

PROVIDING RADIO BROADCASTING SUBJECT AS A NEW TREND FOR IMPROVING STUDENTS'S SPEAKING AND WRITING SKILLS

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Abstract

Every educational institution requires its own characteristics to define its particular competence and skills of its graduates. By having the specification, the institution will help the students to find their best job. So that, it is important to provide the students with some subjects that can give them the practical experiences instead of provide them only with theoretical understanding. Therefore Politeknik Negeri Padang implements and adopts some specific subjects as a feature/ identity in its curriculum. The aim of this article is describing the competence and activities in Radio Broadcasting class which is a compulsory subject for students of English Department Politeknik Negeri Padang. Therefore, it may be used to improve students' speaking and writing skills. This article explores possible activities that are usually conducted by students when they are taking this subject to improve their productive skills (speaking and writing). In conducting the class, the teacher asks the students to make some writing task and broadcast it in radio studio. Hence the students can get the real environment to practice their productive skills.

Key words: radio broadcasting subject, speaking skill, writing skill.

Introduction

English Department State Polytechnic of Padang (PNP) was established in 2009. As vocational institution, It has curriculum which focused on producing graduates who are skillful in English especially in broadcasting and translation area. Comparing with other English Departments at Polytechnic in Indonesia, PNP is the only one that has applied specific learning outcome. This is known during the English Department Polytechnic Meeting in Polytechnic English Lecturer Forum in Palembang, South Sumatera in February 2015.

Therefore English Department PNP provides some subjects in its curriculum to support the students' ability in translating and broadcasting skills. These specific subjects are started to be given in the third semester since there are six semesters to be finished by the students in PNP. For broadcasting skill, there are two kinds of broadcasting which are given to the students: TV and Radio Broadcasting. In the third semester, the students must take Introduction to Broadcasting subject, in the fourth semester TV Broadcasting and Radio Broadcasting subject, and in the fifth semester they will get Workshop of TV Broadcasting subject and Workshop of Radio Broadcasting subject. For supporting the students broadcasting skills, fortunately English Department PNP has one mini studio TV and a radio station. For radio station, it is called *107.9 Polytechnic FM Educative and Creative Station*.

For radio broadcasting skills, after getting Introduction of Broadcasting subject in the third semester, (some theories or knowledge related to broadcasting, half semester for TV and the other for Radio Broadcasting) the students are then provided by some theories and skills to be a good Radio Broadcaster, such as being announcer, news reader, reporter, etc. Finally the students must practice all of the theories and skills they gotten in radio broadcasting workshop at studio radio.

Being a radio broadcaster is one way to promote practicing language especially the ability of writing and speaking since the students have to write some scripts to be announced or news to be read. They then must also be able to deliver or broadcast the program where speaking skills are needed such as in the way to open and close the program, greeting the listeners, conducting interview, talk show, and etc. For Radio Broadcasting subject, firstly the students are asked to write the task in Indonesian in order to make them easier in writing a script, then for the second task, they must write the script in English. Meanwhile in conducting Workshop Radio Broadcasting subject in studio Polytechnic FM, the students have to write all of the scripts in English and broadcast the program in English. Therefore they get a change or media or environment to practice their productive skills. (speaking and writing).

Brief Review of Related Theories

Radio Broadcastig Subject

Radio Broadcasting subject especially for its workshop can be categorized as the project based learning. Damiri (2012) found that project-based learning models implementation are improving students'

competence enhancements, implement the learning process, the substance of the description lesson plan and learning implementation. It means that by providing the students with some applicative or real work conditions will help the students to improve their competence. While Odera(2007) , in her research, found that teachers valued the use of radio lessons in teaching and learning Kiswahili Language because the helps to improve spoken and written Kiswahili. Yan (1992) also conducted a study to explore the current use of radio programs for language teaching. The finding indicated that 73% of the teachers believed radio was a useful tool for teaching Chinese language in secondary schools. The majority of the teachers 74% supported the use of radio, 77% believed that radio could help to improve learners' language skills. Even though the research on radio broadcasting as a subject in school or other formal educational institution does not exist yet, most of the researches related to the use of radio in language teaching and learning indicated that radio broadcasting subject may be used to improve students' language skills.

Speaking Skill

In getting an understanding about speaking, definitions from Brown (1994) and Burns & Joyce (1997) will be suitable. They mention that speaking is a process of constructing meaning which is conducted interactively and involves the producing, receiving and processing information. They also extent that the form and meaning of speaking are depended on the context in which it happened. The context must include the participants and their collective experiences, the physical environment, and the purposes for speaking. Speaking is also often spontaneous to occur, involving open-ended discussion, and evolving during the process. Therefore by providing radio broadcasting subject, asking the students being radio broadcaster, means that the students have a real environment to practice their speaking skill.

Writing Skill

Writing is one productive language skills which is used to express and explain the idea. It is a way of sharing information in form of written. Jones (1994) defined writing as a way to develop individual students for their roles in society and to improve their skills for their work place. Although it is considered as the most difficult skill among all skills, it also has many benefits if people know how to use it properly because people who can write well get special attention and can use it for their own benefits. Thus in radio broadcasting subject, the students get the opportunities to practice their writing skill and write different scripts for some purposes in the work place (radio journalists).

