

## **CHAPTER 1 INTRODUCTION**

### **1.1 Background**

Ebs Fm Unhas stands for EBS (Education Broadcasting Station), FM (Frequency Modulation) Universitas Hasanuddin, this is one of the student activity units at Hasanudin University, this activity unit focuses on radio, so that Hasanudin University students who have a hobby of speaking, broadcasting or hosting events can take part in this student activity unit. Not only that, Ebs Fm Unhas also trains students' speaking skills, which is a soft skill that students must have, this student activity unit has 47 active members, some of these active members are students from the English literature department at Hasanudin University, broadcast programs from Ebs Fm Unhas can be heard via radio with a frequency of 107.7, and also can be listened to via a free application available on smartphones.

Ebs FM Unhas has various programs that can be heard every day from 8 AM to 8 PM. The announcers are also students of Hasanuddin University, and each announcer has their own designated time and day for broadcasting. The selection of programs is not based on the announcers' majors but on their presentation style. For example, some programs require an active presentation style, making them suitable for announcers who can create a happy voice. This is necessary to ensure that listeners does not get bored with the broadcasts.

There is a program called "English Weekend". This broadcast program can be listened every Sunday morning, 8 am to 10 am. This program is usually intended for students who have fairly good English language skills, because the program will be broadcast completely in English, so broadcasters who broadcast the program should have a fairly broad vocabulary or grammar. The researcher believes that, as an English literature student, presenting this program is quite

challenging, because it improves the English language skills that have been studied so far. Not only speaking English, the presenters of this program must always be informative, because this program broadcasts news that is happening, usually the news is obtained from various websites that provide the latest news, so that listeners of the program do not miss out on information about what is going on.

In the broadcasting process, broadcasters will hone their speaking skills, one of which is the ability to speak English, especially broadcasters who are active in the "English Weekend" broadcast program. The writer believe that speaking skills for students that majoring in English literature are very important, this is because in the learning environment students are often confronted with English, whether presenting material by lecturers or conversations in the classroom, because students who join Ebs Fm Unhas can use the student activity unit as a forum for improving their English language skills.

With a student's interest in improving their English language skills by joining the EBS FM Unhas student activity unit, this can be said to be a learning strategy. Learning is not only found in the classroom, a student can use any learning strategy when the student feels that it increases the knowledge they have. One example is to improve English speaking skills through broadcasts, when students broadcast they will practice their speaking skills. The broadcasts program so far been conducted with Indonesian language. However, for announcers who host the English Weekend program, they have been practicing their English speaking skills.

A learning strategy can be considered good and successful if students feel comfortable and safe while learning. However, it is not only judged by these two factors but also by whether the applied learning strategy can improve the desired learning system. Many students feel that joining student organizations can also help them gain knowledge and hone their skills. Learning strategies are important to address the imbalance between results and learning methods. With

the right learning strategy, the learning system used by educators in delivering lesson material can be adjusted, thereby achieving the learning objectives.

## **1.2 Identification of the problem**

In this research, the researcher identified some problem related to the learning strategy of radio broadcasters to be conducted as follows:

- a) How broadcasters can consistently improve their speaking skills using radio broadcasting strategies.
- b) There are limited broadcasts using English, so it takes quite a long time to practice English language skills through broadcast programs.
- c) Some broadcasters are not confident to broadcast in English.
- d) The need to assess whether using radio as a learning medium is effective in enhancing students' English-speaking skills.
- e) Understanding the level of confidence among students when broadcasting in English and how it impacts their overall performance and learning experience.

## **1.3 Scope of the problem**

The scope of this research is to determine the speaking abilities of students who use a student activity unit called Ebs FM Unhas as a platform for implementing learning strategies.

In this research, the researcher limits the problem as follows:

1. The effectiveness of learning strategies using radio as a learning medium to improve English speaking skills.
2. Students level of confidence when broadcasting in English.

