DESIGNING AN ENGLISH RADIO PROGRAM AS A MEDIUM OF LEARNING ENGLISH FOR THE TENTH GRADE SENIOR HIGH SCHOOL STUDENTS OF LANGUAGE PROGRAM IN SMA NEGERI 1 CILACAP

A Thesis

Presented as a Partial Fulfillment of the Requirement for the Attainment of the *Sarjana Pendidikan* Degree in the English Language Education

by:

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ENGLISH EDUCATION STUDY PROGRAM

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APPROVAL

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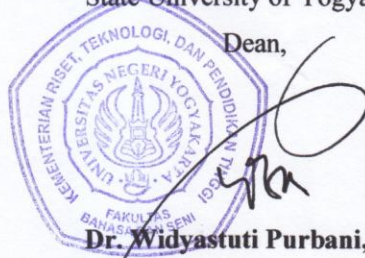|		
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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal itu sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 15 Oktober 2015

Penulis,

Dwi Aprilia Kumala Dewi.

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DEDICATIONS

This thesis is dedicated to

my mom, **Yani Herawati, S.Sos.,**

my dad, **Didit Handriyo, S.T.,**

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my brother, **Luthfi Fajar Athallah,**

Toeroes Mangkusudarmo's Family'

Moedianto's Family,

especially for

my beloved cousin, **Wahid Cita Nurdiansyah (alm.)**

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"Sesungguhnya sesudah kesulitan itu ada kemudahan."

— QS. An Nasyr: 6

"Anything's possible if you've got enough nerve."

— Ginny Weasley

"What's comin' will come, an' we'll meet it when it does."

— Rubeus Hagrid

"It is our choices that show what we truly are, far more than our abilities."

— Albus Percival Wulfric Brian Dumbledore

"Always."

— Severus Snape

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I realize that this thesis is still far from perfection. Yet, I really hope this thesis will be useful for everyone who reads it. Thus, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

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Dwi Aprilia Kumala Dewi

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DESIGNING AN ENGLISH RADIO PROGRAM AS A MEDIUM OF LEARNING ENGLISH FOR THE TENTH GRADE SENIOR HIGH SCHOOL STUDENTS OF LANGUAGE PROGRAM IN SMA NEGERI 1 CILACAP

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ABSTRACT

This research aimed at finding out the English materials that the tenth grade students of Language Program in SMA Negeri 1 Cilacap need to be included in the English Radio Program in order to improve their listening and speaking skills; and designing an English Radio Program for the tenth grade students of Language Program in SMA Negeri 1 Cilacap to be a medium of learning English.

The study was educational Research and Development (R & D). The procedures of the study were conducting the needs analysis, writing the course grid, developing the design of the English Radio Program, developing the outline/storyboard and the script of the broadcast, implementing the broadcast, evaluating and revising the broadcast. The instruments of the study were questionnaires, interview guidelines, and observations. The data from the questionnaires were analyzed quantitatively, while the data from the interviews and observations were analyzed qualitatively. The subjects of this research were all 13 students in the tenth grade of Language Program in SMA Negeri 1 Cilacap.

The result of the study is an English Radio Program, named *"English Time!"*, as a medium of learning English for the tenth grade students of Language Program in SMA Negeri 1 Cilacap. This research concluded that the materials to be included into the broadcasts were developed from the competences that the students found difficult to learn in the classroom and other sources which were supported the results of the needs analysis. The second conclusion was the fact that the English Radio Program in this research was designed using the format of a magazine program which was suitable for specific audience with specific needs. This research provided an interview for each broadcast. The program was broadcasted three times with different topics and competences. The program had six main activities: *"Let's Listen"*, *"Language Focus"*, *"Meet the Guest"*, *"What did You Hear?"*, *"Read the Song"*, and *"Unique Facts.*

Keywords: English Radio Program, A Medium of Learning English, Language Program, Senior High School students, Format of Magazine Program

CHAPTER I

INTRODUCTION

A. Background of the Study

Many people say English is the best weapon everyone should have in order to face the globalization. In fact, English is the language mostly used by people to communicate with each other when they realize they speak in different languages. The strong position of English can be seen until now as people keep learning English for their own business. It shows that English is used in many aspects of people's lives.

In Indonesia, the formal education system has put English as an important matter as it is mentioned in the curriculum. After getting their English subject from Elementary School and Junior High School, some students may even choose to learn English deeper (along with other languages) in Senior High School, by taking a Language Program. Unfortunately, the Language Program is not always available in every school in Indonesia. In some cities and towns, there are only some schools having this program for their students. In Cilacap, for example, it can be seen that there are only 3 schools with Language Program: SMA N 1, SMA N 3, and SMA Yos Sudarso.

Language Program students are hoped to be better in using English than students do in other programs. That is why the effective method of learning in Language Program should be taken care well. Students of Language Program are given bigger

chances and more various ways of learning languages. They learn languages, such as English, not only by the textbooks. Learning English, in fact, is not something to be done in formal ways only. As for Language Program students, some schools even provide them with the additional lesson of English literature, the extra time of a speaking or pronunciation class, or even broadcasting a radio, which actually can be developed to be an English Radio Program.

Radio itself is known as a learning medium that is actually able to be used for many educational purposes. The development of its use in the educational field was first started in the late nineteenth century until the early twentieth century (Chandar and Sharma, 2003). It may not be as popular as television, but radio's existence is no joke, especially in giving and spreading information for people around the world.

Shortly, learning English using media can be most favorite ways for some people. The media used do not have to be expensive and hard to be found. A good medium to support learning English is the one that can be easily accessed by many people. Supporting the idea, some people tend to choose the one with the lower cost. Therefore, radio can be the most suitable medium that meets the characteristics needed.

Unfortunately, radio is now rarely used as people use television more. Radio is somehow treated like an out-of-date technology, while in fact, using radio as a medium of learning has been proved to give many benefits. According to Tripp and Robby in Chandar and Sharma (2003), the use of radio as a supplementary learning tool benefits weaker students. Radio is also considered to be more cost-effective and

capable of exerting greater learning effects than textbooks or teachers. Learning English through radio can give advantages. One of them is the fact that radio can bring either new resources or previously unavailable resources into the classroom, thereby greatly enhancing students' learning.

The use of radio for the students of Language Program in Senior High School is needed to be a newly refreshing way for them to learn English actively, especially through listening and speaking. This idea is supported by the existence of radio in schools. However, some schools may have a radio without using them as a medium of learning English. SMA Negeri 1 Cilacap, for example, has this radio station named One Radio (107.7 FM) and an extracurricular of broadcasting (which is compulsory for every student of Language Program). Yet, they do not have an English program to help their students to be better in using English.

Based on the problems and the proposed solution above, the researcher is interested in conducting a research and development entitled "Designing an English Radio Program as A Medium of Learning English for the Tenth Grade Senior High School Students of Language Program in SMA Negeri 1 Cilacap".

B. Identification of the Problem

The teaching and learning process in Senior High School can be conducted by various teaching component. The teachers should present the materials as attractive as possible by using various learning media. They also should use the appropriate method and various learning activities.

SMA Negeri 1 Cilacap provided the tenth grade students of Language Program the chances to learn English better. They were given an extra class of speaking to improve their speaking skills in English. Yet, they got almost no chance to practice their skills of listening and speaking English except in the classroom.

In this research, the researcher found some factors that could be used to consider the students needs in improving their listening and speaking skills in English. The first factor was the lack of students' understanding to the English lesson in the classroom. The students were taught under the use of Curriculum 2013 which put students as the ones who were active to get the knowledge. In fact, in the teaching and learning process, the English teacher found it hard for the students to ask her about the materials they did not understand yet. The teacher was also not sure if the students understand the lesson or not. As the students learned English only in the classroom, they got no additional media to help them learning the English materials.

The second factor was the lack of learning media. Learning media are important to support the English teaching. Various learning media can engage the children in learning something new. In this case, the tenth grade students of Language Program in SMA Negeri 1 Cilacap were actually familiar with a medium that could be used to learn English: a radio. It was compulsory for them to broadcast the school radio, named One Radio. They used the radio to broadcast several programs in Bahasa only.

The students, the teachers, and the broadcast coach were not familiar with a radio program broadcasted in English, even though radio technology itself is viewed by many teachers as a useful tool for teaching and learning languages like English,

French, German, and Kiswahili at all levels of education, as it helps increasing students' mastery of vocabulary and pronunciation as they learn to imitate the radio presenters (Odera, 2010). Supporting the statement, according to Jaminson and McAnany in Vyas et al. (2002) there are three advantages of radio. By using the radio, the students can improve the educational quality and relevance through the technology, lower student educational costs as the radio is considered to be cost-effective, and improve the access to education, particularly for disadvantaged groups of students in learning.

The third factor was the lack of chances to practice their skills. Language Program students were taught English deeper than other programs. Therefore, they should be given chances to practice what they had learned in the classroom. In SMA Negeri 1 Cilacap, the teacher did not provide the students with regular activities that allowed them to use their ability in listening and speaking except in the classroom.

Considering this situation the researcher attempted to design an English Radio Program as a medium of learning English for the tenth grade students of Language Program in SMA Negeri 1 Cilacap which met the learners' potentials, interests and needs in learning English.

C. Limitation of the Problem

Based on the identification of the problems above, the problem in this research is limited to the efforts of providing a medium of learning English by designing an English Radio Program for the tenth grade students of Language Program in SMA Negeri 1 Cilacap at the second semester to overcome the problems. The researcher

expects that the English Radio Program and the activities will help the students to improve their listening and speaking skills.

D. Formulation of the Problem

This research is conducted by formulating the questions below:

1. What English materials do the 10th grade students of Language Program in SMA Negeri 1 Cilacap need to be included in the English Radio Program in order to improve their listening and speaking skills?

2. How should an English Radio Program for the 10th grade students of Language Program in SMA Negeri 1 Cilacap be designed as a medium of learning English?

E. Research Objectives

This research is conducted to fulfill the aims of the research, which are:

1. finding out the English materials that the 10th grade students of Language Program in SMA Negeri 1 Cilacap need in the English Radio Program in order to improve their listening and speaking skills, and

2. designing an English Radio Program for the 10th grade students of Language Program in SMA Negeri 1 Cilacap to be a medium of learning English.

F. Research Significance

It is expected that this research will be advantageous in many ways. Theoretically, the researcher expects that the research can be useful to provide additional information about designing an English Radio Program as a medium for 10th grade Senior High School students of the Language Program. Practically, the researcher

expects that the English teachers in Senior High Schools will use the findings of the

research as a medium of learning English for students in the Language Program.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents some review of relevant theories, review of the relevant studies, and conceptual framework of this study. The review covers the issues of English as a second language, characteristics of teenagers, the Language Program, listening and speaking skills, the curriculum, the use of technology of radio as a medium of learning English, the design of the program, and the previous study. The conceptual framework covers the concept of designing an English Radio Program as a medium of learning English for Language Program students in SMA Negeri 1 Cilacap.

A. Literature Review

The literature review in this chapter covers the 5 sub-units. These sub-units are presented below.

1. Language Learning

a. English as a Second Language

Bilash (2009) explicated that the language learner is exposed to the target language inside and outside of the classroom in a variety of settings, in a second-language situation. According to Steinberg & Sciarini (2013:124-127), there are basic psychological factors affecting second-language learning, as stated below:

1) Intellectual Processing: Explication and Induction

a) Explication

Explication is the process whereby the rules and structures of a second language are explained to a learner, using the first language of the learner. It is then hoped that the learner will understand, learn, and apply the rule in the second language. The explanation itself is given in the first language as the learner may not know enough about the target language. However, through such explicit explanations, explication is rarely applicable to young children.

b) Induction

Learning rules by self-discovery is the essence of the process of induction. Induction brings the second-language learners to always be trying to figure out language. The situation of induction is found when the learner is exposed to second-language speech and remembers what he or she has heard. He or she will, then, be able to analyze and discover the generalization or rule that underlies that speech. As long as the structures involved are not far beyond the learner's level of syntactic understanding, there is a good chance that the learner can discover the rules by self-analysis.

2) Memory

The crucial thing of learning is memory—even the learning of the simplest word requires memory. A learner can accumulate the vast amount of speech and relevant situational data as the basis for analyzing structures and formulating rules through memory. In addition, memory seems to begin its sharpest decline around the age of

puberty (Steinberg et al., 2013: 175). It is commonly believed that second-language learning becomes more difficult for the people who are 15-20 years old than those who are still 5-10 years old.

3) Motor Skills

Good pronunciation is important in learning a foreign language. 'Motor skills' is a term which psychologists use to describe the use of muscles in performing certain skills. They are involved in speech utilize which are called as articulators of speech. These include the mouth, lips, tongue, vocal cords, etc., which are controlled by muscles under the general control of the brain.

The psychological factors are related to the age of second language learners. Furthermore, Steinberg & Sciarini (2013:128) simplified the explanation of psychological factors affecting second language learning in a table. Below is the table mentioned.

Table 1: **Psychological Factors Affecting Second-Language Learning for Children and Adults**

Age of Second Language Learner	Psychological Factors			
	Intellectual		Memory	Motor Skills
	Explicative	Inductive		
Children (under 7)	Low	High	High	High
7-12	Medium	High	Med/ High	Med / High
Older children/adults (over 12)	High	High	Medium	Low

Theories above can be related to this research of designing an English Radio Program. In this research, the students learn English as a second language. The students learn the target language outside of the classroom, in a situation of broadcasting as a setting of learning. The process of learning is started by the explication, in which the rules and structures of a second language are explained to a learner. The next steps are expected to have good results, especially in the induction and motor skills of the learners, as the learners in this case are the tenth grade students of Language Program whose ages are around 15 years old.

b. Characteristics of Teenagers

Brown (2000:91) stated that the term of 'young adults', 'teens', or 'high-school-age children' refers to those whose ages range between 12 and 18. The 10th grade Senior High School students of Language Program are around 15 years old. From the theory, it can be concluded that the students in this research are teenagers.

Teenagers have their characteristics especially in learning a language. The characteristics they have are different from the characteristics found in both younger learners (children) and older learners (adults). There are three categories of maturity in language learning: 1) Children; 2) Teenagers; and 3) Adults (Spratt et al., 2011: 73-74). The characteristics of teenagers are mentioned as below:

1. have longer and more concentration (concentration developing),

2. able to learn in abstract thinking besides experiencing,

3. begin to control and plan their behaviors,

4. afraid to make mistakes, and worry about what others think of them,

5. at times, uncomfortably aware of their actions,

6. pay attention to meaning and increasingly to form, and

7. have more life experiences increased.

In addition, Brown (2000:92) said that teens are in between childhood and adulthood. Therefore, a special set of considerations are needed in teaching teenagers. Supporting the idea, he added his explanations of the characteristics of teenagers as:

1. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, it refers to the use of logical thinking is increasing. This means that linguistic metalanguage can now have some impact, theoretically.

2. As a result of maturation, attention spans are lengthening. However, attention spans are probably shortened due to many diversions in a teenager's life.

3. Increasing capacities for abstraction lessen the essential nature of appealing to all five senses.

4. Teens are very sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. They tend to keep their self-esteem high by:

- avoiding embarrassments of students at all costs,

- affirming each person's talents and strengths,

- allowing mistakes and other errors to be accepted,

- de-emphasizing competition between classmates, and

- encouraging small-group work where risks can be taken more easily by a teen.

5. They become increasingly adult-like in their ability to make those occasional diversions from the 'here and now' nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

As the tenth grade Senior High School students of Language Program are around 15 years old, they are under the category of teenagers. Their characteristics in learning English are including the fact that they start getting afraid to make mistakes and to avoid the embarrassment in learning process. In addition, they also begin to control their behaviors and to be able to learn in abstract thinking, which means that they have longer concentration. These characteristics support the use of an English Radio Program as a medium of learning English. The students can learn English while improving their concentration in listening to the radio. In addition, the students who are afraid to embarrass themselves by making mistakes in the classroom can see this medium as a chance to learn English better.

c. **The Language Program in Senior High School**

Indonesia's Senior High School offers the students with different programs or departments in the academic experience. According to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 64 Tahun 2014*, the students of Senior High School have to choose their program right in their first year. This is different from the system in previous years in which students started to choose their program in their second year of Senior High School. Choosing the program, or known as specialization, done by students of Senior High School is a curricular program being provided to accommodate the interest, talent, and/or ability of students with the

orientation of concentration and/or elaboration of subjects and/or contents of the programs.

As *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 64 Tahun 2014* mentioned, there are different programs to be found in Senior High School. They are Science Program, Social Program; and Language Program. The Language Program in Senior High School has at least 4 main subjects: 1) Indonesia Language and Literature; 2) English Language and Literature; 3) Another Language and Literature; and 4) Anthropology.

Being expected to learn languages better than other programs do, students of Language Program should be provided with many ways or media to ease them to get knowledge in learning languages. Therefore, the tenth grade students of Language Program in SMA Negeri 1 Cilacap should also get a chance to have a medium of learning English in the form of an English Radio Program.

d. Listening

Listening and reading both involve the decoding of messages, but there are, of course, significant differences between those. Wilson (2008:10-11) stated that:

1) Listening takes place over time. This makes the gaps between words do not exist in speech, so the listeners imagine them into being. Yet, the segmentation of words from the flow of speech is often problematic for listeners.

