properly is because of other factors such as the good competence of the students, the students' ability to recognize the words, or the teachers' role in giving the pronunciation practice to the students.

5. The Teachers' Roles in the Development of the Students' Pronunciation

After presenting the finding of this part on page 101-102 above, it could be seen that the two teachers have given the pronunciation practice during their teaching processes. I conclude it after interviewing those two teachers and observing directly their teaching process in their classroom. In addition, they thought that in giving the pronunciation practice they faced some difficulties. One of them is because of the students' cultural background. It means that the students' first language may influence their pronunciation as stated in Ramelan (1999, pp. 5-7):

> ….the difficulty encountered by the student in learning a second language can be caused by the different elements between TL (target language) & NL (native language), the same sounds having different distributions,the same sounds between NL and TL but allophonic in TL,similar sounds between NL and TL with slightly different quality, or the same sounds between NL and TL when occurring in cluster.

All factors stated on that statement conclude that the student's native language plays a role in influencing the student's difficulty in pronouncing English words. Moreover, Ellis (1994, p. 299) also states that in learning a second language a learner will also face some internal factors. One of them is L1 transfer. Therefore, this research verifies those two theories in which those theories are accepted.

**Conclusion**

This study concludes that: the English vowel [ɪ] is influenced negatively by Brebes

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[12]doing things any way that comes to o.'s head, at random, not in accordance with the rules of society

Javanese dialect, the English consonants final [b], final [d], and final [g] are influenced positively by Brebes Javanese dialect, the English diphthongs [eɪ], [aɪ], [ɔɪ], and [ɪə] are influenced negatively by Brebes Javanese dialect, Brebes Javanese dialect does not give any influence to the English initial cluster /st/, /spr/, and /str/, and the teachers give the pronunciation practice in their teaching process.

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# ENGLISH TALK CLASS BASED TELEGRAM (*E-TALK CASTEL*)
## An Innovative and Creative Strategy to Stimulate Students' Speaking Skill

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## Abstract

This paper showed the role of *E-talk Castel'*s model in improving students' speaking skill in English. This model stimulates students to speak actively everyday by using recording tool in telegram application. There are many topics to be discussed in daily as well as weekly. The feedback will be given by a lecture directly after the session of class is end.English is chosen as the language used because it is needed in the modern era. Most of students believed that speaking is the most difficult skill in learning English.However, it can be handled by having good habit in speaking's practices.The object of this study is some students on Faculty of Languages and Arts of Semarang State University. The object is needed to test the role of *E-talk Castel'*s model. Data is collected by doing observation and interview as a primary data, and by internet research and other sources which are relevant as a secondary data. Data is analyzed by using descriptive qualitative method. The result of the study is; students give good response for *E-talk Castel'*s model in increasing their speaking skill in English.

**Keywords: English talk class, speaking skill, students, telegram**

## Introduction

Harmer (2001) mentioned that there are three reasons why people communicate. The first reason is that people communicate because of the fact that they want to say something. It refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak due to the fact that they just do not want to keep silent. The second reason is that people communicate because of the fact that they have some communicative purposes. By having some communicative purposes, it means that the speakers want something to happen for the purpose of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do something. The third reason is the consequence of the desire to say something and the purpose in conducting communicative activities. There are two important things when people are communicating, namely the message they wish to convey and the effect they want it to have. Nonetheles, people find difficulty in communication mainly for speaking in foreign language, especially English.

English is one of international language has an important role in communication. It is in line with the statement of Schultz (2011, p. 13) that mentioned English is the most language spoken throughout the world. Based on that fact, having good skill in English, mainly in speaking is a prestigious thing.

The final goal of learning English is that language learners can use English in a real communication. It means, people will not find difficulty in communicating with foreign people all over the word. Besides, it will help them to understand more about something which are written in English.

Regarding to the teaching of English in more formal institution, Richards and Rodgers (1999) add that teachers at school use a variety of approaches, namely direct approaches and indirect approaches. Direct approaches focus on specific features of oral interaction. Meanwhile, indirect approaches create conditions for oral interaction through group work, task work, and other strategies. The

use ofthese different approaches also leads to the confusion of which one is the best approach to teach oral skills.

Krashen (2003, p. 162) states that a main problem of the second language teaching in the classroom is when the second language teaching is seen as an artificial linguistic environment instead of an attempt to promote real communication. Second language teaching in the classroom may prevent the students from focusing on the meaning of what is said. This condition makes many students will not get so interested in what is being said.

While Richards (2008) claims that "there are some typical learner's problems in speaking. Those problems are lack of vocabulary needed to talk, poor in grammar, and poor in pronunciation."Khan (2005) states that, "the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak."Whereas, in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply (Davies and Pearse, 2000).

Xinghua (2007) states that "psychological problems are those problems which often interfere the emotional and physical health, relationships, work productivity, or life adjustment such as nervous, lack of self-confident and afraid to speak."Khan (2005) in his research also claims that "some of his participants have psychological problems in speaking." According to Ur (1996), there are four main problems in speaking a foreign language in the classroom; inhibition, nothing to say, low uneven participation, and mother tongue use.

Based on the background above, the writers are interested in conducting a semi-experimental research related to speaking skill for students.

## Methodology

This research was a descriptive qualitative research. Moleong (2010, p. 6) stated that qualitative study is a study which has the goal to understand the subject of the study in the descriptive way. According to Mujiyanto (2011, p. 23), qualitative approach tried to reveal the phenomenon comprehensively and appropriately with the context through the natural data collection, employing the researcher as key instrument of the study. In line with Arikunto (2006, p. 343), drawing a conclusion in qualitative study can be done by comparing data with the certain given criteria such as equal, less equal and unequal. In addition, the data of qualitative study can be analyzed through simple statistical analysis.