## **1.4 Research Questions**

To achieve the research objectives, it is the researcher's duty to identify the problems to be studied. The research questions are formulated as follows:

1. To what extent broadcasting in English can be considered as a learning strategy to improve learning English?
2. What are the broadcasters' perceptions of the use of learning strategy via radio as a broadcaster at Ebs Fm Unhas?

### **1.5 Objectives of the Study**

Conducting research, in order to show the results achieved in the research. Therefore, the objectives of this research include:

1. To explore other learning environments, not just the classroom.
2. To see the effectiveness of radio in improving students' English speaking skills.

### **1.6 Significance of the Study**

After finishing this research, the writer hopes to give contributions and benefits for academic such as:

1. This study will hopefully give contribution to educational studies.
2. The result of this research may hopefully help the teacher to conduct more effective learning strategies to improve student's English speaking skill.
3. This study also hopefully help to increase student's motivation in speaking learning.
4. Students and teachers realize that learning strategies or knowledge not only can be applied from the class room environment.

## **CHAPTER II LITERATURE REVIEW**

### **2.1 Related Previous Study**

The purpose of this chapter is to explain the literature related to the research topic, including previous studies necessary as a consideration for this research, and to help prepare the theoretical foundation. Among several journals read by the author, some were found related to research about learning strategies using radio.

The first study by Chandar and Sharma (2003) entitled “Bridges to Effective Learning through Radio”. This study analyse about media consumption habits of viewers in relation to print media (e.g., newspaper), radio, and television. Obtain listeners’ opinions on the most appropriate times for certain types of educational broadcast programming. This research was done by using Qualitative research. After analyzing the data, the researcher found that radio enhances learning and provides information on various issues critical for making daily decisions. It can even be used for entertainment purposes. In short, radio can complement more traditional forms of educational delivery. This research shows that radio also helps support a learning strategy and proves that radio is a quite enjoyable learning tool. The dissimilarity in the journal that the researcher found was that this journal discussed distance learning, in this study the researcher focused on making radio a medium for distance learning that can be accessed by students in India, so it can be said to be a distance learning strategy.

The second relevant study was done by Suryani (2020) entitled “The Effect Of Radio Broadcasting On Students’ Speaking Achievement”. This research is located in Bilingual Terpadu Krian Junior High School, the school has a radio broadcast called VEAR and this research has limited access because it was conducted during the Covid-19 period so that it has limited access to conduct research, the research subjects were 2nd grade students who

participated in the radio broadcast program and the research sample only consisted of fifteen students in academic year 2019/2020. This research has the same direction and purpose as the author because the focus of this research is to see the effectiveness of using radio to improve students' speaking skills, and the purpose is the same as what the author will research. This study uses radio as a medium to see students' speaking ability, but the researcher does not focus on English language as a benchmark for the success of improving speaking ability, in contrast to the author who conducted research related to improving speaking ability but in English language.

A study by Wael, Asnur, and Ibrahim (2018) entitled "Exploring Students' Learning Strategies In Speaking Performance" research investigated about the learning strategies used by students in speaking to identify the types of learning strategies adopted by English major students in learning to speak. This study was done by used qualitative, this research was conducted at the University of Muhammadiyah Sorong. The participants were third-semester English department students, there were two courses, with 6 students representing each class, and the participants are 12 students from separate classes. This study focused on spoken subjects, using participant classification based on grades. From what the author has read from this study, there are several learning strategies that have an impact on students' speaking ability, one of which is the memory learning strategy, this study states that students who watch or hear English conversations can improve their English language skills by remembering the vocabulary in the audio visual, the author believes that radio is also included in this learning strategy because radio is one of the audio visuals that can be heard and remembered.

The next study is from Yusuf and Mabagits (2020) entitled "Does activeness in organization improve English speaking skill? : university students' perspective" This study was carried out at the Islamic State University of Sunan Ampel Surabaya. The participants were students of English Education department at their sixth-semester. There were 30 students were

participated in this study. They were activists in extra or intra campus organizations. This study has similarities with the research that currently being conducted by the author, its involving participants from student organizations, have similarities in participants, and also this study raises the same topic regarding the effectiveness of an organization.