2) Listening is often interactive with the use of pitch, intonation, tone, volume, and patterns of stress making the words come alive. Other features supported the interactivity include signaling attention, question tags, giving responses, such as

greetings and farewell, and response elicitors ("Okay?" and "See?"). In addition, listening involves the spontaneity which means that false start, hesitation, redundancy, and ungrammatical sentences are extremely common.

According to Harmer (1998:98), the main method of exposing students in listening comprehension to spoken English is through the use of taped materials or audio. Besides the English teacher, taped materials can provide a wide range of topics students may like, such as advertisements, news, broadcasts, songs with lyrics, telephone conversations, and others. They will help students to acquire language subconsciously even without having the teacher to draw attention to some special features. In short, Harmer (1998: 98) stated that an exposure to a language is a fundamental requirement for people who want to learn the language. Again, Harmer (1998:99) added, listening to spoken language gives several unique features within the utterances, such as repetitions, hesitations, tone of voice, intonation, and even background noise, because it helps students to find out the meaning of the speech.

However, listening cannot be done in one-way only. In listening comprehension, there is an interactive process as the brain acts after the sound wave is received by the ears and the nerve impulses are transmitted into the brain. Brown (2000: 249) adapted the theory of Clark and Clark, and Richards which stated that there are eight processes involved in comprehension. Those processes are:

1) Raw Forms

   The hearer processes what is called as 'raw speech' and holds an 'image' of it in short-term memory. This image consists of the constituents of a stream of a speech.

2) Determine the Type of Speech

   The hearer determines the type of speech event being processed and then appropriately "colors" the interpretation of the perceived message.

3) Infer Speaker Objectives

   The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and the content.

4) Background Information Recalled

   The hearer recalls background information (schemata) relevant to the particular context and subject matter. A lifetime of experiences and knowledge is used to perform cognitive associations in order to bring a plausible interpretation to the message.

5) Literal Meaning Assigned to Utterance

   The hearer assigns a literal meaning to the utterance. Literal and intended meanings do not always match. Second language learners must learn to go "beneath" the surface of metaphorical and *idiomatic* language.

6) Intended Meaning Assigned to Utterance

The hearer assigns an intended meaning to the utterance. A key to human communication is the ability to match perceived meaning with intended meaning.

7) Retain the Information

The hearer determines whether information should be retained in short- term or long-term memory.

8) Delete Forms of Original Message

The hearer deletes the form in which the message was originally received. The words, phrases, and sentences are quickly forgotten or "pruned" in 99 percent of speech acts.

Listening can be done with or without reading the transcript of the speech as mentioned by Wilson (2008:46). Transcript brings an impact of increasing the students' chances of noticing features of the speech and helping them to develop their listening skills. Listening to an audio while reading it at the same time silently can help students to reinforce sound-spelling connections (Wilson, 2008:47).

Listening skills consist of many microskills of listening. The microskills below apply to conversational discourse. Through a checklist of microskills, the teacher can develop a good idea of the techniques need to cover in the domain of listening comprehension. Those microskills, adapted from Richards stated in Brown (2000:256), are:

1. retain chunks of language of different length in short-term memory,
2. discriminate between the distinctive sounds of English,
3. recognizes English stress patterns, words in stressed and unstressed positions, rhythmic structures, intonation concourse, and their roles in signaling information,
4. recognize reduced forms of words,
5. distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance,
6. process speech at different rate of delivery,
7. process speech containing pauses, errors, corrections, and other performance variables,
8. recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms,
9. detect sentence constituents and distinguish between major and minor constituents,
10. recognize that a particular meaning may be expressed in different grammatical forms,
11. recognize cohesive devices in spoken discourse,
12. recognize the communicative functions of utterance according to situations, participants, goals,
13. infer situations, participants, goals using real-word knowledge,
14. from events, ideas, and so on, describes, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,
15. distinguish between literal and implied meanings,
16. use facial, kinetic, body language, and other nonverbal clues to decipher meanings, and
17. develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Many researches on teaching listening have shown some principles to consider in designing listening techniques. Those principles, as stated by Brown (2000:258-259), are:

1. In an interactive, four-skills curriculum, make sure that you do not overlook the importance of techniques that specifically develop listening comprehension competence.
2. Use techniques that are intrinsically motivating.

3. Utilize authentic language and contexts.
4. Carefully consider the form of listeners' responses.
5. Encourage the development of listening strategies.
6. Include both bottom-up and top-down listening techniques.

Designing an English Radio Program as a medium of learning English is one of the ways to provide taped materials of English for the students to learn, as the main method of exposing students in listening comprehension is through the use of taped materials or audio. In addition, listening to spoken language gives several unique features within the utterances, such as repetitions, tone of voice, features of interactivity and even background noise. The students do not only listen to the audio in the radio program, but they can also read the transcript. As mentioned earlier, listening to an audio while reading it at the same time silently can help students to reinforce sound-spelling connections. The English Radio Program as a medium of learning English is expected to fulfill the microskills that the students need to require to improve their listening skills in English.

e. Speaking

According to Thornbury (2005:2), speaking deals with a real-time speech production that is basically linear. Besides, Thornburry (2005: 14) proposes four language features in speaking. They are interactive, non interactive, planned and unplanned. Multy-party speeches like casual conversation between friends or between children and their parents is interactive speaking or dialogue. Monologues such as news reporting on a television, and voice-mail message are non interactive speaking. Public speeches and business presentations are typically planned. On the other hand,

chatting with friends at the classroom and conversation at the shop are kinds of unplanned speaking. In the same book, Thornbury (2005:89) mentioned 4 different usage of speaking. They are:

1. presentations and talks,
2. discussions and debates,
3. conversation and chat,
4. outside-class speaking

Through a radio program, speaking is conducted as a part of outside-class speaking activity. It emphasizes on the practical audio conferencing. Meanwhile, Brown (2000:267-269) stated 5 oral communication skills in pedagogical research:

1. Conversational Discourse

   In a conversation, there are rules of maintaining a conversation, turn-taking, interruption, and termination. Besides, the phonological, lexical, and syntactic properties of language can be attended in a conversation to either directly or indirectly.

2. Teaching Pronunciation

   It is important, in learning language, to focus on pronunciation as speaking deals with communicative and interactive course studies. Yet, according to Harmer (1998:94), teachers should consider the way of them correcting students' speaking. Of course it is important to correct mistakes made during speaking activities. Some teachers probably will correct every time their students make mistakes. But if this keeps happening while the students are involved in a speaking activity they really enjoy, it will probably destroy the

conversational flow. Constant interruption from teachers will be able to destroy the purpose of speaking activities. However, the general principle of watching and listening to speaking activities done by students is usually much more appropriate as teachers can give feedback later.

3. Accuracy and Fluency

While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse, in their spoken output.

4. Affective factors

Learners are reluctant to be judged by the hearers from what they say. Therefore, the teacher has to provide such a kind climate to encourage students to speak.

5. The Interaction Effect

One learner's performance is always colored by that of the person (interlocutor) he or she is talking with (Brown, 2000:269). That is what is called as the interaction effect in speaking.

However, speaking activities give a lot of advantages for both students and teachers. Yet, some students may think that it is scary to start speaking English. Therefore, the teachers should be able to encourage to students to speak. There are at least 3 main reasons why teachers should encourage students to speak according to Harmer (1998:88). Those 3 reasons are:

1. Rehearsal

    Speaking activities give students a chance to rehearse discussions outside the class. Speaking activities bring them a way to get the feel of what communicating in the foreign language feels like.

2. Feedback

    Speaking activities provide feedback for both students and teachers. They can give students confidence and satisfaction in doing speaking. In addition, sensitive teacher guidance can also encourage students into further study based on the feedback.

3. Engagement

    It means that if all the students participate in speaking activities, they will get the satisfaction. In fact, there are many speaking tasks are enjoyable for students.

Microskills of speaking, as noted by Brown (2000:272), focus on both the forms of language and the functions of language. Knowing the microskills of speaking skills, the teacher can develop a good idea of the techniques need to cover in learning speaking. Those microskills, adapted from Richards stated in Brown (2000:256), are:

1. produce chunks of language of different lengths,
2. orally produce differences among English phonemes and allophonic variants,
3. produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours,
4. produce reduced forms of words and phrases,
5. use an adequate number of lexical units (words) to accomplish pragmatic purposes,
6. produce fluent speech at different rates of delivery,

7. monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message,
8. use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms,
9. produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence,
10. express a particular meaning in different grammatical forms,
11. use cohesive devices in spoken discourse,
12. accomplish appropriately communicative functions according to situations, participants, and goals,
13. use appropriate styles, registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations,
14. convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification,
15. use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings, and
16. develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

After understanding the microskills, in teaching speaking, there are some principles to consider. These principles should be prepared in designing a course or medium to teach speaking in order to let the students improve the speaking skills they have. The microskills of speaking, as mentioned by Brown (2000:275-276), are:

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

Learning speaking through an English Radio Program can let the students try to speak in a setting of a conversation. There are rules of maintaining a conversation, turn-taking, interruption, and termination. By being broadcasters in an English Radio Program, the students can apply the rules by experiencing the conversation. They can also learn the pronunciation, fluency, and the interaction effect. They learn the pronunciation in a conversational flow which allows them to keep speaking without direct correction to their mistakes that can destroy their engagement to the activity of broadcasting. By speaking activities done by the students as the broadcasters and the listeners who imitate what they listen, they will also know how it feels to communicate in a foreign language. This can bring the engagement between the students and the medium of learning English.

2. The Curriculum Used in Indonesia

The curriculum of education in Indonesia has been changed several times. The latest curriculum is Curriculum 2013. This curriculum was first officially declared by former Indonesia's Minister of Education and Arts, Mohammad Nuh through *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013*. The Curriculum 2013 provides a scientific approach in teaching with 5 steps including observing, questioning, collecting data, associating data, and communicating.

Unlike KTSP (*Kurikulum Tingkat Satuan Pendidikan*), the previous curriculum, language features in Curriculum 2013 are described explicitly. Then there is a tendency that the grammar presented is not related to and used in texts taught (Putra,

2014:73). Supporting the statement, Putra (2014:67) mentioned that Curriculum 2013 uses four theoretical frameworks that consist of:

1. Model of Competence

    The model of competence refers to the expected learning outcomes resulting from the teaching and learning process using this curriculum.

2. Model of Language Use

    The model of language use relates to the theory of what language and language learning are for.

3. Model of Language Literacy

    The model of language literacy in this curriculum is defined as the literacy levels expected to be acquired by students in a certain level of education.

4. Stages of language learning

    Stages of language learning are based on the order of how language learners learn a language: listening, speaking, reading, and writing.

Curriculum 2013 has been applied in 6,221 schools in the academic year of 2013/1014 and in all schools in Indonesia in the academic year of 2014/2015 (Jahang, 2014). It is now planned by the recent government that the implementation of Curriculum 2013 will be reviewed to make it a better curriculum, as written in *Peraturan Menteri Pendidikan dan Kebudayaan nomor 159 Tahun 2014 tentang Evaluasi Kurikulum* by the recent Minister of Education and Arts, Anies Baswedan. The regulation states that the schools have to use Curriculum 2006 (KTSP), while the first 6221 schools mentioned above have to keep using Curriculum 2013.

The school in which this research will be conducted, SMA Negeri 1 Cilacap, is one of those 6221 schools using Curriculum 2013 for their students in 10th and 11th grade. Meanwhile, the 12th grade students remain using Curriculum 2006. Therefore, for the tenth grade students of Language Program in SMA Negeri 1 Cilacap, an English Radio Program as a medium of learning English is designed with the 5 steps mentioned in Curriculum 2013. These 5 steps are observing, questioning, collecting data, associating data, and communicating. All activities in the English Radio Program are designed to fulfill the steps in the curriculum used by the students in the school.

3. Using Technology of Radio as a medium of Learning English

The use of technology in learning English is becoming increasingly important. As mentioned by Dudeney & Hockly (2007:78) the reasons for this to happen are:

1. Younger learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.
2. English, as an international language, is being used in technologically mediated contexts.
3. Technology, especially the Internet, presents us with new opportunities for authentic task and materials, as well as access to a wealth of ready-made ELT materials.
4. The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.
5. Technology is offered with published materials such as course books and resource books for teachers.
6. Technology offers new ways for practicing language and assessing performance.
7. Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access centre, but also at home, on the way to school and in Internet cafes.

8. Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills – speaking, listening, writing and reading.

Using media in learning process brings the advantages to the process itself: the materials of learning tend to be authentic and topical with real-world information. Focusing on audio as a medium of learning English, Wilson (2008:49) argued that audio represents a type of 'pure' listening in which students really do have to rely on their ears and brain. The accessibility and cheapness of audio, particularly radio, may be another advantage in some contexts. However, the use of media as radio and TV has also some disadvantages, such as: 1) the level is frequently too high; 2) the extract may be culturally inaccessible; 3) the teacher has to design the teaching sequence; and 4) radio and TV are often considered as media of entertainment only (Wilson, 2008:48-49). Thus, Wilson suggested that it is vital to treat the use of media such as radio and TV in the classroom as seriously as you would any other made of teaching.

In designing an English Radio Program as a medium of learning English for the tenth grade students of Language Program in SMA Negeri 1 Cilacap, the researcher should emphasize the advantages of using the radio as a medium of learning English and minimize the disadvantages. The researcher should design it seriously so the students will also take it seriously as a tool of learning. The radio is one of the technologies that the students are familiar with, so it is expected to be able to improve their listening and speaking skills well.

4. The Design of the English Radio Program

In broadcasting, the type and design of the program should be taken care of to make sure that the content will suit the needs of the target audience. As classified by Duyile in Esiri and Onwubere (2014), there are 2 general headings of radio programs which are:

1. Spoken words broadcasting

   The formats of this general heading of programs are talks, discussions, educational broadcasting, programs for special audiences (women, children, rural listeners), drama, documentary, magazines, news and current affairs programs and religious broadcasting.

2. Music

   This includes programs of cassette recording, live musical performance of all kinds and variety of entertainment.

The English Radio Program as a medium of learning English for the 10th grade students of Language Program in SMA Negeri 1 Cilacap will be designed in a format of a magazine program which is one of the formats of spoken words broadcasting. A magazine program, as mentioned by London Link Radio (2012), is the program in which the presenter and the live guest(s) are in the studio as it happens. The program includes live and pre-recorded items, which are various and may be about slightly different things, just like a magazine. In addition, it is often broadcasted as a regular series,   such as daily, weekly, and so on. According to Muhammadali (2011: 11), magazine program consists of short talks, interviews, reports, commentaries, and

music. Meanwhile, The National Institute of Open Schooling (2013: 138-141) divided the radio formats into 3 categories: 1) Spoken word or Human Voice; 2) Music; and 3) Sound Effects. The English Radio Program for the 10th grade students is related to the spoken word format which is divided into several types:

1) Radio Talk

   This is the oldest format on a radio program in which an expert will speak for 10 or 15 minutes on a specific topic.

2) Radio Discussions

   This format provides more than 3 people (including a moderator) to discuss on a topic. This technique is used to let people have different point of views on specific issue being discussed.

3) Magazine Program

   This magazine program is like the magazine. It can be broadcasted for specific audience/target listeners with specific needs of listening to the program. There will be various segments in this program, just like the magazine in the print media. Those segments are talks, discussion, interview, music, and many others. The duration of each segment also vary.

Based on the explanation above, in designing an English Radio Program as a medium of learning English, the magazine program seems to be the best approach to be applied in delivering English materials to the 10th grade students of the Language Program. The format will be suitable as it consists of various segments, including music, which are familiar to the students.

B. Review of Relevant Studies

The first previous research is Yuliyanti Rahayu (2013) entitled *Designing a Live Interactive English Radio Programme as a Medium of Learning English for Senior High School Students in Yogyakarta*. In her research, she described her proposed design for an English Radio Program using a format of a live interactive program for Senior High School students in Yogyakarta. Rahayu focused on the interactive format to make an English Radio Program a good media for the students to learn English. Her research was conducted for Senior High School students in Yogyakarta. The results of her research were the English Radio Program for the Senior High School students in Yogyakarta. However, students from different programs might have different level of English, so it probably was hard for some students to understand the English provided. Therefore, in this research, the researcher plans to design the English Radio Program as a medium of learning English for the tenth grade students of Language Program. The students are expected to be in the same—or almost the same—level of proficiency in English.

The second previous research is *Designing Computer Assisted Language Learning Media for Junior High School Student at SMP N 1 Wonosobo* by Arfin Setiawan (2013). The existence of a medium made by the researcher brings an interesting learning activity in the classroom which contains materials that match with the students' needs according to their level and grade (Setiawan, 2013). This conclusion delineated the results of using learning media in English. In order to make the medium that matches the students' needs, the researcher has to prepare the needs

analysis to plan the design of the English Radio Program so the researcher can make an interesting learning medium.