Data Analysis and Discussion

There are some activities that the students learn and practice in radio broadcasting subject, especially in Workshop of Radio Broadcasting in *Polytechnic FM* during semester five. In the first meeting, the lecturers (a team consist of two PNP English lecturers and a professional radio broadcaster, *Classy FM* station manager) asked the students to form a radio management that consist of a station manager, two editors in chief, two music directors, two announcer coordinators, and two script directors (for A and B class). As a *station manager*, the student is responsible to handle the general management of the radio station, coordinates the directors of the various sectors (tools, music, programs, editing), makes sure the editorial line and format are respected and that they correspond to the format agreed upon with the Editor. He checks to see that each one does his or her own job and listens to the needs of all the personnel as well as the technicians for live broadcasting and production. Then as an *editor in chief*, the student is responsible in directing the journalistic section of the radio Station, checking that the information is impeccable and correct and usually providing the radio news especially the live report. While as a *music director*, the student deals with the station's choice of music, tries to respect the station's "musical line" and broadcasts format agreed upon with the Station Manager. He usually directs a music office where his collaborators, and he himself, listen to and select pieces which will later be put into the programming of the radio. Then as *Announcer Coordinator*, the student is in charge to check the existence of the announcer in every program; he/she has to make sure the announcer is on duty. If the responsible announcer does not come, thus he/she must find the other students to replace the announcer. The last is as a *script director*. The student is responsible to check the existence of the script to be broadcasted for every program. He/she also has to make sure the script has fulfilled the standard script. The following figure is the management structure of *Polytechnic FM* for academic year 2014/2015.



Figure 1. Management Structure of Polytechnic FM academic year 2014/2015

After the management structure of the radio station had been constructed, then the lecturers assisted the students in constructing the program to be running as long as one semester (effectively four months). All of the students must give contribution on designing some programs to be broadcasted. They named the program, then arranged the schedule of the announcer for every program based on their availability; they had some other subjects at that semester. The schedule can be seen in figure 2 below.

SCHEDULE OF COMMUNITY RADIO 107.5 POLYTECHNICS FM
ENGLISH DEPARTMENT STUDENTS INDIANG STATE POLYTECHNIC

TIME	PROGRAM	ANNOUNCER	PROGRAM	ANNOUNCER	PROGRAM	ANNOUNCER
08.00 - 09.00 WIB	Polytechnics News	Worship Time	Beauty in First	Healthy Life	Women's World	Women's World
Announcer	ULTRA NORA YULIA & CHERRY ANISA (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	ULTRA NORA YULIA & CHERRY ANISA (38) (38)	ULTRA NORA YULIA & CHERRY ANISA (38) (38)	ULTRA NORA YULIA & CHERRY ANISA (38) (38)	ULTRA NORA YULIA & CHERRY ANISA (38) (38)
09.00 - 10.00 WIB	Entertainment News	News	Sports News	Lifestyle	Business	Business
Announcer	RIKI CHAFA NARA LITA (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)
10.00 - 11.00 WIB	Music 'n' News	What in History	Artspage	Education News	Motivation Tips	Motivation Tips
Announcer	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)
11.00 - 12.00 WIB	Biographic	Just Music Video	Relax Music	Song Request	Women's World	Women's World
Announcer	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)
12.00 - 13.00 WIB	International News	Self Information	Business Time	International Culture	Engineering	Engineering
Announcer	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)
13.00 - 14.00 WIB	Knowledge	Health/Health	Football Club	Afternoon Tea	Traveling	Traveling
Announcer	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)	PUTRI ANDINA & ELLA GUSTINA R (38) (38)

107.9 polytechnic FM

Figure 2. Schedule of Polytechnic FM

After arranging the schedule, the management constructed some word orders (WO) for each program. These had been due to the guide line for the announcer in conducting the program. The following figure is an example of WO for *Women N Moslem* program.

listened to (Syamsul, 2012). For this activity, first the lecturers explain radio features and give the example of them. Then, the lecturers ask the students to investigate a phenomenon, get some informatics from related sources (informant, book, internet, etc). The next step is the students construct all of the data gotten into a piece of writing. They must express all the information in a good writing so the listener can visualize the actual events later. Finally the students must submit their task to the lecturers to be checked.

Radio Broadcasting Activities for Improving Speaking Skill.

1. Being announcer.

Announcer is a person who announcer or deliver a radio program regularly. First he must greet the listeners, then he/she have to keep talking to deliver the topic or issue that have been chose as long as the program running around 1 or 2 hour. While program running he/she have to talk to the listener as the listener is a person who are face with him/or. He/she have to tell or deliver a topic as talk to someone or having conversation, even there is no person in front of him/ her. And at the end of the program, then he/she close the program by greeting again the listener.