The fifth study entitled “Strategies for Successful Learning in an English speaking Environment: Insights from a Case Study” from Griffiths Carol (2006). This study explains about language learning strategies, and also reviews the literature on the relationship between strategies and success in language learning. This study has similarities with the research currently being conducted by the author, because the author also discusses language learning strategies, especially about English. The participants in the current study were two female students from Eastern Asia, studying at the same English language school in New Zealand, and living in the same homestay.

The next study is from Gheenati and Madani (2015), entitled “The Effect Of Exposure To Tv & Radio News On The Improvement Of Iranian Efl Learners’ Speaking Fluency”. This study explains about learning using media, one of which is radio, the author also explains that learning is carried out to hone students' speaking skills, and similarities are found in the research because they both discuss learning using media such as radio. The results of the study could also be useful for English language learners who are really determined to enhance their quality of speaking fluency. The findings of the study could finally convince the language teachers to use media, TV and radio news in their classes as an authentic listening material and also they need to know that with a very smart selection and sampling of the news, they would be able to apply them even at all levels.

The study from Daouk, Bahous, and Bacha (2016), entitled “Perceptions on the effectiveness of active learning strategies” is the next study with the purpose is to determine

students' and instructors' perceptions regarding the effectiveness of implementing active learning strategies in higher education courses conducted at a tertiary institution in Lebanon. The findings of this study indicate positive perceptions of active learning strategies and the potential impact of these perceptions on student performance and learning. This has similarities with the study being researched by the author, which discusses one of the learning strategies. This study used mixed-method design, the author try to find out about active learning strategies and students' and teachers' perceptions obtained from three sources: questionnaires, interviews, and observations.

The eight study is from Fauzan (2014) entitled “The Use Of Improvisations Technique To Improve The Speaking Ability Of Efl Students” The objective of the study was to implement the improvisations technique to improve the student’s speaking ability. This study was done by Qualitative research, and the sample is 29 students of 3rd semester student of the University's English Department Widyagama Mahakam. The study is explaining about the improvisations of the speaking ability at the English department students of Widyagama Mahakam University Samarinda. The important key of the improvement of the students’ speaking ability was the technique of drama improvisation itself. Improvisation is the strategy of teaching where students are given roles to perform dialogues using their own word or sentences based on the conversation situation. One of the similarities found in this study is the discussion of learning strategies aimed at improving students' speaking skills, similar to the author who is currently researching speaking skills.

The next study is “Language Learning Strategies in Distance English Learning: A Study of Learners at Shantou Radio and Television University, China” from Xiao and Hurd (2007). This paper is based on a think about of a bunch of Chinese understudies learning English at a separate at Shantou Radio and Tv College, China, and examines their utilize of dialect learning techniques. This paper aims to expand information of the learning techniques utilized by

Chinese separate learners of English. It addresses the utilize of learning methodologies based on the discoveries of surveys managed to 218 Chinese understudies at Shantou Radio and Tv College (SRTVU), a metropolitan wing of China's Open University—China Central Radio and Tv College. The study involved 173 learners of English at SRTVU currently enrolled on all three years of the BA programmed including 50 in their first year, and 45 graduates who had just completed their studies.

From several online articles that the author has read, the author found several similarities in the articles, namely learning media, language learning strategies, focus on speaking skills, and the concept of independent learning. There are also several differences that the author found, namely the context and subject of the research, the type of media used, the methodology, and also the aspects studied in the online articles that the author has read.

## **2.2 Theoretical Framework**

A theoretical framework is like a blueprint for research. It provides a clear structure by outlining the key ideas and theories that will be used to explore a specific topic. This framework helps researchers stay focused on their goals, conduct their research in a systematic way, and ensure that their findings are relevant and valuable to their field of study.

Reccording to Adom (2018:438) the theoretical and conceptual framework serves as a guide for research, connecting it to existing theories and ideas. Its main purpose is to make research findings more significant, relevant to the field's theoretical understanding, and applicable to broader situations. The framework should influence every part of the research, from identifying the problem to discussing the results and drawing conclusions.