The third or the last relevant research is *The Impact of Using Electronic Media in English Teaching for Elementary and Secondary Students in Thailand* by Unchana Klentien & Weeranan Kamnungwut (2015). In learning English, the learners should be encouraged to feel confident in communicating in English, while teachers should design and prepare proper activities that are similar to real-life situations for students to practice e.g. simulations, role-playing, and group discussion. In addition, the use of electronic lessons can also respond to the needs of learners and increase their satisfaction towards the learning (Klentien & Kamnungwut, 2015). Therefore, in designing an English Radio Program, the researcher should include the activities that are similar to real-life situations for students to practice their listening and speaking skills. It is also expected that the use of technology of radio will increase their satisfaction towards the learning process.

C. Conceptual Framework

This research is expected to find out the materials needed in an English Radio Program as a medium of learning English and to provide the design of an English Radio Program as a medium of learning English which is conducted for tenth grade students of Language Program in SMA Negeri 1 Cilacap. Language Program gives bigger chances and more various ways of learning languages to the students. Yet, there are some problems in teaching and learning English which are related to the students' understanding in learning English, learning media, and chances for the

students to practice the skills. To overcome the problems, an English Radio Program is designed as their medium of learning English.

One of the media that can be used is radio. Radio is known as a learning media that is actually able to be used for many educational purposes. According to Tripp and Robby in Chandar and Sharma (2003), the use of radio as a supplementary learning tool benefits weaker students. Radio is also considered to be more cost-effective and capable of exerting greater learning effects than textbooks or teacher education. The radio give benefits to students in helping them improve their skills in listening and speaking, especially, and in learning English as their second language.

The format of the radio program is adapted from one of the formats mentioned by London Link Radio (2012) and The National Institute of Open Schooling (2013: 138-141): a magazine program. This format aimed at broadcasting the program for specific audience/ target listeners with specific needs of listening to the program. In this case, the specific audience is a group of the tenth grade students of Language Program in SMA Negeri 1 Cilacap. There are various segments in the program, just like the magazine in the print media. Those segments are talks, discussion, interview, music, and many others.

In designing the learning media, the researcher is required to follow some steps of the R and D cycle. First, the researcher should conduct the need analysis. Second, the course grid should be planned according to the results of the needs analysis to decide the topic and objectives of each broadcast. Third, the researcher should design the English Radio Program and make the outline of the program. Then, after making the

script of the broadcast, the researcher should implement the English Radio Program. The evaluation of the program is conducted after each broadcast to find out the parts that should be revised. This research will be conducted in SMA Negeri 1 Cilacap through its radio station, One Radio.

CHAPTER III

RESEARCH METHOD

A. The Type of the Research

This research is categorized as Research and Development. This study focuses on designing an English Radio Program for Language Program students. Dealing with Research and Development, Borg & Gall (1983:771) noted that Research and Development (R & D) was conducted to a product to be developed, field-tested, and revised on the basis of the field-tested data.

The types of product to be developed can be material objects such as textbooks or learning media. In this study, the product designed is the English Radio Program for the tenth grade students of Language Program in SMA Negeri 1 Cilacap.

B. The Subjects of the Research

The subjects of this research were the students of tenth grade in Language Program in SMA Negeri 1 Cilacap. There were total 13 students in the class, consisting of 8 girls and 5 boys.

C. The Research Setting

The research was conducted in SMA Negeri 1 Cilacap. There were at least two places of conducting the research: the classroom of tenth grade students of Language Program and the broadcast room of One Radio.

D. Research Procedure

The research was carried out following the Musahara's Model noted by Tomlinson (1998:246). Hitomi Musahara proposed 5 steps of designing course. They were needs analysis, goals and objectives, syllabus design, methodology or materials, and testing and evaluation. The researcher modified the models used in the research as follows.
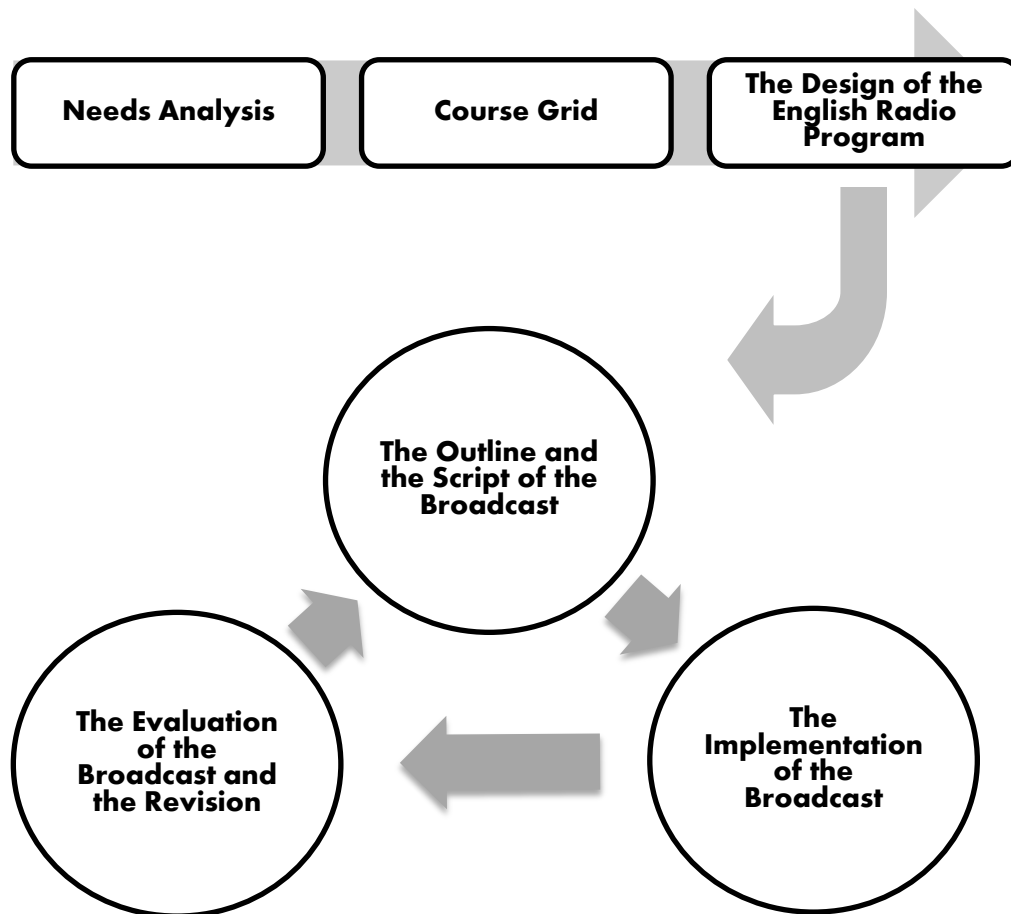
Figure 1: **Steps of Designing Course Modified by the Researcher in Designing an English Radio Program**

Here are the descriptions of each step for the research procedure:

1. Needs Analysis

   The needs analysis was needed to be conducted for the researcher to find the information about the students' characteristics in learning, their preferences in learning listening and speaking, and their views on a radio program. The needs analysis was conducted by a questionnaire. The results then were used to design a course grid and a design of the English Radio Program. The questionnaire was made by discussing the items with the English lecturer and English teacher to make sure if the items were acceptable for the students.

2. Course Grid

   Based on the results of the needs analysis, the course grid was then made. The course grid was made based on the Curriculum 2013 which explained the Core and Basic Competences of SMA and its 5 steps. There were 3 sets of course grid as they were made for 3 broadcasts. The course grid included the indicators, inputs, learning materials, and activities.

3. The Design of the English Radio Program

   After designing the course grid, the design of the English Radio Program was made. It consisted of the segments, description, and duration of the program. The design of the program was arranged based on the course grid and it was needed to be tested for the first broadcast. In designing the program, the researcher discussed the format of the program with the

broadcast coach of SMA Negeri 1 Cilacap. The design was judged and considered together with the broadcast coach.

4. The Outline and the Script of the Broadcast

The outline/storyboard described in details about how a broadcast would be broadcasted. The storyboard gave a big description about the program and the allocation of time for the program duration. Based on the storyboard, the researcher arranged the script for the broadcast. The researcher also discussed with the English teacher and English lecturer to make sure if the materials given in the outline and the script were acceptable and appropriate for the students. This step was conducted for each broadcast.

5. The Implementation of the Broadcast

After completing the design, storyboard, and script, the researcher executed the English Radio Program to be broadcasted. The broadcast was conducted in the broadcast room of SMA Negeri 1 Cilacap by the tenth grade students of Language Program of SMA Negeri 1 Cilacap. The time and the duration of program were decided from the results of needs analysis.

6. The Evaluation of the Broadcast and the Revision

The evaluation was conducted after the broadcast was done. The evaluation was in the form of interview. The students were gathered after the broadcast and asked about their views on the program. The revision was conducted to make a better English Radio Program.

E. Data Collection Techniques and Instruments

1. Research Instruments

In collecting data, this research used questionnaire, interview, and observation as the instruments.

a. Questionnaire

The questionnaire was conducted to design the first plan of the English Radio Program. The questionnaire was about the materials of English that tenth grade students of Language Program needed to be included in the English Radio Program, including the duration and inputs they actually wanted. The materials were taken according to the curriculum being used by the tenth grade students of Language Program in SMA Negeri 1 Cilacap. Below is the organization of the questionnaire.

Table 2: **The Organization of Questionnaire (Needs Analysis) to design an English Radio Program for Tenth Grade Senior High School Students of Language Program in SMA Negeri 1 Cilacap**

No	Divisions	Item Number	Explanation	Reference(s)
1.	Students' Personal Identity		to find out information about the students	
2.	Background	1	to find out the students' background related to the study	Graves (2000:103)

(continued)

(continued)

No	Divisions	Item Number	Explanation	Reference(s)
Target Needs				
3.	Objectives	2, 3,	to find out why the students need to learn English, and their aims in using English	Hutchinson and Waters (1987:59)
4.	Necessities	4,5	to find out what the students need to function in a target situation	Hutchinson and Waters (1987:55)
5.	Lacks	6, 7, 8, 9	to find out students' level of proficiency and how much it creates the gap with the target proficiency based on the curriculum	Hutchinson and Waters (1987:55-56) Graves (2000:103)
6.	Wants	10, 11	to find out students' perceptions about what they really need in an English Radio Program	Hutchinson and Waters (1987:56)

(continued)

No	Divisions	Item Number	Explanation	Reference(s)
Learning Needs				
7.	Interests	12, 13, 14, 15	to find out the ideal input the students would like to learn through an English Radio Program	Graves (2000:103)
8.	Learning Preferences	16, 17, 18, 19, 20, 21	to find out how the students want to be taught in designing an English Radio Program, the role of teachers and students, and the activities they need to support learning from English Radio Program	Graves (2000:103)
9.	Setting	22, 23, 24, 25	to find out the setting the students need in designing an English Radio Program	Hutchinson and Waters (1987:63)

b. Interview

This instrument was conducted three times to evaluate each broadcast. Every interview acted as a feedback by the students to design a more appropriate English Radio Program. In short, interviews were conducted to get the students' responses to the implementation. The interviews in this research consisted of open ended questions.

As noted by Das (2007), a regular monitoring and a continuous evaluation are completely necessary for the improvement of any radio program. Moreover, in the case of educational radio program, it was important to design a change in regular manner. Collecting the data and feedbacks made the program more useful to the target students. Below are the organizations of interviews conducted.

Table 3: **The Organization of First Interview (Evaluation of the First Broadcast) in the implementation of designing an English Radio Program for Tenth Grade Senior High School Students of Language Program in SMA Negeri 1 Cilacap**

No	Divisions	Item Number	Explanation	Reference(s)
1.	Activities	1	to find out information about the students' opinions on the quality of the activities or segments in English Radio Program	Brown (2000:142)

(continued)

(continued)

No	Divisions	Item Number	Explanation	Reference(s)
2.	Input and General Content	2, 3, 4, 5, 6, 7	to find out information about the students' opinions on the quality of the input and materials in the English Radio Program	Brown (2000:142)
3.	Format	8, 9, 10	to find out information about the students' opinions on the sequence of the segments and the duration of the English Radio Program	Brown (2000:142)

Table 4: **The Organization of Second Interview (Evaluation of the Second Broadcast) in the implementation of designing an English Radio Program for Tenth Grade Senior High School Students of Language Program in SMA Negeri 1 Cilacap**

No	Divisions	Item Number	Explanation	Reference(s)
1.	Activities	1	to find out information about the students' opinions on the quality of the segments in English Radio Program	Brown (2000:142)

(continued)

(continued)

No	Divisions	Item Number	Explanation	Reference(s)
2.	Input and General Content	2, 3, 4, 5,	to find out information about the students' opinions on the quality of the input and materials in the English Radio Program	Brown (2000:142)
3.	Format	6, 7	to find out information about the students' opinions on the sequence of the segments and the duration of the English Radio Program	Brown (2000:142)

Table 5: **The Organization of Third Interview (Evaluation of the Third Broadcast) in the implementation of designing an English Radio Program for Tenth Grade Senior High School Students of Language Program in SMA Negeri 1 Cilacap**

No	Divisions	Item Number	Explanation	Reference(s)
1.	Activities	1	to find out information about the students' opinions on the quality of the activities or segments in English Radio Program	Brown (2001:142)

(continued)

(continued)

No	Divisions	Item Number	Explanation	Reference(s)
2.	Input and General Content	2, 3, 4, 5	to find out information about the students' opinions on the quality of the input and materials in the English Radio Program	Brown (2001:142)
3.	Format	6, 7	to find out information about the students' opinions on the sequence of the segments and the duration of the English Radio Program	Brown (2001:142)

c. Observation

The students were observed in the broadcasting processes during the implementation of the radio program. The results of the observation in the process of implementing the broadcasts were presented in the form of field notes. As stated by Mack, et.al. (2011:21), field notes should be done including the events, how people behaved and their attitude, what was said in the interview, and all other details that are necessary to complete the observation.

2. Validity and Reliability

To measure the validity of the instruments, the researcher used the construct and face validity. The construct validity was supported by the theories that were related to the research to build the construct of the instruments in measuring what should be measured. The construct validity was also obtained from the instruments which were agreed by the experts to be tested to the subjects of the research. In this research, the experts were the English lecturer, English teacher, and broadcast coach. Meanwhile, the face validity was obtained from the appearance of the instruments. It looked good and readable, used a good format, had good printing qualities, used clear instructions, and did not have any grammatical errors.

To measure the reliability, triangulation reliability was used. Triangulation reliability was done by using more than one approach, paradigm, or instrument upon the same phenomenon to provide evidence of the findings. The triangulation reliability in this research was obtained by different instruments that were used in designing an English Radio Program. The instruments were questionnaire, interview guidelines, and observations. From the results of these three kinds of instruments, it was expected that they showed the consistency of results of the research.

F. Data Analysis Techniques

The study was analyzed as quantitative and qualitative research. The results taken from the questionnaire (close-ended questions) were analyzed quantitatively. The results became the guidelines to choose the topic and content to develop the English Radio Program. Some close-ended questions provided fixed answers so the students

can only choose. Yet, some other questions provided the option of "*you may choose more than one answer*" or "*rank the topics below from the topic you like the most to the topic you like the least*". The calculation for the questions allowing students to choose more than one answer was analyzed by seeing the frequency of the answer in descriptive statistics (Baroroh, 2008:29). Meanwhile, the question that required students to make a preference ranking used 9 scores given. Number 1 showed the most wanted topic, while number 9 showed the least wanted one. The analysis was done by Kruskal-Wallis test which deals with the case of more than two levels, so the ranking was taking place in this test and the first table of the output showed the ranking of the group (Larson-Hall, 2010:378). All the calculation was done by using the IBM SPSS Statistics.

The results from interviews (open-ended questions) and observations were analyzed qualitatively. In analyzing open-ended questions, all responses expressed were recorded and noted. The data then became the guidelines to revise the second and third storyboard of the program. The qualitative data were written in the form of interview transcripts and field notes. Below is the table of data analysis techniques.

Table 6: **The Data Analysis Techniques**

No.	Instruments	The Type of the Data	The Results	The Analysis Technique
1.	Questionnaire	Quantitative	Percentages of Items' Responses	Quantitatively
2.	Interviews	Qualitative	Interview Transcripts	Qualitatively
3.	Observations	Qualitative	Field Notes	Qualitatively

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the results of needs analysis, the course grid of the materials, the design and storyboard of the English Radio Program, the results of the interviews as the evaluation given by the students.

A. Research Findings

In this research, there were several steps conducted in designing the English Radio Program for the Tenth Grade Senior High School Students of Language Program in SMA Negeri 1 Cilacap. The steps are presented as the findings of the research in order to answer the question in the formulation of the problems. The findings are presented into some sections below.

1. The Needs Analysis

As noted by Hutchinson and Waters (1987:53), any course should be maintained based on learners needs. This emphasizes the importance of needs analysis in conducting Research and Development study. The needs analysis in this study was made in the form of questionnaire and was given to all 13 students in the tenth grade of Language Program, SMA Negeri 1 Cilacap. The questionnaire was distributed to the students on Tuesday, March 24, 2015 in the Language Program classroom. There were total 15 questions in the questionnaire. They consisted of the questions covering the students' background, target needs, and learning needs.

a. **Students' Background**

Besides age and gender, the educational background is one of the students' characteristics needed in designing a course (Graves, 2000:103). In the first question, the researcher wanted to know if the students were familiar with the English Radio Program. This question aiming to know the students' background got the 69.2% students answered "No", while the rest of them have listened to an English Radio Program. It showed that most students had not known about an English Radio Program yet. The percentage can be seen by the table below.

