

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. Nonetheless, 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 world. 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 of these 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



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.
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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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