### **2.2.1 Language Learning Strategies**

Strategy is often interpreted as a technique, tactic, or a particular way. However, when combined with the term learning, learning strategy can be interpreted as a method or series of methods used by teachers and students to encourage changes in behavior or attitudes. Therefore, learning strategies include a series of activities that must be carried out by teachers and students to ensure that learning objectives are achieved in an effective and efficient manner.

According to Chamot (1987), "learning strategies are methods, approaches, or deliberate acts that students adopt to the learning and recall information related to both language and content area." Stated differently, strategies refer to the methods or approaches that students use to get ready for their lessons. Furthermore, learning strategies were stressed by Weinstein and Mayer (1986), who defined them as "the behaviors and thoughts that a learner used in learning that intended to influence the learner's encoding process." Since the publication of Rubin's groundbreaking work in 1975, language learning systems have occupied a prominent position in the academic agenda for more than thirty years. Huang and Van Naerssen (1985) were the first in China to look into the methods used by Chinese English language learners. The majority of English department students attempt to acquire speaking skills through a variety of methods. According to Jones (1998), learning strategies are therefore essential to increasing students' motivation and enabling them to study English independently. Language learning strategies are specifically aimed at facilitating learning, which sets them apart from skills, a term they are often mistakenly associated with. While strategies like thinking, visualizing, or observing involve actions performed by students, they differ from more concrete actions such as reading, writing, or posing questions. To encompass both mental and physical processes, the term "activities" can be appropriately used. (Griffiths 2006).

From several theories mentioned above, it can be concluded that learning strategies are something that must be applied to every learning system, because with the strategy, teachers can find out what kind of strategy is most beneficial for students, so that every lesson that has

been given by the teacher can be understood well by students. Several sources from the theory also said that language learning that uses strategies can increase students' learning motivation, this is one of the author's foundations for making radio one of the media as a learning strategy that will be discussed in this study, in order to increase students' motivation in improving their English speaking skills.

### **2.2.2 Radio**

In simple terms, radio is a communication system that uses electromagnetic waves to transmit data and sound. We can listen to various programs, including news, entertainment, and education, through a receiver. One of the main reasons why radio remains popular is that it is easily accessible through various devices, such as smartphones, computers, portable radios, and digital broadcasts. Thus, listeners can enjoy broadcasts anytime and anywhere. Radio continues to change according to technological advances. Digital radio and internet streaming are becoming increasingly popular, giving listeners more choices. Radio remains important as a communication medium despite technological advances.

According to Chandar and Sharma (2003) “one benefit of radio education is that it can cover issues for which classroom teachers are ill-prepared or lack certain understanding. One more advantage of using radio to teach in multi-grade classrooms is that it can instruct one set of pupils while the teacher is working with another.” A study on interactive radio counseling as it is used at IGNOU was conducted by Sukumar (2001). He discovered that radio counseling offers learners in remote locations a great chance to voice issues, pose inquiries, and generally communicate with instructors/speakers face-to-face. The general audience can also interact with lecturers through interactive radio counseling, which gives their educational experiences a fresh and valuable perspective. According to Sukumar's research, listeners thought radio counseling was both well-liked and useful.

### **2.2.3 Radio as a language learning strategy**

Every teacher must understand the learning strategies that will be used to achieve learning objectives. In addition, teachers must think about the learning strategies that will be used. Student mastery and learning achievement are influenced by the selection of the right learning strategy. One of the learning strategies is using media, the media that will be discussed in this study is radio, why radio can be said to be one of the media for the success of learning strategies is because there are already programs that use English in full in the radio program, and this can be used as one of the learning media to practice speaking skills, because it indirectly increases the vocabulary of the listeners.