Table 7: **Students' Background Related to the English Radio Program**

Question: *Have you or have you not listened to an English Radio Program before? If you have, please mention the name of the radio station.*	
Yes, I have. I listened to:	
• KBS World Radio	7.7 %
• Arirang	7.7 %
• I forget the name of the radio but it was an English Radio Program in Magelang.	7.7 %
• Talk show program	7.7 %
No, I have not.	**69.2 %**

b. **Target Needs**

Hutchinson & Waters (1987:54-55) described target needs as a term covering the aspects that the students need to do in the target situation. They are:

1) Objectives

Why the language is used and to whom the language is used were considered as the things that should be known in analyzing a target situation (Hutchinson & Waters, 1987:59). In order to finding out the objectives of students in learning English, the second question was asked.

Most of them chose the first option in this item. Students have started thinking about their future and they believed that English can bring them to a good future. Thus, they needed to learn English in a motivating way so they can perform better with English.

Table 8: **Students' Opinions on Learning English**

Question: *In your opinion, why do you think English is needed to learn?*	
To prepare myself facing the real job situation in the future.	**77 %**
To fulfill my duty as a student.	0 %
To continue my study in the university.	15 %
Others:	
• To ease me going to other countries so I will not feel confused there.	8 %

The next question still focused on the objectives of learning English. Students were asked about to whom they used English mostly. Most of students (38.4%) did the interaction in English with the English teachers. It showed that they actually use English mostly in school. Teachers were the most reliable sources for them in using English. There were only some of

them stated that they use English to other people the most (their mother or peers).

Table 9: **The People that the Students Use English the Most To**

Question: *To whom do you use English the most?*	
Native speakers.	15.4 %
English teachers.	**38.4 %**
Non-native speaker peers.	15.4 %
Others.:	
• My mother	7.7 %
• My cousin	7.7 %
• English teachers and non-native speaker peers.	15.4 %

2) **Necessities**

To be able to function well in a target situation, the students have this kind of needs, called necessities (Hutchinson and Waters, 1987:55). The necessities deal with the demands students have to fulfill to function effectively.

In the fourth question, the students were asked about the skills they wanted to master in conducting English Radio Program as a medium of learning English. There were 3 options: listening skills, speaking skills, and both speaking and listening skills. Almost every student chose the last option stating that skills they wanted to master are listening and speaking skills (11 students). Radio is mostly about speaking and listening. This media should be a good way for students to improve their skills in English.

Table 10: **The Skills that the Students Want to Master in Using English Radio Program as a medium of Learning English**

Question:	
Which skills do you want to master in using English Radio Program as a medium of learning English?	
Listening skills, including understanding the meaning.	7.7 %
Speaking skills, including creating a spoken text to convey the meaning.	7.7 %
Both skills (speaking and listening skills).	**84.6 %**

Another question focusing on necessities was about knowledge in learning English. This question aimed to find out what students of 10th grade of Language Class mostly need in learning English.

There were 46% students that chose the pronunciation as the knowledge they needed the most in learning English, followed by the vocabulary (38.5%). Both were important in English. The English Radio Program as a medium of learning English was hoped to provide the knowledge of pronunciation to improve their English.

Table 11: **The Knowledge that the Students Want to Master in English**

Question:	
Which knowledge do you need the most in English?	
Vocabulary.	38.5 %
Grammar.	7.7 %
Pronunciation.	**46.1 %**
Others.	
• All of them	7.7 %

3) Lacks

To design a course, it is important to know what the students are lack of to decide a gap between the target proficiency and their current level of proficiency (Hutchinson and Waters, 1987:56). As mentioned by Graves (2000:103), this information will help the researcher in developing the materials for the students.

In this question, the students were given a list of the competences they needed to master according to the curriculum in the second semester. They were asked to choose the points they did not understand yet that they could learn through a radio program. This question aimed to find out at least the 3 skills they wanted to learn the most to be presented in the radio.

Students mostly did not understand about proverbs and riddles (22%) according to their answers. They even asked what the meaning of a proverb was when completing the questionnaire. Proverbs and riddles, then, could be good discussion in their very first program. There were 18% students that choose the explanation texts about natural phenomena, followed by 14% students answered for the comparison of descriptive and explanation, and the relationship between two objects.

Table 12: **The Competences (Based on the Curriculum) that the Students Do Not Understand yet that They Can Learn through the English Radio Program**

Question: *Give a checklist to the things you do not understand and you want to learn through the English Radio Program (you may choose more than one).*	
Understanding spoken texts to ask and declare about the activity/event that will be happened, is being happened, and have been happened in the future.	10 %
Understanding spoken narrative in the form of short stories.	8 %
Understanding spoken texts to ask and declare about causal relationship.	10 %
Understanding the meaning of explanation texts about natural phenomena.	18 %
Understanding spoken texts to ask and declare about the relationship/connection between two objects or actions.	14 %
Mentioning differences and similarities between descriptive texts and explanation texts.	14 %
Understanding the meaning of proverbs and riddles.	**22 %**
Understanding the meaning of songs.	4 %

This question was analyzed by finding out the frequency for each answer. The highest frequency became the most wanted material to be presented in the English Radio Program. Below is the output of the analysis for question number 6 analyzed by SPSS (*Analyze -> Descriptive Statistics -> Frequency*).

Table 13: **The Frequency of Skills (Based on the Curriculum) that the Students Do Not Understand yet that They Can Learn through the English Radio Program Analyzed by SPSS**

Materials/Skills

	Frequency	Percent	Valid Percent	Cumulative Percent
future tense	5	10.0	10.0	10.0
spoken narrative	4	8.0	8.0	18.0
causal relationship	5	10.0	10.0	28.0
explanation	9	18.0	18.0	46.0
relationship/connection between two objects	7	14.0	14.0	60.0
descriptive vs explanation	7	14.0	14.0	74.0
proverb and riddle	11	22.0	22.0	96.0
song	2	4.0	4.0	100.0
Total	50	100.0	100.0	

The seventh question aimed to find out each student's proficiency level according to their own opinion. Each level was described by some characteristics to ease the students to choose one that was close to them. The results showed that 69.2% students chose basic level to describe themselves using English. This exhibited that either they still needed more vocabulary, grammar, and pronunciation, or they were just being not confidence about themselves. Only 23.1% students chose *intermediate* and 7.7% students chose *advanced* level. To build students' confidence, they should be provided with materials or media to help them improve their abilities in English, especially their vocabulary, grammar, and pronunciation.

Table 14: **The Students' Level of Proficiency According to Their Own Opinion**

Question:	
In your opinion, where is your level of proficiency in using English?	
***Basic:* I know a few words and expressions; I can answer questions in a general topic; I know a few of grammar and have/do mistakes in pronunciation.**	**69.2 %**
Intermediate: I speak quite fluently in some topic; I am still constrained by limited vocabulary, grammar, and pronunciation.	23.1 %
Advanced: I can speak English fluently almost in all topics; I have a very few difficulties on pronouncing words, grammar, and vocabulary.	7.7 %

As English Radio Program deals with listening skills, the students were asked about their problems or difficulties in learning listening. Based on their answers, the students' difficulties in listening mostly deal with the way the speaker speaks. They found it difficult as the speaker speaks too fast and even unclearly (38.5%), and that the speaker has an unfamiliar accent (30.7%).

Table 15: **The Difficulties Students Meet in Learning Listening**

Question:	
Which problem do you meet in learning listening?	
The speaker speaks too fast and unclearly.	**38.5 %**
The speaker speaks in a difficult accent.	30.7 %
I do not know the meaning of certain words.	23.1 %
The duration takes too long time.	0 %
Others:	
• All of them	7.7 %

Not only listening skills, but speaking skills also take a role in English Radio Program. Therefore, the students' problems and difficulties in learning speaking were also asked and presented in below. Grammar (46.1%) and

vocabulary (38.5%) were the students' biggest problems in speaking. This showed what the students should improve to be able to speak better later.

Table 16: **The Difficulties Students Meet in Learning Speaking**

Question: *Which problem do you meet in learning speaking?*	
Pronouncing English vocabulary.	15.4 %
Making/uttering sentences which are grammatically correct.	**46.1 %**
Using the right intonation.	0 %
I do not know the English of certain words.	38.5 %
Others.	0 %

4) Wants

Hutchinson and Waters (1987:56) stated that the learners always have their views about what their needs should be. Richterich on Hutchinson and Waters (1987:56) noted that a need is actually built by the people based on their own self and environment. This kind of needs wasconsidered as wants that the students had for the course.

The next question aimed to find out the materials the students wanted to be presented in the English Radio Program. Based on the students' answer, here are the things that should be presented.

Most of students (76.9%) wanted several materials they learn in the class to be presented in the English Radio Program, together with the materials they did not understand and some other information in English.

Table 17: **The Materials that Should Be Presented in an English Radio Program**

Question: *In your opinion, what English materials should be presented in an English Radio Program?*	
English materials taught in the class.	0 %
Some English material taught in the class and those that are hard to understand, and other information.	**76.9 %**
Others:	
• Any interesting materials that can make people interested.	7.7 %
• Simple English; so there will be a lot of people understand.	7.7 %
• The option (A) plus interesting information in English.	7.7 %

The next question was asked to find out students' perceptions about what they really expected from an English Radio Program. Among some options, the students mostly chose the option of "Vocabulary" (28.2%), followed by the use of grammar (25.6%). In radio, there should be a lot of spoken texts so it made a good source for them to learn those.

Table 18: **The Benefits from an English Radio Program Expected by the Students**

Question: *What benefits do you expect from the materials of English Radio Program as a medium of learning English? (you may choose more than one answer)*	
I can understand more about grammar in spoken texts.	25.6 %
I can get a lot of English vocabulary.	**28.2 %**
I can pronounce English words well.	23.1 %
I can get the meaning of spoken texts and conversation.	23.1 %
Others.	0 %

This question was analyzed by finding out the frequency for each answer. The highest frequency became the most expected benefit from an English Radio Program. Below is the output of the analysis for question number 11 analyzed by SPSS (*Analyze -> Descriptive Statistics -> Frequency*).

Table 19: **The Benefits from an English Radio Program Expected by the Students Analyzed by SPSS**

Benefits of Radio

	Frequency	Percent	Valid Percent	Cumulative Percent
understanding grammar	10	25.6	25.6	25.6
getting more vocabulary	11	28.2	28.2	53.8
pronouncing words well	9	23.1	23.1	76.9
getting the meaning of conversation	9	23.1	23.1	100.0
Total	39	100.0	100.0	

c. Learning Needs

According to Hutchinson and Waters (1987:54), learning needs deal with things the learners need to do in order to learn. After considering the things that the learners needed to be able to perform a required action in target situation, all that needed is the plan to make it from the starting point to the destination, which is explained as learning needs (Hutchinson and Waters, 1987:60).

1) Interests

In order to find out the ideal input the students would like to learn through an English Radio Program, some questions were asked. First, they were given a list of topics that could be a topic for the English Radio Program. This question aimed to find out at least the 3 topics they liked the most to be

presented in the radio. They were asked to rank the topic from the one they liked the best (number 1) to the least (number 8/9). There were 9 options given, including the option of "Others".

The result showed that culinary was the most interesting topic for the students, followed by family/friends and environment, and then technology. By knowing their interests, the radio program could develop the topic they liked to be implemented in English.

Table 20: **The Ranking of Topics for English Radio Program Ranked by the Students**

T

Question: *Below are the topics that can be applied into an English Radio Program. Rank them according to your preference and interest to learn in English (1 is the topic you like the most, while 9 is the topic you like the least).*	
Topic	**Rank**
Technology	3
Culinary	**1**
Historical places or events	5
Family/friends and environment	2
Politics	8
Sports	6
Business	7
Entertainment	4
Others.	9
• Music	
• Tips and tricks	

This question was analyzed by comparing the ranking made by each student to make a class ranking. The analysis was done through Kruskal-Wallis test with 9 scales. (1 was for the most wanted topic, while 9 was for the

least wanted topic). Therefore, the topic with the lowest mean rank would be the most wanted topic. The analysis was done by SPSS (*Analyze -> Non-parametric test -> K Independent Samples*).

Table 21: **The Ranking of Topics for English Radio Program Analyzed by SPSS.** *Topic 2 refers to the topic of culinary that got the first position.*

Ranks

Topic	N	Mean Rank
1	13	45.00
2	**13**	**32.00**
3	13	51.00
4	13	35.00
5	13	80.00
6	13	57.00
7	13	74.00
8	13	46.00
9	13	111.00
Total	117	

In learning listening, students dealt with various recording. The next question aimed to find out the duration of listening that the students were able to follow. The result showed that most students (53.8%) could only follow the recording which was around 30 seconds. Even though some listening materials (monologues) lasted for more than 1 minute, there were only 15.4% of students that said they could follow that long duration. This summed up the possibility that there was still a lack of practicing to learn English for the students.

Table 22: **The Duration of a Recording that the Students Can Follow in Learning Listening**

Question: *How long is the duration of recording in learning listening you can follow in general?*	
Less than 30 seconds.	0 %
30 seconds.	**53.8 %**
1 minute.	30.8 %
More than 1 minute.	15.4 %

In order to make sure that the English Radio Program provided an ideal input, the students were asked about the ideal input of listening in their opinions. They were given 3 options: monologue, dialogue, and others.

Dialogue was chosen by 53.8% of students. Dialogue was, somehow, the most popular form of listening among the students. It was simple and quite shorter than the monologue. That was why the students were more familiar with dialogue than the monologue.

Table 23: **The Input Form of Learning Listening**

Question: *In your opinion, what will make an effective input for learning listening?*	
Dialogue.	**53.8 %**
Monologue.	46.2 %
Others.	0 %

The students were also asked to choose the effective input for learning speaking. The result, again, showed that dialogue was chosen by most of students (69.2%), while the rest chose the monologue. Dialogue seemed to be livelier than the monologue so it became students' favorite of learning

speaking. In the dialogue, students could learn how to pronounce and use some expressions.

Table 24: **The Input Form of Learning Speaking**

Question: *In your opinion, what will make an effective input for learning speaking?*	
Dialogue models.	**69.2 %**
Monologue models.	30.8 %
Others.	0 %

2) Learning Preferences

The learning preferences deal with the aims of questions to find out how the students want to be taught in designing an English Radio Program, the role of teachers and students, and the activities they need to support learning from an English Radio Program. These kinds of information are needed to decide how to set up activities and to build a bridge between students' expectations and teachers' approaches (Graves, 2000:103).

There were 6 questions focusing on learning preferences. The first question was asked to find out the students' opinions of an effective listening activity. Most students chose the third options (61.5%) that stated about listening and checking the vocabulary list. These activities could make them concentrate on the recording and understand the difference of pronunciation of similar words.

Table 25: **The Effective Listening Activity According to the Students' Opinion**

Question: *In your opinion, what will make an effective listening activity?*	
Listening to a recording and answer the questions.	23.1 %
Listening to a recording and predicting what will happen next.	7.7 %
Listening to a recording and signing the words that are heard (by the help of vocabulary list/the transcript of dialogues).	**61.5 %**
Others:	
• Listening to western songs.	7.7 %

The students were not only asked about the effective activity of listening, but also the effective activity of speaking to find out students' expectation and preference. The result showed that speaking in pairs were chosen by 53.8% as the most effective activity of listening. As they thought a dialogue as an effective input, they also thought of speaking in pairs as the activity/output.

Table 26: **The Effective Speaking Activity According to the Students' Opinion**

Question: *In your opinion, what will make an effective speaking activity?*	
Speaking in pairs.	**53.8 %**
Group discussion.	7.7 %
Role play.	30.8 %
Others:	
• Communicating with foreigners.	7.7 %

The next item focused on finding out the activity the students usually did to improve their vocabulary. There were some activities given and they chose the one they did the most. Improving vocabulary was indeed important for the

students. The result showed that most of them (30.8%) chose the second option (*listening to songs*) and the same numbers of students chose to translate texts in order to improve their vocabulary.

Table 27: **The Activity to Improve Vocabulary According to the Students' Opinion**

Question: *What activity do you usually do to improve your vocabulary?*	
Reading/listening to a new text.	23 %
Listening to songs.	**30.8 %**
Writing in English.	0 %
Translating texts.	**30.8 %**
Others:	
• Watching movies.	7.7 %
• All of them.	7.7 %

Besides vocabulary, pronunciation takes an important role too in English, especially in speaking. The students were given the choice of activities for improving pronunciation to find out which activity they usually did.

Based on the answers, most students (53.8%) imitated an English recording to improve the pronunciation. This might be the easiest way for them to pronounce well. The pronunciation by imitating could be done every time they listened to a recording.