2. Being reporter

Reporter is a person who responsible in hunting a news or being journalist to find a news in the field. He/she have to be able to find the information from the informant, so that he /she must know the technic of interviewing, then report the information gather to the radio station. The reported news can be utilized either as live or as tape-recorded.

3. Being news reader

News reader is a person who responsible to read the news have been prepared. He/ she must have the ability to deliver the news accurately and fluently, so that the pronunciation, intonation must be clear.

4. Being host of talkshow

Host is a person who responsible to conduct a talkshow that discuss a topic. A host has to have a knowledge about the topic, know the way to ask questions, give respond to the quest/ informant.

All of the activities above are done by the students in both Radio Broadcasting subject and mostly in Workshop of Radio Broadcasting. All of the professions above involve the students' competence and skills in speaking. By doing In performing these activities, the students are supervised by the lecturers.

Conclusion and Suggestion

Radio Broadcasting is one of compulsory subject that must be taken by English students of PNP. It is provided in order to prepare the students to be ready to work in broadcasting media. By doing so, the students are train to do some journalistic jobs/ tasks as well as radio broadcaster. All of the tasks or the projects on radio broadcasting above activate the students' competence and skills of writing and speaking. They meet the environment where they can actualize their ideas and creativities.

In conducting all the tasks or projects in radio broadcasting subject, ideally the school or educational institution has to support the activities by a special room or radio studio. But if it cannot be fulfilled, the teacher or lecturer can still conduct the activities in the classroom as usually. He/ she can ask the students to perform the activities in form of role play, simulation, etc.

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EDUTAINMENT AS A NEW TREND IN TEACHING ENGLISH

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Abstract

Teaching and learning are activities that engage people in an attempt to acquire and transfer the knowledge, skills and positive values by utilizing variety of sources. Teaching and learning involve two parties, namely the student as a learner and a teacher / lecturer as educator or facilitator. Educators usually have clear strategies and techniques to ensure that what is taught to students based on target planned. However, teaching and learning processes do not run well all the times. There are many problems appeared such as problems in transferring the knowledge, learning difficulties, feeling boredom, and others. Based on the writer's preliminary research, Students who study English at schools in Indonesia stated that English is very difficult to be learned, and the teaching method used by teachers made them confuse even getting bored in learning English. Therefore, there is one solution to overcome these cases which called edutainment. Edutainment is a way of teaching English that provides pleasurable, fun, comfortable and effective teaching. It gives chance to the teachers and students to combine the lesson with fun activities. Furthermore there are several forms of edutainment that can be applied by the teachers in teaching English like: Active Learning, The accelerated learning, Quantum learning and Quantum teaching. Thus, this paper aims to introduce edutainment as a new trend in teaching English with pleasure and fun ways in accomplishing the goals of English education.

Key words: Teaching and learning English, Edutainment

Introduction

Teaching and learning are activities of acquiring, transferring new things, modifying, and reinforcing existing knowledge, behaviors, skills, values, preferences, and may involve synthesizing different types of information. Teaching and learning process require four aspects (Citation; 2003) namely: context, input, classroom process and output. Contexts are all those factors outside of the classroom that might influence teaching and learning such as: the environment and the schools' neighborhood. Inputs are those qualities or characteristics of teachers and students that they bring with them to the classroom experience. Classroom process means teacher and student behaviors in the classroom as well as some other variables such as classroom climate and teacher/student relationships, meanwhile output refers to measures of student learning taken apart from the normal instructional process. According to Citation ideas about the aspects of education, it can be concluded that in general those aspect concerned by two parties namely the student as a learner and a teacher / lecturer as facilitator.

Teaching and learning process is handled by teachers. Teachers duties consists of all the actions that will be made in the classroom, namely: planning, managing, and designing instruction (McIlrath; 1995). Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom. Management refers to controlling student behavior, while instruction refers to actually guiding student learning. Teacher also has the role to make decisions concerning course goals, materials, teaching methods, techniques and assessment procedures. Teacher's ways in teaching depend on the teachers' artistry, and on the composition of the class (Hunter, 1994:81). Particular problems can be tackled equally successful by the use of different methods and techniques. In addition, Santrock (1997) mentioned that in teaching and learning process, educators usually have clear strategies and techniques to ensure that what is taught to students reach the target. Furthermore, Walberg (1986) mentioned some effective activities that should be done by teachers in the classroom; using positive reinforcement, using cues and corrective feedback, applying cooperative learning activities, giving higher order questioning and using advance organizers.

Teaching and learning English is an important thing to do nowadays since English is claimed as international language. This language is mostly spoken by people around the world. In Indonesia, English is as foreign language, English is taught at schools by English teachers. They teach the students the four skills in English namely: listening, reading, speaking, and writing. However, teaching and learning of English do not run well all the times. There are many problems appeared such as problems in transferring the knowledge, learning difficulties, feeling boredom, and others. Based on the writer's preliminary research, students who study English at schools in Indonesia stated that English is very difficult to be learned, and the teaching method used by teachers made them confuse even getting bored in learning English. Furthermore, the writer also found that the students' motivation, poor scheduled time at school, and poor resources as