Gowon (2009) claims that because broadcast media is so widely available for usage as a media for information, entertainment, and even education, it is a good place to find new discoveries and ideas related to the English language. Weisse (1985) highlights the growing importance of the ability to speak international languages in the rapidly advancing field of global communication. He also points out that children's motivation to learn English is heightened through exposure to television and radio. According to Suryani (2020) The radio broadcasting strategy is a learning method that utilizes audio content, delivered to audiences through mass communication media. This approach encourages students to engage their first knowledge about creating and packaging ideas for mass media broadcasts. It helps develop their ability and skills to communicate and share information effectively with a broader audience, presented in the format of a broadcast.

### **2.2.4 Speaking skills**

English holds a significant role in today's modern world. It is used globally not only as the language of science and technology but also as a key means of communication in economic matters and both national and international interactions. One of the skills of English mastery is

speaking. Wael et al (2018) claims that speaking is recognized as a productive skill in oral communication that involves others in exchanging information through the pronunciation of words. Beyond being taught at an academic level, speaking serves as a means to express ideas and acquire knowledge. To improve their overall English proficiency, learners must develop the ability to communicate effectively in spoken English, as speaking is widely regarded as a vital aspect of language competence. According to Lar and Maulina (2021) speaking is one of the four fundamental skills in English and plays a central role in mastering the language. The primary goal of learning English is to communicate effectively with others, whether in personal interactions or public settings. Among various methods of communication, speaking is the most common way to share messages with others. People communicate constantly, whether it's every day, every minute, or even every second. Thornbury (2005) notes that speaking is such a natural part of our daily routine that we often overlook its significance. Each day, individuals produce thousands of words, repeating this process continuously. However, many people find it challenging to speak fluently in a foreign language. According to Hedge (2003), speaking competence consists of three key elements: recognizing different speaking situations, making oneself clear, and effectively managing interactions.

Recognizing Different Speaking Situations is the ability to understand the context or situation in which communication occurs, including who is involved, the purpose of the communication, and the prevailing norms. This includes the ability to adjust speaking style, tone, and language to suit the specific situation, whether formal or informal, and Making Oneself Clear is the ability to convey ideas, messages, or information in a way that is easily understood by others. This involves using appropriate language, clear articulation, logical message structure, and supportive expressions so that the message can be received without ambiguity, and the last is Managing Interactions Effectively is the ability to organize the flow of conversation, maintain attention, and interact dynamically with the person you are speaking to. This includes active

listening, providing relevant responses, and managing turn-taking to ensure the conversation runs smoothly and productively.

These three elements complement each other in building effective and meaningful communication. According to Ghenaati and Madani (2015) Improving speaking proficiency and fluency in EFL learners has consistently been a focus for both students and, particularly, instructors. Achieving greater fluency in English is a top priority for many English learners. It is important for learners to understand that developing fluency in a language is a gradual journey that demands dedication and consistent practice.

### **2.2.5 Improve speaking skills through non-academics**

Improving speaking skills through non-academic means developing one's speaking ability through activities outside the formal educational environment. This can include activities such as group discussions, participating in organizations, participating in social activities, or speaking in everyday contexts. Through this practical experience, one can improve one's ability to communicate naturally, expand vocabulary, and build confidence and public speaking skills without relying on formal learning methods, one example of the development of non-academic speaking skills is through the student radio activity unit, which was studied by the author.

Several studies have highlighted the role of organizations as a way to enhance students' skills. It is explained that organizations serve as a platform for students to broaden their knowledge and engage in self-actualization, allowing them to develop themselves in non-academic areas. (Febriana et al 2013). This suggests that organizations provide students with a platform to engage with the surrounding community. Through this interaction, students are directly or indirectly trained in communication, as interaction relies on effective communication. As their communication skills are continuously developed, their self-confidence grows, which in turn

positively impacts their speaking abilities. Bukhori (2016), in his study on public speaking anxiety related to self-confidence and involvement in student organizations, concluded that participation in organizations can enhance students' self-confidence. This increased confidence, in turn, reduces their anxiety when speaking in public. He also noted that the more actively students engage in organizational activities, the greater their confidence grows.

### **2.2.6 Level of confidence in speaking**

Confidence is one of the important elements in speaking ability, confidence can help the announcer to be more comfortable when speaking, when speaking without confidence, the listeners will assume that the announcer's speaking ability is not good enough. A person with a good level of self-confidence is someone who is sure of what they says, so that there is no pause when speaking.