Table 28: **The Activity to Improve Pronunciation According to The Students' Opinion**

Question: *What activity do you usually do to improve your pronunciation?*	
Imitating an English recording.	**53.8 %**
Reading the phonetic transcription in the dictionary.	23.1 %
Reading aloud.	7.7 %
Tongue twister.	7.7 %
Others:	
• Singing an English song and repeating certain words.	7.7 %

The learning preferences also deal with teacher's role. However, in designing an English Radio Program, the teacher may be involved. The next question was then asked to find out the role of teachers according to the students. The result showed that the students still expected the teacher to provide the materials, which was showed by the answers of 69.2% students. Mostly, in broadcasting, they did not even prepare the materials. That was why they needed the teacher to provide or design the material to an English Radio Program.

Table 29: **The Role of Teacher for English Radio Program According to the Students' Opinion**

Question: *In your opinion, what is the role of teacher for English Radio Program?*	
Creating / providing the materials.	**69,2 %**
Evaluating the materials.	15,4 %
Others:	
• Accompanying the learning process.	7,7%
• All of them.	7,7%

In addition, the students were also asked to tell their role for the English Radio Program to find out the position they actually expected. The result showed that 76.9% of students would like to be the executor of the program in designing an English Radio Program.

Table 30: **The Role of Students for English Radio Program According to the Students' Opinion**

Question: *In your opinion, what is the role of students for English Radio Program?*	
Creating / providing the materials.	15.4 %
The executor of the program.	**76.9 %**
Others:	
• All of them.	7.7 %

3) Setting

The time, the place, and the way of conducting a course are also important to be considered as learning preferences (Hutchinson and Waters, 1987:63). There were total 4 questions in the questionnaire focusing on finding out the setting the students need in designing an English Radio Program.

In the first question, the students were asked about their readiness to use radio as a learning media of English. This question aimed to find out if the students were confident to listen to a radio by themselves. The result showed that there were 7 students who were confident to learn English by an English Radio Program without a teacher's guidance, while the other 6 students were not. It was only slightly different and it showed that students might be nervous

as they have never broadcasted an English program. By the support of the teachers and good materials, it was expected that their confidence could grow.

Table 31: **The Students' Readiness in Listening to English Radio Program as A Learning Media**

Question: *When you listen to an English Radio Program as a learning media, do you think you can learn without the teacher's guidance?*	
Yes.	**53.8 %**
No.	46.2 %

As a medium of learning, the students were asked to decide the duration of an English Radio Program. This question aimed to find out the ideal duration of a radio program from the students' views. The data of the answers showed that most students (61.5%) agreed on 30 minutes to be the duration of the English Radio Program. Only 23.1% wanted it to be less than 30 minutes, while the rest chose the duration of 1 hour and more.

Table 32: **The Duration of A Radio Program as A medium of Learning**

Question: *In your opinion, how long a radio program should be as a medium of learning?*	
Less than 30 minutes.	23.1 %
30 minutes.	**61.5 %**
1 hour.	7.7 %
More than 1 hour.	7.7 %

Not only about the duration, but the students were also asked about the broadcasting schedule for an English Radio Program. Language Program

students were more familiar with the broadcast of the school radio (One Radio) than students from other programs. This item aimed to know their frequency of listening to the radio, to see if they were ready to listen to a radio program or not.

Based on the answers, 76.9% of students listened to the radio twice a week, or even more. Meanwhile, 15,4% of them listened to the radio every day. Only 7,7% student (one student) who never listen to the radio. Basically, they were familiar enough with the radio as they participate in the broadcasting club in their school.

Table 33: **The Students' Frequency of Listening to a Radio**

Question: *How often do you listen to a radio in a week?*	
Every day.	15.4 %
Once a week.	0 %
Twice a week or more.	**76.9 %**
Never.	7.7 %

The next question was the last one that aimed to find out the best time of listening to the radio according to the students. The result showed that the best time to listen to a radio chosen by most students (38.4%) was between 14.00 – 16.00, followed by 23.1% students that chose between 18.00 – 21.00. Five students (each 7.7%) chose the rest as seen in the table. As the radio was in the school, the most possibly time they could do a broadcast is on 14,00 – 16.00, indeed.

Table 34: **The Best Time for Listening to English Radio Program as A medium of Learning English**

Question:	
In your opinion, what is the best time to listen to English Radio Program as a medium of learning English?	
08.00 – 12.00 (on weekends/holidays).	7.7 %
14.00 – 16.00	**38.4 %**
18.00 – 20.00	23.1 %
Others:	
• 14.00 – 16.00 (on holidays).	7.7 %
• 15.00 – 17.00.	7.7 %
• 20.00 – before sleeping.	7.7 %
• 21.00 – before sleeping.	7.7 %

2. The Course Grid

a. Planning

Based on the Curriculum 2013 for Language Program of Senior High Schools (*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013*) and the results of the needs analysis, the materials and the design of the English Radio Program were prepared. They were written under the objectives of the lesson they needed to accomplish. The course grid was planned to have 5 steps mentioned in 2013 curriculum: observing, questioning, collecting data, associating data, and communicating.

b. The Competences, Topics, and Materials

The materials prepared were chosen according to the students' answers on questionnaire. The first basic competence to be used in the first broadcast was about understanding the meaning of proverbs and riddles, and the second one was about

understanding the meaning of explanation texts about natural phenomena. Meanwhile, for the third broadcast, there were 2 competences that had the same percentage (14%). After discussing it with the English teacher in SMAN 1 Cilacap, the chosen competence was the competence about understanding spoken texts to ask and declare about the relationship/connection between two objects or actions.

In addition, there were 3 topics chosen to be used in broadcasting according to the results of the questionnaire. The first topic chosen was culinary, followed by family/friends and environment, and technology. Each topic would be used in each broadcast.

As for the materials/input (dialogues, monologues), the researcher prepared it by adapting from some sources, such as *Pathway to English* by Sudarwati and Grace, *Bahasa Inggris Peminatan* by Setiawan, and KangGURU magazines.

c. **Developing the Course Grid**

The course grid was developed based on the 2013 curriculum for for Language Program of Senior High Schools (*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013*) and data from needs analysis. The course grid was developed based on the three themes/topics from the results of the questionnaire.

There were 6 components in the course grid. Three of them had sub components that were explained one by one in the course grid. The components of the course grid can be seen as follows, while the complete course grid was on the appendix.

Table 35: **The Components of Course Grid**

Basic Competences	Topic	Indica-tors	Input	Learning Materials	Activities
			• Dialogue • Monologue • Songs	• Grammar • Vocabula-ry • Pronuncia-tion	• Observing • Questioning • Collecting Data • Associating Data • Communicating

Based on the table above, the course grid was started with basic competences. As mentioned earlier, the competences were taken from the students' answers on the questionnaire. The course grid was made for three broadcasts in which each of them focused on a competence. The next column was *Topic* which was also chosen from the results of the questionnaire. The chosen topics were culinary, family/friends and environment, and technology.

In a learning process, there must be objectives to be achieved. In this course grid, the objectives were put in details in the column *Indicators*. The indicators indicated the abilities that students should reach in the end of every lesson.

There were 3 kinds of inputs stated in the course grid. They were dialogues, monologues, and songs. Most of students were familiar with dialogues so it would be easy for them to learn from dialogues. Meanwhile, monologues were actually not as familiar as dialogues for them, but they were usually used in a radio program. To introduce students to monologues, the input was also provided in a monologue form. Besides, there were also songs included in the English Radio Program. The songs

were chosen by the researcher and they were picked based on the topic of the broadcast.

In learning materials, there were 3 components: grammar, vocabulary, pronunciation. These were the things that the researcher had to pay attention to in preparing the materials. Grammar was important as the students need to learn how to communicate using sentences that were grammatically correct. Grammars used in the lessons were simple and not formal, so that the students learned it easily by listening and speaking. The vocabulary was also one of the sub components used in the learning material. The vocabularies used were related to the topics in each broadcast. The examples of the vocabularies were *flour, dough, biodegradable, sewage, technophile*, and *technophobe*. The last sub component was pronunciation. In broadcasting an English radio program, of course the students had to deal with pronunciation as they needed to convey the meaning through words. By being the broadcasters, the students would learn to pronounce words with fewer mistakes. In addition, in each broadcast, the students would learn the pronunciation of words in a special segment of pronouncing several words.

In activities, the researcher adapted 5 steps used in Curriculum 2013. They were observing, questioning, collecting data, associating data, and communication. In observing, the radio program was provided by short dialogues under the related topic. The students could pay attention to the grammar or vocabulary used, including the language itself. In questioning, the radio program gave chances to students to send the questions to be solved. In collecting data, again, the students were given a

dialogue which came in the form of a short interview with a guest. The students also learned about pronunciation in associating data and tried to do the step of communicating through a segment of unique facts and answering questions. The broadcasting was made to be an interesting process for the students and the radio itself would make it great.

d. The Description of the Course Grid of the English Radio Program as a medium of Learning English

1) The First Broadcast

The topic of the first broadcast was *culinary*, while the basic competences used were Basic Competence 1.1, 2.2, 3.15, and 4.18. As this broadcast was designed to let students learn about proverbs and riddles, the indicators stated in the course grid were used to indicate the abilities the students need to fulfill. The indicators were to analyze the social function, the structure of texts, and linguistic aspects of proverb texts and riddles, and also to understand the meaning of proverbs and riddles. The inputs for the first broadcast consisted of dialogues, monologue, and songs. The dialogues covered at least four types of dialogues: dialogues between two friends, a dialogue with an expert, a dialogue explaining the proverbs/riddles in Bahasa and English, and a dialogue explaining the pronunciation of words.

Meanwhile, the monologue was prepared to develop a short news/ information about the unique culinary from other countries. The last input stated was songs. The songs put in the program were chosen based on the

topic of the broadcast. For the first broadcast, the songs chosen were *How Do You Like Your Eggs in the Morning?* (by Dean Martin ft. Helllen O'Connell), *The Cooking Song* (by Chef Boy RDiabetes), and *Hey Good Lookin'* (by Jimmy Buffet and Friends).

All dialogues and monologues were put in the program to help students improve their listening and speaking skills, especially under the topic being discussed in the broadcast. Therefore, the learning materials were prepared in details to support the students to learn English by broadcasting. There were 3 sub components in learning materials; they were grammar, vocabulary, and pronunciation. By the program, the students would learn sentences that are grammatically correct (including *simple present tense, passive voice, action verbs*) by listening the dialogues and explanations. The inputs of the program also provided them various vocabularies they could learn. In addition, they would get a segment explaining the meaning of new vocabulary, such as *yolk, shallot, skewer,* and others. Besides, the students would also learn how to pronounce the new words in the recording. There would be a segment in which the speaker gave examples of right pronunciation clearly.

To execute all inputs and learning materials, the activities were planned to be aired in the English Radio Program. As mentioned earlier, there were 5 steps adapted from steps of Curriculum 2013. In observing, there was a segment named *Let's Listen* which provided 2 short dialogues related to the culinary topic providing proverbs/riddles. In this segment, the students needed

to pay attention to how the speakers pronounce words in dialogues. Besides, the students were also provided with a song related to the topic of culinary to listen.

The students who listened to the broadcast could give questions about the discussion to the radio, as mentioned in the step of questioning. In this step, there was also a segment explaining the meaning of words mentioned in the dialogues, named *Language Focus*. In this segment, the students would listen to a review of the song (including the new words) and learn the meaning of the proverbs/riddles mentioned by the speakers in the dialogues.

The collecting data session was also conducted under the segment of *Language Focus*. The students could listen to the speakers' explanation about characteristics of proverbs/riddles and the explanation of the proverbs/riddles mentioned in Bahasa and how they should be expressed in English. In this step, the English Radio Program should invite a guest to come, to complete a segment called *Meet the Guest*. By this program, the students could listen to a conversation between the speaker and a guest speaker from the culinary field. They also could pay attention to new words and how the speakers pronounced words in dialogues, and again, listened to a song related to the topic of culinary.

In associating data, the students would learn the pronunciation of some new words in the dialogues and their meanings through a segment of *What did You Hear?*. Finally, in the last step—communicating—the students would

listen to a short news/information that is related to unique culinary, providing proverbs/riddles in the segment of *Unique Facts*, and to an additional explanation about the topic if there was a question from the listeners. All steps were designed to fulfill the indicators mentioned earlier.

2) **The Second Broadcast**

Based on the results of the questionnaire, the topic of the first broadcast was *family/friends and environment*, while the basic competences used were Basic Competence 1.1, 2.3, 3.11, and 4.13. The indicators stated in the course grid were used to analyze the social function, the structure of texts, and linguistic aspects of explanation texts about natural phenomena, and to understand the explanation about natural phenomena.

The inputs for the second broadcast had the same aspects as the first broadcast had. It consisted of dialogues, monologues, and songs. The dialogues covered dialogues between two people, a dialogue with a guest, a dialogue explaining the characteristics of explanation texts, and a dialogue explaining the pronunciation of words. Again, the monologue was prepared to develop a short news/ information about the unique phenomena from other countries. Other forms of inputs were songs. For the second broadcast, the songs chosen were *Here Comes the Flood* (by Peter Gabriel), *Friend* (by Mocca), and *The Best Day* (by Taylor Swift).

The learning materials prepared still consisted of 3 sub components: grammar, vocabulary, and pronunciation. By the program, the students would

learn sentences that are grammatically correct (including *simple present tense, passive voice, action verbs*). As the second broadcast discussed the explanation texts, the generic structure of explanation texts was also important to be mentioned. They were the general statement, the sequenced explanation, and the closing statement. The vocabulary and pronunciation were prepared to be explained just like they were conducted in the first broadcast. The vocabulary in the second broadcast to learn were *biodegradable, sewage,* and others.

The activities provided in the second broadcast were the same as they were in the first broadcast. Yet, they were all adapted according to the topic of the second broadcast. There were still 5 steps and 5 segments: *Let's Listen, Language Focus, Meet the Guest, What did You Hear?,* and *Unique Facts.*

3) The Third Broadcast

The topic of the last broadcast was *technology*. The basic competences used were Basic Competence 1.1, 2.2, 3.12, and 4.16. The indicators stated in the course grid were used to analyze the social function, the structure of texts, and linguistic aspects to ask and to declare the connection between two objects or actions, and to create spoken texts to ask and declare the connection between two objects or actions.

As the first and second broadcast did, the third broadcast had three kinds of inputs: dialogues, monologues, and songs. The dialogues covered dialogues between two people, a dialogue with a guest, a dialogue explaining the

expressions to ask and declare relationship between two objects or actions mentioned in dialogues, including the function, and a dialogue explaining the pronunciation of words.

Other forms of inputs were monologues and songs. Again, the monologue was used to broadcast the news of a unique technology/ things related to technology from other countries. For the third broadcast, the songs chosen were *Technology* (by Jessie J), *BBM* (by Sean King ft. Soulja Boy), and *We are Never Ever Getting Rid of Twitter* (by Donny Brewer).

Through the program, the students would learn through the learning materials that consisted of grammar, vocabulary, and pronunciation. The students would learn sentences that were grammatically correct by listening to the dialogues and explanations of expressions to ask and declare the relationship between two objects or actions. The expressions used were, for example, *both ... and ..., not only ... but also ..., either ... or ...,* and others. Meanwhile, to learn the vocabulary, the students could pay attention to the audio provided, including the songs. Through a segment, they would be able to learn the pronunciation of new vocabulary related to technology, such as *technophobe, technophile, computing,* and many others.

The activities provided in the third broadcast were the same as they were in the first and the second broadcasts. They were all adapted to each topic in each broadcast. There were still 5 steps and 5 segments used: *Let's Listen, Language Focus, Meet the Guest, What did You Hear?,* and *Unique Facts.*

3. The Design and the Jingle of the Program

One of the steps in designing an English Radio Program as a medium of learning English was making a design of the program itself. The design was made based on the course grid which was presented above. The design of the broadcast included the activities and the duration prepared for the program.

The design of the program was made after the discussion with the broadcast coach in SMA Negeri 1 Cilacap. The researcher planned to design an English Radio Program in the form of a magazine program with the duration of 30 minutes, according to the results of the needs analysis. The broadcast coach gave the judgment to the design that was designed by the researcher. He agreed on the design given and suggested that a radio program should consist of:

1. Opening

   In this part, the broadcaster should mention the name of the program and introduce the topic to be discussed in the program.

2. Content

   Content could be divided into several segments. Between a segment to another, there should be a song to be played. If the duration for the whole program was 30 minutes, each segment could be designed to be aired for 3-5 minutes.

3. Closing

In closing, the broadcaster should conclude the discussion in the program. In addition, the broadcaster should remind the listeners when they would be back for the next broadcast.

The broadcast coach also suggested that there should be at least 3 songs to be inserted in a 30-minute radio program. Besides, before the opening, among the segments, and after the closing, there should be a jingle of the program. The jingle should consist of the name of the program (at least) and the tagline, if any. The duration of the jingle could be around 10-30 seconds. The broadcast coach asked the researcher to let the students make the jingle because he also planned to make an English Radio Program for the students in the future.