The object of this study is some of university students on faculty of language and arts of Semarang state university. The object is needed to test the role of E-talk Castel. For selecting the sample, the writers use purposive sampling technique. Purposive sampling techniques involve selecting certain unit or cases based on a specific purpose rather than randomly (Tashakkori&Teddlie, 2003, p. 713). University students of faculty of languages and arts of Semarang state university were decided as the object of this study. It was decided so that the sample of students would not very small or very large to analyze. A total of 20 students were chosen among four departments on faculty of languages and arts; English language and literature department, Indonesian language and literature department, Javanese language and literature department, and foreign language and literature department. The students were labeled from object A to object D. The decision of taking 20 students from four departments as the sample size was taken because of the limited time and resources of the study.

Data were divided into two; primary data and secondary data. The primary data were taken from the result of observation and depth interview with some of university students on faculty of languages and arts of

196

Semarang state university. The secondary data were taken from journals, books, articles, and other sources which were relevant to this study.

Here are the steps of data collection that were done; 1) introducing E-talk castel model, 2) implementing E-talk castel's model for two weeks, 3) controlling and evaluating the implementation of E-talk castel's model; by giving a questionnaire and depth interview, 4) classifying the data, 5) analyzing the data, and 6) making a conclusion of the study.

Data were analyzed by doing these steps; 1) data were transformed into table form, 2) each data was calculated (agree or disagree), 3) data were counted by using this simple formula.

## Findings and Discussion

### 1. Identification of the Problem

This research was started by giving questionnaire and making depth interview with the object of the study. The writers wasused to get information about the importance of speaking in English, the problems that usually students face in speaking English, and the solution to solve the problems of speaking.

The writers divided the problems into several categories:

| No | Categories | Problem |
|---|---|---|
| 1 | Grammar | The students still confuse using proper formula when speaking English. |
| 2 | Motivation, Self Confidence | -The students from English language and literature department seem to have high motivation in speaking English, because they have to speak English every day, mainly in the class.Yet, sometimes, they are not confidence with their speaking skill. -The students from another department seemed to have high motivation in speaking English. It can be seen from the answers of questionnaire and |
| 3 | Speaking habit | interview, but they are looking for the solution to speak English fluently. Students speak in English if it is needed, not as a compulsory of the students in mastering English speaking skill. |

### 2. Determining Action to Solve Problems

In relation to those problems above, the writers use E-talk castel model as an innovative and creative strategy to solve those problems. The writers planned some actions as follows:

a. Using E-talk castel model to stimulate students' speaking skill in English and to improve students speaking ability.

b. Applying E-talk castelmodel for two weeks.

### E-talk Castel Mechanism

E-talk castel (English Talk Class based Telegram) is one sample model of the implementation of Contextual Teaching and Learning (CTL) in English. This model gives creative solution to stimulate students' speaking skill in English, because students have a freedom to speak anything based on the reality in their real life. For the implementation, E-talk castel has regulations. They are:

1) Students should register themselves.

2) Students will be divided into several groups/classes and each group/class has a mentor.

3) Registered students should speak minimally one story per day about everything (and even the topic given) related to their real life in English with there is no limitation for the length of the speech.

4) Students should record their speech on telegram's group, using recording tool.

5) Students report to their own mentor.

6) Students will get feedback from their own mentor.

The regulation above was given to the object of the study for more than two weeks. Below is the list of object study members of this research.

**Table 1. Members Group**

| No. | Group A | Group B | Group C | Group D |
|-----|---------|---------|---------|---------|
| 1. | Elvita | Riko | Eka | Wildan |
| 2. | Sindu | Anita | Basith | Susi |
| 3. | Lintang | Riyadi | Ulfa | Intan |
| 4. | Nining | Ayu | Yuli | Sri |
| 5. | Eni | Alifah | Nuri | Chanifah |

*The Implementation of E-talk Castel as Contextual Teaching and Learning in English Speaking Skill*

Speaking in English is something important but challenging for university students, especially for those are not coming from English department. In the modern era, English skill is needed. As the consequence, students have to able to write, speak, and use English as well. Most of them, sometimes, go to take extra courses or study individually to be master in English.

But then, to be master in speaking skill, every individual has own strategy to produce good speaking. After the writers applied *E-talk castel* model for the object of the study, good responses came. Below is the result of the study.

Table 2. Result of the Study

| Group A | | Group B | | Group C | | Group D | |
|---------|---|---------|---|---------|---|---------|---|
| A | D | A | D | A | D | A | D |
| 4 | 1 | 3 | 2 | 4 | 1 | 3 | 2 |

**Note:**
**A** : **Agree**
**D** : **Disagree**

The data above has been counted by using simple formula. From those data, it can be concluded that members from Group A and Group C have same perception to E-talk castel model, while Group B and Group D also have same perception of this model. Not to mentioned, by seeing those data, university students who become the object of the study believed that E-talk castel model has good contribution and succeed in giving good stimulation to increase their speaking skill in English. As a result, they also give good response for the implementation of this model.

**Note:**
Group A :
Students from English Language and Literature Department
Group B :
Students from Indonesian Language and Literature Department
Group C :
Students from Foreign Language and Literature Department
Group D :
Students from Javanese Language and Literature Department

**Conclusion**
The writers implemented E-talk castel's model for more than two weeks after giving the questioner, doing observation, and having depth interview to the objects of the study. The significant result of the study are: 1) E-talk castel model gives good contribution for the students to increase their speaking skill in English, and 2) students believed that E-talk castel model is interesting to be implemented, so they give good response to this model.

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