Lar and Maulina (2021) notes that there is a strong connection between self-confidence and speaking ability. Many learners struggle to speak English because they lack confidence in their speaking skills. Fear of making mistakes often holds them back, resulting in limited progress in their speaking proficiency during the teaching and learning process. The development of speaking skills is strongly linked to confidence. In essence, expressing opinions with confidence leads to effective communication. Students who engage in frequent speaking and practice tend to improve their fluency significantly.

Self-confidence allows students to convey their ideas, opinions, and arguments more clearly, whether in group discussions, presentations, or other academic activities. According to Bukhori and Baidi (2016), An individual with strong self-confidence is more likely to speak up in public, as they possess the ability to manage their emotions under pressure. They are also capable of regulating their behavior and can choose the appropriate moment to take action in addressing challenges they encounter.

### **2.2.7 Hesitation in speaking**

The attitude of not being confident when speaking is an attitude of doubting oneself, this certainly has an impact especially on students, because what is known is that students are encouraged to be active, as is the case in the classroom environment, because learning on campus often applies a system of exchanging ideas, and when the student does not have confidence and doubts in speaking, then the ideas in the student's thoughts do not reach the general public. There are many detrimental impacts when students have low levels of self-confidence, one of which is an obstacle in having relationships, when wanting to build relationships with others, then talking becomes the main point to support the form of the relationship. As stated by Gurler (2015) A lack of self-confidence can be categorized as both a psychological and attitudinal barrier, making it challenging for learners to speak, whether in a foreign language or even their native tongue. According to Bukhori (2016) The variable of public speaking anxiety is assessed using a public speaking anxiety scale. This scale is designed based on two key dimensions 1) Physical symptoms which include cold fingertips, disrupted digestion, rapid heart rate, excessive sweating, difficulty sleeping, loss of appetite, dizziness, shortness of breath, and similar signs. 2) Psychological symptoms such as intense fear, a sense of impending danger or misfortune, difficulty concentrating, feelings of helplessness or inferiority, loss of self-confidence, restlessness, and an urge to escape from reality, among others.

One example that is often considered a sign of lack of confidence or preparation is the use of filler words. Filler words are words or phrases that someone uses to fill a pause or gap when speaking. Usually, these words have no specific meaning in the context of the conversation, but are used as a pause while the speaker thinks about what to say next. Common examples of filler words are "umm.." "like.." "uhh.."

### **3.2 Population And Sample of Study**

According to Sahu (2016) the term "observations" or "entities" can refer to a variety of subjects, such as people, plants, animals, or objects like books, pens, medicines, and engines. A characteristic is defined for the population, which may consist of individuals living in a country, a collection of books in a library, farmers in a country, or students within a specific region or institution. Each individual member of a population is called an element or unit. The population size represents the total number of observations within the population. In everyday life, we are familiar with the concept of sampling and the sample survey method for data collection. A sample is a subset that represents the entire population.

The population of this study was 47 students who joined the EBS FM Unhas Student Activity Unit, the students currently studying at Hasanuddin University. These 47 people have gone through several stages to become members of this student activity unit. The criteria highlighted on the selection is students that must have fairly good speaking skills. In this student activity unit, members who have been selected will learn to improve their speaking skills, because this student activity unit focuses on speaking skills. The reason why the author chose this student activity unit is because it fits with the author's research which discusses speaking skills, and radio broadcasting itself is identical to speaking, the author wants to know whether radio broadcasting is effective in improving students speaking skills.

The sample of this study was 8 out of 47 students, who joined EBS FM Unhas and had been selected based on the criteria needed for the study. The criteria of the sample is 1) The students that joined in the Ebs Fm Unhas and majoring in English Literature Hasanuddin University, because based on the assumptions of Ebs Fm Unhas members, students from the English Literature department have better English language skills. 2) The students that joined in the Ebs Fm Unhas who were not from English literature but hosted a broadcast program