From the discussion, the broadcast coach and the researcher agreed that the format of the radio program that would be suitable to the English Radio Program as a medium of learning English for the 10th grade students of Language Program in SMA Negeri 1 Cilacap was the magazine program. As mentioned by The National Institute of Open Schooling (2013: 141), the magazine program was suitable for a specific audience with specific needs. The *specific audience* referred to the 10th grade students of the Language Program in SMA Negeri 1 Cilacap, as they also had *specific needs.* In this study, the program was designed to fulfill their needs of having an English Radio Program as a medium of learning English to improve their listening and speaking skills. In addition, this magazine program offered some activities, just like

the magazine in a print media. These activities would be conducted in the content, based on the organization mentioned by the broadcast coach.

Another characteristic of magazine program was a signature tune. This was the jingle, as mentioned by the broadcast coach. Jingle, as stated by The National Institute of Open Schooling on *Mass* Communication (2013: 141), was one of the magazine program's characteristics. It was an attractive piece of music which was specific to a program.

After deciding the format, the researcher made a design of the radio program. The English Radio Program's name was decided to be *English Time!* as it provided the students the source of English materials. The jingle made by the students also mentioned the name of *English Time!* and the tagline that One Radio had: *Mendidik Sepenuh Hati.* The jingle of *English Time!* was "*One o seven point seven FM, One Radio. Please stay tuned with us, English Time! Mendidik Sepenuh Hati.*" The duration of the jingle was 30 seconds for every time it was played. It would be played to open and to end the program. In addition it would be played at the beginning of each segment.

The activities in *English Time!* referred to the segments of content which consisted of 5 main segments. They were *Let's Listen, Language Focus, Meet the Guest, What did You Hear?,* and *Unique Facts*. The complete design for the broadcast of *English Time!* was on the appendix, while the table below showed the activities involved in *English Time!*.

Table 36: **The Activities in the Design/Format of *English Time!***

No.	The Activities in *English Time!*	Duration
1.	Let's Listen	3 minutes
2.	Language Focus	3 minutes
3.	Meet the Guest	3 minutes
4.	What did You Hear?	3 minutes
5.	Unique Facts	2 minutes
6.	3 English songs and jingle (12 times)	16 minutes

4. The Outline and the Description of the First *English Time!* Storyboard and the Scriptwriting

a. The Outline and the Description

Before the broadcast was started, the researcher made a storyboard of the first broadcast, based on the design of the program agreed by the English lecturer. The storyboard was explained in brief by the outline below.

Table 37: **The Outline of the First Broadcast of *English Time!***

Topic and Competence	Segments	Description
Topic: Culinary	Introduction	- *English Time!'s jingle is played first.* - The broadcasters introduce themselves. - The broadcasters explain the topics for the first English radio program: *proverbs and riddles, and culinary*.
	Let's Listen	- *English Time!'s jingle is played.* - The broadcasters introduce the listeners to this session. - The narrator of the dialogues tells the situation of the first dialogue.

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Topic and Competence	Segments	Description
Competence: Understanding the meaning of proverbs and riddles.		- The first dialogue is started (characters: *Rico and Ani*). - The narrator leads to the next dialogue. The narrator tells the situation of the second dialogue. - The second dialogue is played (characters: *Emily and Enji*). - The narrator closes the session.
	Music	- *English Time!'s jingle is played.* - A song is played (title: *How Do You Like Your Eggs in the Morning?*; singer: *Dean Martin ft. Hellen O'Connell*).
	Ask listeners to send questions	- *English Time!'s jingle is played.* - The broadcasters ask the listeners to send their questions about the topic/dialogues through a phone call/short messages. - The broadcasters introduce a session of Language Focus (LF) with two other broadcasters.
	Language Focus	- *English Time!'s jingle is played.* - The LF broadcasters explain the new words, proverb, and riddle by the form of speaking in pairs.
	Music	- *English Time!'s jingle is played.* - A song is played (title: *The Cooking Song*; singer: *Chef Boy RDiabetes*).
	Meet the Guest	- *English Time!'s jingle is played.* - The broadcaster introduces the guest whose job is related to the culinary field (the guest: *Eka, the founder and the owner of Kumala Kitchen, Cilacap*). - The broadcaster and the guest have a full session of conversation.

(continued)

Topic and Competence	Segments	Description
	What did You Hear?	- *English Time!'s jingle is played.* - The broadcasters welcome the listener to this session after explaining that they will learn the pronunciation with the listeners. - The broadcasters ask the listeners to learn the pronunciation of new words they have heard from the dialogue.
	Music	- *English Time!'s jingle is played.* - The broadcasters lead to the session of songs. - A song is played (title: *Hey Good Lookin'*; singer: *Jimmy Buffet and Friends*).
	Unique Facts	- *English Time!'s jingle is played.* - The broadcaster does the monologue of facts about weirdest foods in France and Cambodia.
	Closing	- *English Time!'s jingle is played.* - The broadcasters answer the questions from the listeners (if any) that are sent before the *Language Focus* session. - The broadcasters conclude the lesson. - The broadcasters close the program. - *English Time!'s jingle is played.*

In the first broadcast, it was designed to have 4 broadcasters: 2 main broadcasters, while 2 other broadcasters would do the broadcast on a certain segment. However, according to The National Institute of Open Schooling (2013: 141), one of

characteristics of a magazine program was having one or two presenters/broadcasters that linked the whole program.

Between a segment to another one, there was always the jingle of *English Time!* played. As mentioned earlier, there were only 5 main segments of activities in the program. Yet, in broadcasting, all segments for the whole program were divided into 11.

In the first segment, the broadcasters introduced the topic to be discussed in the program. This would help the students to get ready to learn about the topic. The topic for the first broadcast itself was culinary, while it was also concerned about the discussion of proverbs and riddles. In the next activity, the broadcasters brought the students into *Let's Listen,* in which they could listen to two dialogues related to the topic.

The first dialogue was a dialogue between friends, named Rico and Viny, who played riddles about pumpkin. Meanwhile, the second dialogue was about friends (Mike and Emily) talking about a hardworking chef who was described in a proverb. This activity was aimed to give a warm up for the students about the topic. The dialogues used a proverb and a riddle, and they were put in a conversation related to the culinary (pumpkin and a chef).

The next segment was the first music, titled *How do You Like Your Eggs in the Morning?*. This segment was the same as the sixth and ninth segments: they were all about songs. The English songs related to the topic were played to help students build

the impression of the topic discussed. In addition, songs were good inputs the students expected to learn the vocabulary from.

The fourth segment was an inserted segment before the upcoming segment. It was a segment where the broadcasters asked the listeners to send questions related to the topic. This opened up chances for the students who listened to the program to get something they actually wanted to know from the topic. After the jingle, the segment of *Language Focus* was started. This segment provided an explanation the students might expect to hear about the dialogues. The broadcasters would explain about proverbs and riddles, and also the meaning of them that were mentioned in the dialogues. *Language Focus* also gave additional information related to the topic, so the students were hoped to get those information mentioned.

In the segment of *Meet the Guest,* the students would listen to an interview conducted by the broadcaster to a guest. The guest for the first broadcast was the one who worked in the culinary field. This segment was designed to let students find new vocabulary in culinary field. The next segment, *What did You Hear?,* was then conducted to actually support the previous segment. In *Meet the Guest,* the guest mentioned some vocabularies that the students probably heard for the first time. The broadcasters in this segment explained the meaning of those words and also practiced the pronunciation, so the students who listened to it could follow. This segment, of course, aimed to improve the students' vocabulary and pronunciation as they needed to improve skills in English.

Unique Facts was the next segment. Here, the broadcaster would read a news/ fact related to the topic. This segment aimed to accustom the students to listening to English news. The news was also designed to be such a refreshment for the students in listening to *English Time!* as a medium of learning English.

All the segments above aimed to give benefits for all students, either the ones who listened to the program, or the ones who broadcasted it. All students could try to learn the pronunciation by both broadcasting it and imitating it after listening. The knowledge consisted in the program was designed to support the students improving their skills, especially in speaking and listening.

The last segment was closing, in which the broadcasters conclude what they had broadcasted. Before doing that, the broadcasters could read the answers for the questions given by listeners (if any). The concluding segment and answering questions were important to emphasize the materials that the students had learned. At last, the broadcasters gave information when the program would be broadcasted for the second broadcast of *English Time!*.

b. The Scriptwriting

After making the storyboard of the first program, the script was then prepared by the researcher to avoid mistakes or errors in broadcasting the program. The researcher wrote the script by following the rules noted by Muhammadali (2011: 14):

1) Use words which are in everyday use and are readily understood.

    This point emphasizes that the words should be familiar to ease the comprehension of the students.

2) Sentences should be kept short.

   This point stated that a sentence cannot be longer than the number of words we can easily carry on a breath.

3) Speech has rhythm.

   A radio script with rhythm can help the listeners along and it holds their attention.

By considering those aspects, the researcher made a script with following components presented in the table below.

Table 38: **The Components of the Scriptwriting**

Broadcasters		Audio	Duration
Broadcaster 1	**Broadcaster 2**		

5. The Implementation of the First Broadcast of *English Time!* and the Evaluation

The first broadcast of *English Time!* was originally planned to be conducted on May 11, 2015. Unfortunately, the tenth grade students of the Language Program had a broadcasting competition in Yogyakarta. Therefore, the original plan could not be continued. It was planned to be conducted later on Monday, May 18, 2015 at 2 PM.

There were total 4 broadcasters needed in the first edition of *English Time!*. The 4 broadcasters were used based on their broadcasting schedule that day (2 main broadcasters, 2 *Language Focus* broadcasters). The broadcasters broadcasted the program by the help of a script prepared by the researcher. It was made based on the

storyboard mentioned earlier. Some students listened to the program in a broadcast room, and one of them asked a question related to the topic. In segments providing dialogues, the students listened to them while reading the transcripts (*Let's Listen* and *Meet the Guest*) as the results of questionnaire showed that most of them liked to learn listening by listening to the audio and reading the vocabulary list/ transcripts.

The segment of *Let's Listen* brought them to the dialogues between friends, named Rico and Viny (in the first dialogue), who played riddles, and Mike and Emily (in the second dialogue) who talked about a hardworking chef who was described in a proverb. In *Meet the Guest*, they met Miss Eka Merdekawati who was the owner of *Kumala Kitchen.* On the segment, the broadcaster and Miss Merdekawati had a conversation about making a rainbow cake. The other segments, such as *Language Focus* and *What did You Hear?*, gave the students the explanation about language, words, or pronunciation, based on the input given. In the last segment, *Unique Facts*, the broadcaster read a fact of weirdest foods in France and Cambodia. This fact was chosen because it still had a relation to the topic: culinary.

Unfortunately, there were several problems in the first broadcast. The microphones were sometimes off and they needed to be fixed first before the broadcast continued. The broadcasters also lacked of pronunciation. They pronounced several words incorrectly. Besides, even though some students who were not broadcasting listened to the broadcast, some others were busy chatting with friends, or playing with the cell phones.

In addition, the duration of program took longer than 30 minutes. Even though the storyboard and the script were designed to be a 30-minute-program, yet, after it was broadcasted, the duration became 39 minutes and 47 seconds.

One Radio was a school radio broadcasted by students. Therefore, it was not like other professional radios. The purpose of this school radio was to make students learn to handle the broadcasting process. Moreover, the *English Time!* was the very first radio program broadcasted in English. That was why this first edition was not perfect. Yet, even though students got a lot of difficulties, they kept doing it without even a single complaint.

a. The Evaluation

The evaluation was conducted right after the first broadcast was broadcasted. The students listened to the program together in the broadcast room, so the researcher could ask them for some feedback.

Among all segments in the first broadcast of *English Time!*, the students were mostly interested to the songs. They suggested to add another song and to make the duration of the program longer. After all, the students could understand the program as the broadcasters were also Indonesians. The students thought that all segments were prepared well and in detail. Yet, they hoped to get more complex and unfamiliar words to be learned on *What did You Hear?*. In details, below are the results of the evaluation interview mentioning the things that the students wanted to be fixed:

1) The dialogues and sentences on the broadcast were good, but they should be shorter and simpler. This was concluded from the following interview result.

R	*Di sesi* Let's Listen *kan ada dua dialog. Apakah sesi satu dialognya terlalu pendek atau panjang? Di kuisioner awal sebagian besar dari kalian memilih 30 detik untuk satu percakapan. Apakah dialog di* Let's Listen *dapat diterima? Atau harus dijadikan satu dengan durasi yang lebih panjang?* (In the segment of *Let's Listen*, there were 2 dialogues. Was each dialogue too loong or too short instead? In the very first questionnaire, most of you chose to listen to a 30-second dialogue. Were the dialogues in *Let's Listen* acceptable? Did they have to be merged into one longer dialogue?)
S 4	*Kalau menurut saya sih lebih baik pendek supaya bisa lebih memahami sambil fokus. Kalau panjang kan jd kurang fokus sama satu hal, jadi mending yang pendek aja.* (In my opinion, the dialogues were better to be shorter so we could put more attention to understand them. If they were too long, that would make us less focus. That is why I think that the shorter, the better.)
	Appendix / Interview 1

2) The broadcasters should practice to speak English better, especially due to the lack of pronunciation. This conclusion was taken from the answer of one of broadcasters who admitted that her pronunciation was not that good.

R	*Untuk segmen* Meet the Guest, *menurut kalian siapakah yang seharusnya menjadi bintang tamu? Apakah ahli bidang tertentu sesuai topik atau siapa saja yang tahu tentang topik itu?* (For the segment of *Meet the Guest,* who do you think will make a good guest? Is that person has to be an expert in the certain field? Or she/he can be anyone who knows about the topic?)
S 2	*Kalau menurut saya... Yang penting mereka bisa bahasa Inggris. Tadi soalnya saya ngomongnya belepotan, takutnya yang pinter bahasa Inggris malah ngejek-ngejek kan ga enak juga.* (In my opinion... The most important thing is that person has to be able to speak English. I did not speak English well. I feel worry that people who speak English well will make fun of me. That won't be good.)
	Appendix / Interview 1

3) The vocabulary discussed in *What did You Hear?* were too familiar and common. The students wanted some more complicated and unfamiliar words. Below is the interview result stating about the words they expected.

R	*Terus di segmen* What did You Hear? *apakah kata yg dipelajari telah mencakup kata yang pelafalannya ingin kalian kuasai?* (Were the words in the segment of *What did You Hear?* the words that you really wanted to learn on their pronunciation?)
S 2	*Kalau menurut aku, yang kayak tadi itu ga papa. Tapi kalau bisa.. ya tadi kan ada beberapa kata doang. Itu kan termasuk kata yang umum. Ya menurutku yang agak susah dieja. Itu kan banyak banget kayak di kamus jadi malah enak.* (In my opinion, that was okay. But, I think it would be better if... Well, there were several words mentioned. They were common words. I think it will be better to have the words that are difficult to be pronounced. There must be a lot of them. It will be like reading in the dictionary, which means cool.)
S 1	*Iya, kayaknya kalau kata-katanya yang lebih aneh-aneh atau belum pernah didenger juga bagus. Soalnya kan bisa sambil belajar, "oh ini artinya ini". Gitu.* (Agree. It seems like it will be good to have weird and unfamiliar words. We can also learn the words and be like, "ah, this word means this".)

Appendix / Interview 1

4) The students wanted to learn words more from songs. There should be a segment of explaining the lyric of songs played in the program. This result can be seen from the following interview.

R	*Dari segmen-segmen yang sudah ada, apakah dalam menciptakan radio berbahasa Inggris itu sudah cukup baik? Atau ada yang ingin kalian ubah atau tambah?* (Among the segments, do you think it is good to make an English Radio Program? Is there anything you want to add or change?)
S 6	*Sudah cukup baik.* (It is already good.)
S 4	*Cuma kalau saya itu pengennya ya, kayak misalkan ada lagu baru itu dibahas loh lirik lagunya kayak gini, terus artinya apa.* (As for me, I want the program to discuss the song lyrics, the meaning of them.)
S 3	*Iya jadinya ada yang khusus buat belajar lagu-lagu kayak gitu.* (Yes, so there should be a special segment to learn from the songs.)
	Appendix / Interview 1

5) The first edition of *English Time!* was considerably short. The students wanted it to be longer than 30 minutes.

R	*Berdasarkan hasil kuisioner, sebagian dari kalian memilih durasi 30 menit. Setelah dipraktikkan apakah bisa diterima?* (Based on the results of the questionnaire, most of you chose the duration of 30 minutes. After broadcasting the program, is the duration acceptable?)
S 7	*Kalau menurut saya dipanjangin soalnya untuk persiapan, buat ini.. itu memakan wktu banyak. 30 menit tadi ada persiapan. Banyak kesalahan teknis, eror, udah 15 menit sendiri. Menurut saya ya 1 jam aja.*(I think it should be longer, as we also need time to the preparation, for this and that... It took a lot of time. The 30 minutes we used were also needed to be added for the preparation. We made a lot of technical errors. It took 15 minutes. So, I think it will be good to have one hour).
S 5	*Kalau menurut saya iya. Kalau di kelas kan 30 menit lumayan soalnya langsung ngomong lah ya. Kalau radio kan kalau ditinggal misal ke kamar mandi kan ketinggalan jadi mending dilamain lagi.* (I think the same. If we were in the class, 30 minutes would be okay as we would speak directly. class, 30 minutes would be okay as we would speak directly.
	(continued)

(continued)

	Meanwhile, if we were listening to the radio and we felt like going to the restroom, we would miss the program. So, it should be broadcasted longer.)
R	*Jadi menurut kalian waktu yang pas berapa kira-kira?*(So in your opinion, how long is the best duration for the program?)
S 4, 5, 7	*60 menit.* (60 minutes.)
S 8	*Kalau misalnya baru permulaan kayaknya 30 menit ga papa, soalnya cari materinya ntar susah. Kalau sejam kan ntar bingung materinya susah.* (As we just made this for the first time, I think 30 minutes is okay. If we made it longer, it would be more difficult to prepare the material. It would be hard if it took one hour.)
R	*Berarti antara 30 menit – 1 jam tapi yang jelas di atas 30 menit?* (So it should be around 30 minutes to one hour, right? More than 30 minutes?)
All	*Iya.* (Yes.)

Appendix / Interview 1

b. The Revision

After conducting an interview to get the feedback from the students, the researcher needed to do some revisions based on the results of the interview. The revisions were made to the course grid and the design of the broadcast, as the results of the interview concluded that there should be a segment added and the duration should be longer.

The researcher decided to put a new segment named *Read the Song,* in the course grid of the second and third broadcasts, which focused on explaining the lyrics from songs in the *English Time!* after discussing it with the lecturer. The segment of *Read*

the Song aimed to help the students in learning the meaning/translation of some parts of lyrics from the songs, so they could understand the meaning of the songs.

Read the Song was put after the segment of *What did You Hear?*, as one of segments in the step of associating data. This additional segment was also put in the new design/format of *English Time!*. As the duration of the program was also asked to be added, the researcher discussed with the English lecturer and then decided to make it into a 45-minute radio program with 6 main segments and 4 songs.

The new design of *English Time!* was still made based on a format of a magazine program. The table below showed the activities of the next broadcast. The new design of *English Time!* in details was on the appendix.

Table 39: **The Activities in the New Design/Format of *English Time!***

No.	The Activities in *English Time!*	Duration
1.	Let's Listen	4 minutes
2.	Language Focus	5 minutes
3.	Meet the Guest	5 minutes
4.	What did You Hear?	4 minutes
5.	Read the Song	4 minutes
6.	Unique Facts	2 minutes
7.	4 English songs and jingle (13 times)	21 minutes

Meanwhile, in preparing to minimize the errors in the pronunciation, the researcher planned to give more time of reading for the broadcasters before broadcasting the program. It was hoped to help them learn how to pronounce the words well.

6. The Outline and the Description of the Second and Third *English Time!* Storyboard and the Scriptwriting

a. The Outline and the Description

Due to the students' schedule of the final examination, they asked the researcher to conduct the second and third broadcasts of *English Time!* in the same week. This part would describe the outline and the description of the second and third *English Time!*.

1) The Second Broadcast

Just like preparing the first broadcast, the researcher also made a storyboard of the second broadcast based on the new design of the program. The storyboard was explained by the outline below.

Table 40: **The Outline of the Second Broadcast of *English Time!***

Topic and Competence	Segments	Description
Topic: Family/friends and Environment	Introduction	- *English Time!'s jingle is played first.* - The broadcasters introduce themselves. - The broadcasters explain the topics for the second English radio program: *explanation texts about natural phenomena, and environment and friends/family.*

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Topic and Competence	Segments	Description
Competence: Understanding the meaning of explanation texts about natural phenomena.	Let's Listen	- *English Time!'s jingle is played.* - The broadcasters introduce the listeners to this session. - The first dialogue is started (characters: *Jean and Dean*). - The second dialogue is started. - The broadcaster closes the session after offering the listeners to send the questions (if any).
	Music	- *English Time!'s jingle is played.* - A song is played (title: *Here Comes the Flood*; singer: *Peter Gabriel*).
	Language Focus	- *English Time!'s jingle is played.* - The broadcasters explain the function, the generic structure of explanation texts, and also explain the meaning of sentences (new words).
	Music	- *English Time!'s jingle is played.* - A song is played (title: *Friend*; singer: *Mocca*).
	Meet the Guest	- *English Time!'s jingle is played.* - The broadcaster introduces the guest who was an activist in a social organization (the guest: *Syafiqah, a former activist and volunteer of Save Street Child, Yogyakarta*). - The broadcaster and the guest have a full session of conversation.
	What did You Hear?	- *English Time!'s jingle is played.* - The broadcasters welcome the listener to this session after explaining that they will learn the pronunciation with the listeners.

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Topic and Competence	Segments	Description
		- The broadcasters ask the listeners to learn the pronunciation of new words they have heard (and the meaning) from the dialogues.
	Music	- *English Time!'s jingle is played.* - The broadcasters lead to the session of songs. - A song is played (title: *The Best Day*; singer: *Taylor Swift*).
	Read the Song	- *English Time!'s jingle is played.* - The broadcasters welcome the listeners to this new session. - The broadcasters discuss the lyric (part of them) and the meaning of songs that have been played.
	Music	- *English Time!'s jingle is played.* - A song is played (title: *Mother, How Are You Today?*; singer: *Maywood*).
	Unique Facts	- *English Time!'s jingle is played.* - The broadcaster does the monologue of facts about *The Wolfpack Family (Angulo Family).*
	Closing	- *English Time!'s jingle is played.* - The broadcasters answer the questions from the listeners (if any) that are sent before the *Language Focus* session. - The broadcasters conclude the lesson. - The broadcasters close the program. - *English Time!'s jingle is played.*

While in the first broadcast there were 4 broadcasters, the second broadcast was focused to have 2 broadcasters only to minimize the chaos in the area of broadcasting in the broadcast room. In the second broadcast, there was a new segment added, named *Read the Song.* Therefore, started from the second broadcast, there were 6 main segments: *Let's Listen, Language Focus, Meet the Guest, What did You Hear?, Read the Song,* and *Unique Facts.* In addition, the duration was set to be longer than the first one. As its name is introduction, in the first segment, the broadcasters introduced the topic to be discussed in the program. The second broadcast's topic was family/friends and environment. It also focused on explanation texts about natural phenomena.

In the next activity, *Let's Listen,* there were two dialogues related to the topic. The first dialogue was a dialogue between friends, named Jean and Dean. They talked about how flood occurs. The second dialogue happened between two people talking about a rainbow. These two dialogues offered the form of spoken explanation text focused on the environment around us. This activity aimed to give a warm up for the students about the topic. In the end of this activity, the broadcaster allowed listeners to send their questions to the radio.

The third, fifth, eighth and tenth activities were the same: music. Started from the second broadcast, there were 4 English songs related to the topic

played. The researcher tried to choose the familiar songs for the students, yet still supported the topic of the broadcast.

The fourth segment was *Language Focus*. As this segment did in the first broadcast, *Language Focus* provided an explanation the students might expect to hear about the dialogues. This time, this segment gave an explanation about the explanation texts. The generic structure of explanation texts was one of the discussions in the segment.

In the segment of *Meet the Guest,* the students would meet Miss Syafiqah, a former activist and the volunteer of Save Street Child, Yogyakarta. Save Street Child was the organization that helped street children. Miss Syafiqah was invited to talk about the activity she did with her organization that was related to the environment.

The next segment was *What did You Hear?*. Again, in this segment, the broadcasters would review the interview with the guest and bring listeners to learn several new vocabularies. The segment that followed *What did You Hear?* was a new segment: *Read the Song* that also dealt with English words. In this segment, the broadcasters would discuss the lyrics of the songs that had been played so that listeners could understand the meaning well. Songs were always interesting for the students, so it was hoped that this segment could give them advantages in learning English.

Unique Facts was the segment before closing. The news read on this second broadcast was, of course, related to the topic, especially family. It was also designed to keep accustoming the students in listening news in English.

Finally, it was the last segment, which was closing. In this segment, the broadcasters read the answers for the questions given by listeners (if any), and concluded the materials discussed in the broadcast. Besides, the broadcasters also informed when the third broadcast of *English Time!* would be broadcasted.

2) The Third Broadcast

Based on the new design of the program, the third broadcast was also prepared. The storyboard was explained in brief by the outline below.

Table 41: **The Outline of the Third Broadcast of *English Time!***

Topic and Competence	Segments	Description
Topic: Technology	Introduction	- *English Time!'s jingle is played first.* - The broadcasters introduce themselves. - The broadcasters explain the topics for the third English radio program: *technology* and the connection between two objects or actions.
	Let's Listen	- *English Time!'s jingle is played.* - The broadcasters introduce the listeners to this session. - The first dialogue is started (characters: *Prapti* and *Tina*).

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Topic and Competence	Segments	Description
Competence: Understanding spoken texts to ask and declare about the relationship/ connection between two objects or actions.		- The second dialogue is started (characters: *Mike* and *Selly*). - The broadcaster closes the session after offering the listeners to send the questions (if any).
	Music	- *English Time*'s jingle is played - A song is played (title: *Technology;* singer: Jessie J).
	Language Focus	- *English Time*'s jingle is played. - The broadcasters explain the function, structure of pair conjunction, and also explain the meaning of sentences (new words).
	Music	- *English Time*'s jingle is played. - A song is played (title: *BBM;* singer: *Sean King ft. Soulja Boy*).
	Meet the Guest	- *English Time*'s jingle is played. - The broadcaster introduces the guest who knows about technology (the guest: *Magfirah Rulinda, a Graduated Student of SMK Negeri 1 Cilacap, Computer And Networking Engineering Department*). - The broadcaster and the guest have a full session of conversation.
	What did You Hear?	- *English Time*'s jingle is played. - The broadcasters welcome the listener to this session after explaining that they will learn the pronunciation with the listeners.

(continued)

Topic and Competence	Segments	Description
		- The broadcasters ask the listeners to learn the pronunciation of new words they have heard (and the meaning) from the dialogues.
	Music	- *English Time*'s jingle is played. - The broadcasters lead to the session of songs. - A song is played (title: *#SELFIE*; singer *The Chainsmokers*).
	Read the Song	- *English Time*'s jingle is played. - The broadcasters welcome the listeners to this session. - The broadcasters discuss the lyric (part of them) and the meaning of songs that have been played.
	Music	- *English Time*'s jingle is played. - A song is played (title: *Everyday Robots*; singer: *Damon Albarn*).
	Unique Facts	- *English Time*'s jingle is played. - The broadcaster does the monologue of facts about *A Japanese Man Marrying a Video Game Character.*
	Closing	- *English Time*'s jingle is played. - The broadcasters answer the questions from the listeners (if any) that are sent before the *Language Focus* session. - The broadcasters conclude the lesson. - The broadcasters close the program. - *English Time*'s jingle is played.

The third broadcast, just like the second one, was planned to use 2 broadcasters. The segments were also the same as they were in the second broadcast: *Let's Listen, Language Focus, Meet the Guest, What did You Hear?, Read the Song,* and *Unique Facts.* In addition, the duration was set to be longer than the first broadcast. It was planned to be broadcasted for around 45 minutes.

In the first segment, the broadcasters introduced the topic to be discussed in the program. The topic of the third broadcast was technology, while it also focused on the relationship/connection between two objects or actions. In *Let's Listen,* there were two dialogues related to the topic.

The first dialogue was a dialogue between Prapti and Tina. They talked about online shopping. One of them was mentioned to plan to buy things online. The second dialogue happened between two friends, Mike and Selly. They talked about two products of cell phones to be compared. These two dialogues provided the use of expressions to ask and declare the relationship between two objects or actions. By this dialogue, it was hoped the students could see the use of expressions needed. In the end of this activity, the broadcaster allowed listeners to send their questions to the radio.

The English songs were played as the third, fifth, eighth and tenth activities. All songs were related to technology. The topic was social media, the addiction to phones, and even the social phenomena: selfie. Started from the second broadcast, there were 4 English songs played.

The fourth segment was *Language Focus*. This segment gave an explanation about the relationship/connection between two objects or actions. The expressions, such as *both ... and ..., either ... or ...,* and others were mentioned by giving examples from the dialogues. *Language Focus.*

In the segment of *Meet the Guest,* the students would meet Miss Magfirah Rulinda, a graduated student of SMK Negeri 1 Cilacap of Computer And Networking Engineering Department. Miss Rulinda would be invited to tell about what she had learned as a student focusing on computer and networking engineering. The next segment was *What did You Hear?.* In this segment, the broadcasters reviewed the interview with the guest and brought listeners to learn several new vocabularies. *Read the Song* came next after *What did You Hear?.* As it did in the second broadcast, this segment provided the discussion of the lyrics of the songs that had been played so that listeners could understand the meaning.

The segment of *Unique Facts* was designed to keep accustoming the students in listening news in English. In this broadcast, *Unique Facts* provided a news about a Japanese man marrying a video game character. After that segment, it came to the last segment which was the closing segment. In this segment, the broadcasters read the answers for the questions given by listeners (if any), and concluded the materials discussed in the broadcast. As this was the last broadcast of *English Time!,* the broadcasters would not inform the next schedule of *English Time!* to be broadcasted.

b. The Scriptwriting

The process of scriptwriting of the second and third broadcasts was the same as it was conducted for the first broadcast. The components were the broadcasters, audio, and the duration.

7. The Implementation of the Second Broadcast of *English Time!* and the Evaluation

The second broadcast of *English Time!* was planned to be conducted a week after the first *English Time!*. It was then conducted on Monday, May 25, 2015 at 2 PM.

The tenth grade students of the Language Program came into the broadcast room and were ready to listen to the radio. In the previous broadcast of *English Time!,* there were total 4 broadcasters. Meanwhile, in the second broadcast, there were only 2 broadcasters used for the reason of efficiency.

Before broadcasting, the researcher asked the broadcasters to do the reading of the script. In this session, the broadcasters read aloud their parts to make sure that they pronounced words correctly. It was quite different from the first *English Time!*. At the first edition, there was no reading session which made them read aloud the script first. This was conducted to minimize the errors they probably would do. They were allowed to ask if they found any difficulties in pronouncing the words.

After introducing the topic, the broadcasters moved to the segment of *Let's Listen.* These two dialogues involved the spoken explanation text. In the first dialogue, there was a conversation between Jean and Dean about flood. The dialogue

was about a person asked how the rain occurs, while the other person answered it by a spoken explanation text.

The same thing happened in the second dialogue that brought the explanation of how rainbow occurred. In conducting this segment, again, listeners were also given the transcript of dialogues.

It was also the same when the segment of *Meet the Guest* came. The guest for the second broadcast was Miss Syafiqah who talked about an activity related to the environment she did with her organization, Save Street Child.

The other segments focused on explaining as they were written on the script. *Language Focus* explained the generic structure and characteristics of spoken explanation texts, while *What did You Hear?* provided pronunciation learning by reviewing and imitating the words mentioned before by the guest. At the first *English Time!,* they said that the words being discussed were too familiar. Therefore, in the second *English Time!,* the researcher tried to choose the unfamiliar and new words related to the topic discussed.

Started from the second *English Time!*, the new segment was added, named *Read the Song.* This segment helped the students to find out the meaning of songs they heard in the program.

Unique Facts in the second broadcast was still conducted in monologue and read by one broadcaster. It was about the Wolfpack Family. The duration of the second *English Time!* did not turn out to be far from the expected duration, 45 minutes. It showed that this duration was good to be used in *English Time!*.

a. The Evaluation

The evaluation was conducted right after the second broadcast was broadcasted. Being compared to the first edition, the second *English Time!* was technically better. The broadcasters played the backsound in a volume that made their voices sound clear. The problem that happened in the second *English Time!* was the fact that the broadcasters still had errors in pronouncing some words. Below are the results of the evaluation interview:

1) In the second broadcast, there was the explanation about flood, rainbow, and the activity of Save Street Child. These were too wide that the students could not understand at once. The materials should be more specific. The results of interview below showed that the students thought the theme was too wide.

R	*Kalau untuk materinya, menurut kalian buat anak kelas 10 udah bisa dipahami?* (In your opinion, are the materials in the program easy to understand by the 10th grade students?)
S 1, 2	*Hmm.. Belum. Hehehe.* (Hmm.. I don't think so. Hehehe.)
S 2	*Ya soalnya ini kan materinya, apa namanya.. Kalau flood sih di pelajaran ada.* (Well, the materials are too... What is it to say... Well, we also learn about flood in the class...)
S 4	*Mungkin ya pada bisa, tapi kayaknya agak berat sih..* (The materials are probably understandable, but they are just too difficult.)
R	*Ketika kalian mendengarkan program tadi, kalian sendiri bisa nangkep ga bahasanya? Udah mudeng belum?* (When you listened to the program, did you get the point of discussion? Did you understand?)
S 1, 2	*Ya lumayan... dikit-dikit nangkep sih, cuma ga sepenuhnya.* (I did quite understand... a little bit, not all of the program.)
S 4	*Kalau menurutku sih bisa sebenernya, tapi kayak sulit banget gitu loh. Jadi agak bingung sebenernya, kalau dibandingin sama yang kemaren itu.*

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S 3	(In my opinion, we can understand the materials, but they are just too hard. They are kind of confusing if we compare them to the last week's materials.) *Iya jadi kayak yang ini tuh lebih susah.* (Yes, this one was harder.) *Appendix / Interview 2*

Another part of the evaluation interview also showed that the theme was too general and hard to understand. The students suggested that there should be only one main topic so that they could follow the discussion easily.

R	*Kalau untuk segmen-segmennya, dengan konsep dan urutan seperti itu apakah sudah cocok atau perlu dirubah lagi?* (Are the segments well arranged with the existing concept and order? Do you think they need to be changed?)
S 2	*Ya..* jane *sih udah cocok tapi mungkin.. di tema lah. Tema, kalau misalnya banjir, mungkin kan pada ga mudeng. Banyak yang ga mudeng sebenernya kalau flood itu banjir. Kalau bisa sih cari tema yang lebih umum.* (They are good, but I think... Well, the problem was the theme. Let say about flood. Many people probably would not understand that flood is *banjir.* I think the theme should be more general.)
R	*Umum atau detail?* (More general or more detail?)
S 1	*Lebih detail..* (More detail.)
S 2	*Oh iya lebih detail aja.* (Ah, yes, more detail.)
S 1	*Kayak banjir aja, atau tanah longsor, gitu.* (For example, it should be about flood only, or about a landslide only.)
S 3	*Iya kan tadi pertama ada flood, terus rainbow terus SSCJ, jadi banyak gitu. Jadi.. apa ya.. mungkin bingung yang mau diomongin yang mana.. Gitu..* (Yes. We had a discussion about flood, and then a rainbow, and also SSCJ. They were too many. So.. How should I say it... That made us confuse.)
R	*Jangan terlalu besar gitu maksudnya?* (So it means that it shouldn't be too wide, right?)
S 2	*He-eh.* (Yes.) *Appendix / Interview 2*

2) One of the broadcasters admitted that she was not good in spelling which made them confuse in broadcasting the segment of *What did You Hear?* as it also provided the spelling of new words.

R	*Dalam* English Time! *tadi kan ada 6 segment selain lagu-lagu bahasa Inggris, ada* Let's Listen, Language Focus, Meet the Guest, What did You Hear? *yang bahas pronunciation, bahas lirik di* Read the Songs*, dan* Unique Facts. *Menurut kalian segmen-segmen itu gimana? Ada yang kurang ga?* (In *English Time!,* there were 6 segments besides the English songs. They were *Let's Listen, Language Focus, Meet the Guest, What did You Hear?* that discussed the pronunciation, *Read the Song* that discussed the lyrics, and *Unique Facts.* What do you think about those segments? Is there anything missing?)
S 1	*Udah sih, menurutku. Cuma bingung di spell.* (They are all good, I think. The only problem is that I'm not good in spelling.)
	Appendix / Interview 2

b. The Revision

After the interview conducted to get the feedback from the students, the researcher did the revision to the prepared third broadcast storyboard. Mostly, the things to be evaluated were about the materials so the researcher had to make sure if the prepared materials would fit into students' expectation.

First, the researcher decided to narrow the theme for the third broadcast. It was about technology, but it needed to discuss something specific. After discussing with the English teacher, the researcher decided to put topic about social media.

The revisions were done in following parts.

Table 42: **The Revision to the Storyboard of the Third Broadcast of *English Time!***

Segments	Description	Revision
Let's Listen	- The broadcasters introduce the listeners to this session. - The first dialogue is started (characters: *Mike* and *Selly*). *They talked about two products of cell phones to be compared.*	*The second dialogue, happened between Mike and Selly, would be about comparing two social media, instead of two cell phones.*
Music	- The broadcasters lead to the session of songs. - A song is played (title: *#SELFIE*; singer *The Chainsmokers*). *This song was about the habit of people nowadays of taking selfie.*	*The song of* #SELFIE *was replaced by another song that was more related to social media, titled* We are Never Ever Getting Rid of Twitter *by* Donny Brewer.
Music	- A song is played (title: *Everyday Robots*; singer: *Damon Albarn*). *This song was about the people nowadays who always seem to be under control of their phones.*	*The song of* Everyday Robots *was replaced by another song that was more related to social media, titled* The Instagram Song *by* Julia Mattison.

The revision on the storyboard of the third broadcast was also needed to be done to the script of the third broadcast. The revision on the script was conducted based on the revised part on the storyboard.

8. The Implementation of the Third Broadcast of *English Time!* and the Evaluation

The third broadcast of *English Time!* was originally planned to be conducted on May 29, 2015. Unfortunately, the school committee stated that the tenth grade students of the Language Program would have final examination on June 3, so all

activities outside the class were temporarily stopped since a week before, including the extra curricula. After the researcher met the teacher and discussed the time to conduct the third broadcast considering the final examination, it was then decided that the third broadcast would be conducted on June 13, 2015 (after the last day of final examination).

There were total 2 broadcasters needed in the third edition of *English Time!*. Before broadcasting, the researcher asked the broadcasters if they found any difficulties in pronouncing the words and let the broadcasters to do the reading session.

The storyboard and the script of the third *English Time!* was made based on the suggestion the researcher received from the first and second broadcast of *English Time!*. The topic of the third broadcast, technology, was introduced by the broadcasters. Besides, they also mentioned that the third broadcast would discuss the connection between two objects or two actions. Moving to the next segment, there was *Let's Listen.* There were two dialogues there. The first dialogue was about a person asking help for her friends about an online shopping. Due to the fact that online shopping was close to the use of social media, this dialogue was still on the broadcast. The second dialogue was about a person asking her friend's opinion about the social media she should install on her phones. These dialogues were hoped to help students in building the impression to the topic of technology, especially social media. In conducting this segment, again, listeners were also given the transcript of dialogues. It was also the same when the segment of *Meet the Guest* came. The guest

for the third broadcast was Miss Rulinda who talked about the technology, including social media, she learned when she was still a student in Computer and Networking Engineering Department, SMK N 1 Cilacap.

The segment of *Language Focus* explained the expressions used to describe the relationship/connection between two objects or two actions in the dialogues. From the first and second dialogues, listeners could find expressions like *which on ...?, both ... and ..., not only ... but also ...,* and others. The broadcasters could explain the use of those expressions based on the script given. In the segment of *What did You Hear?,* there were vocabularies mentioned previously by the guest to be reviewed and tried by the students to pronounce.

Started from the second *English Time!*, the new segment was added, named *Read the Song.* In the third broadcast, this segment was still on the broadcast and used to help the students to find out the meaning of songs they heard in the program. Meanwhile, the *Unique Facts* was also still in the form of monologue. It was about Japanese man marrying a video game character.

a. **The Evaluation**

The students liked the third script as it came with a more specific theme that was close to them. The dialogues, explanation, and new words were interesting to be learned by the students. Among the three program, the third *English Time!* was mentioned to be the most interesting broadcast as the materials were easy to be understood.

Yet, technically, the third *English Time!* was not as good as the second one. The broadcasters sometimes played the backsound louder so it made their voices not too clear. In addition, the broadcasters also made errors in pronouncing words in the script. The reading session in the beginning helped them to minimize the errors indeed, but they still got some errors when they broadcasted the program. Moreover, the students also gave a complete explanation about their opinion of the broadcast in the last evaluation interview. The results of the evaluation interview are presented below.

1) **Activities**

Activities in *English Time!* referred to the segments in the program. There were 5 main segments in the beginning, and they finally became 6 main segments started from the second broadcast. They were *Let's Listen, Language Focus, Meet the Guest, What did You Hear?, Read the Song,* and *Unique Facts.*

In the interview, the students were asked about their opinions on segments. In the interview, they said all segments were already good and they did not think there should be a change. The researcher asked them about the segment they liked the most and their answered with *Let's Listen, What did You Hear?,* and English songs. The interview results can be seen as follows.

R	*Menurut kalian, segment mana yang dirasa sangat membantu dalam memahami bahasa Inggris?* (Which segment do you think can help the most in understanding English?)
S 1, 2	*Kalau aku sih, lebih ke Let's Listen. Tapi, What did you Hear? juga lumayan.* (In my opinion, it's *Let's Listen*. But, *What did you Hear?* was also pretty good.) *Lewat lagu bahasa Inggris juga sangat membantu, terutama untuk listening.* (English songs are also very helpful, especially for listening.)
	Appendix / Interview 3

2) Input and Materials

On the interview, the students were asked if the topic for the third broadcast could fulfill their expectation without being too wide. The students said that the topic was good. It was easy to understand. In addition, it provided knowledge they need to hear.

When they were asked about the materials and inputs, they mostly said that the materials were good already and suitable for them. They were also asked about the vocabulary they learned on the program. They stated that they got vocabularies that were related to technology and that was great. When they were asked about the vocabularies mentioned in the program, they could mention all well. They also stated that the materials and inputs given had helped them in learning English.

Based on their answers, it can be concluded that the materials the students needed in an English Radio Program as a medium of learning English consisted of the materials they learned in the class and others that were

developed into an interesting subject to be learned. The interview results can

be seen as follows.

R	*Kan kalo siaran yang kedua temanya terlalu luas. Nah sekarang yang ini temanya tentang teknologi, tapi kita lebih ke sosial media. Apakah maksudnya seperti ini?* (The theme for the second broadcast was too wide. For this third broadcast, the theme was technology, but we focused more on social media. Do you mean like this (to have more specific theme)?
S 3	*Kalau topik siarannya, lebih menarik sih. Orang lebih tertarik. Lebih menarik tapi juga memberi ilmu pengetahuan.* (About the topic, yes, it was more interesting. People were more interested to hear. It was more interesting, but it also gave knowledge).
R	*Kata-katanya ini sudah termasuk kata-kata yang emang perlu dipelajari? Berhubungan sama teknologi atau enggak?* (Were the words needed to be learned? Related to technology?)
S 4	*Iya udah sih, udah enak. Udah bagus. Cuma kadang.. nadanya kurang ramah.. Jadi keliatannya formal banget, padahal ini enggak formal.* (Yes, they were. They were already good. But sometimes, the tone was not too kind. So, it felt too formal. In fact, it was not formal, actually.)
R	*Lalu untuk materinya sendiri, menurut kalian tadi gimana? Bisa dipahami dan ditangkap? Kata-katanya.. pronounce...* (Then, for the materials... what do you think? Can the materials be understood? The words... pronunciation...)
S 5, 6	*Bisa..* (Yes..)
S 6	*Ya tadi lebih enak juga gitu topiknya, terus kita jadi ngerti aja ini lagi ngomongin ini, lagi ngomongin apa gitu, Jadi ya mudeng.* (The topic was more enjoyable, so we can understand it better).
R	*Dari input-input yang sudah kalian dengar, dialog, monolog, lagu... Menurut kalian, apakah input tersebut sudah membantu kalian selama belajar bahasa Inggris dengan media radio?* (From the inputs given: dialogues, monologues, songs.. In your opinion, have them helped you in learning English by radio?)

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S 6	*Iya, soalnya kan jadi tau loh dari percakapan. Terus bisa tau pronunciation harusnya itu gimana.* (Yes, because we know the words from dialogues. And, we can understand how the pronunciation should be).
S 2	*Soalnya di bahasa Inggris juga kan, kata-katanya, apa, sama ngucapinnya apa kan ada beberapa yang mirip.* (Moreover, in English, there are some words that have the similar pronunciation).
S 5	*Terus juga ya dari lagu juga tau kata-kata bahasa Inggris gitu jadi belajarnya selain dari dialog juga dari lagu. Sekalian listening juga.* (We also learn some words from English songs, not only dialogues. They also help us in learning listening.)
	Appendix / Interview 3

3) Format

On the interview, the students were also asked about the program itself. They were asked if *English Time!* had provided segments that were good as a medium of learning English or not. They agreed to say that the program was good and necessary for the students to learn English.

Besides, they were, again, asked about the format of the program which included the duration and the sequence of segments. They liked the design and thought that it was good enough for an English Radio Program. Their answers were reflected by their attitude in the implementation. Even though sometimes they played around when listening to *English Time!,* they always did the broadcast enthusiastically. It can be concluded that the students liked the design of *English Time!*. The interview results can be seen as follows.

R	*Menurut kalian, apakah English Time! merupakan media belajar bahasa Inggris yang cukup baik dengan format yang selama ini kita lakukan di 3 kali siaran?* (Do you think that *English Time!* is a good media of learning English with the format that we had used for the three broadcasts?)
S 2	*Sudah cukup baik. Untuk program English Radio ini lebih diseringin, ya. Terutama untuk anak-anak yang mungkin punya keinginan melanjutkan pendidikan ke luar negeri. Selain denger film atau denger lagu kan bisa lewat radio juga, yang, istilahnya itu, bisa di mana mana loh.* (It's already good. The English radio program should be broadcasted more often, especially for the students who have dreams to continue their studies abroad. Not only listening to movies or music, but we can also listen to the radio that can be done everywhere.)
R	*Berarti untuk format program ini sudah tepat dan bisa diikuti, ya? Susunan segmen dan durasinya apakah juga bagus?* (So, does it mean that the format of this program is already good and understandable? Are the order of the segments and its duration also good?)
S 5	*Udah bagus, kok, programnya. Cuma.. ya kayak kata Siti tadi, tinggal diseringin aja. Kalau untuk format sama segmennya sih kita juga udah.. ya udah ngerti lah. Udah bagus juga, sih.* (Yes, the program is good. But, just like what Siti said, it should be broadcasted often. Te format and segments are already understandable. They are good.)
	Appendix / Interview 3

B. Discussion

The research finding's discussion above answers the questions in the formulation of the problem. The questions were about the way to design an English Radio Program as a medium of learning English for the 10th grade students of the Language Program and about the materials that should be included.

1. **Materials**

Materials in *English Time!* as a medium of learning English were made based on the curriculum and the course grid. The chosen topic of each broadcast was based on the results of the needs analysis, which then influenced the learning materials. Each broadcast provided the materials from the competence that the students wanted to learn. It was beneficial for the students as they could learn the English materials they probably found difficult. The language use and the developed materials were made based on the students' level.

The function of the language and expressions used in the broadcasts were designed to fit the competences the students wanted to learn. The structure of the language was designed based on the students' level on English, The researcher tried not to make it too difficult and too easy. In fact, the students enjoyed learning things that were new for them, either when they broadcasted the program or when they listened to it. For example, the students stated that they actually expected to get more complex and newer words in the segment of *What did You Hear?*. It showed that the students had this positive attitude toward the *English Time!* program and they wanted to learn from the materials provided. This can be seen from the result of the evaluation interview of the first broadcast.

R	*Terus di segmen* What did You Hear? *apakah kata yg dipelajari telah mencakup kata yang pelafalannya ingin kalian kuasai?* (Were the words in the segment of *What did You Hear?* the words that you really wanted to learn on their pronunciation?)
S 2	*Kalau menurut aku, yang kayak tadi itu ga papa. Tapi kalau bisa.. ya tadi kan ada beberapa kata doang. Itu kan termasuk kata yang umum. Ya menurutku yang agak susah dieja.* *Itu kan banyak banget kayak di kamus jadi malah enak.* (In my opinion, that was okay. But, I think it would be better if... Well, there were several words mentioned. They were common words. I think it will be better to have the words that are difficult to be pronounced. There must be a lot of them. It will be like reading in the dictionary, which means cool.)
S 1	*Iya, kayaknya kalau kata-katanya yang lebih aneh-aneh atau belum pernah didenger juga bagus. Soalnya kan bisa sambil belajar, "oh ini artinya ini". Gitu.* (Agree. It seems like it will be good to have weird and unfamiliar words. We can also learn the words and be like, "ah, this word means this".)

Appendix / Interview 1

The materials and the language use in *English Time!* were expected to be helpful and useful to make *English Time!* a good media of learning English for the 10th grade students of Language Program in SMA Negeri 1 Cilacap.

2. Learning Objectives

The English Radio Program, *English Time!,* as a medium of learning English for the 10th grade students of the Language Program in SMA Negeri 1 Cilacap were designed based on Curriculum 2013. The objectives of learning English in the curriculum were reflected by the core competences and basic competences.

The learning objective of *English Time!* was to accustom the students with the inputs that stimulate communication skills to improve listening and speaking skills in English. The most important point was that the program aimed to be a medium of

learning English for the 10th grade students of Language Program in SMA Negeri 1 Cilacap. At the end of the last broadcasts, the students were expected to get their skills improved, especially in speaking and listening, by using *English Time!* as a medium of learning English.

3. Input

The inputs used in *English Time!* as a medium of learning English were dialogues, monologues, and songs. The dialogues and monologues were designed not to be too long as they should be simple in a radio program. The contents of dialogues and monologues were based on the broadcasts' topics. The researcher tried to make the dialogues and the monologues be good inputs to build the impression that fits in the topic.

In the aspect of linguistics, the language was accessible and appropriate for the students. Most of the inputs were spoken by their friends as the broadcasters, so they found it to be more understandable. Meanwhile, the songs played in the program were also interesting for the students. They helped the students in getting new vocabularies and in practicing pronunciation. In short, the inputs could develop the students' attitude toward English.

4. Activities / Segments

The activities/segments were developed based on the steps in the Curriculum 2013. They were observing, questioning, collecting data, associating data, and communicating. The activities were organized based on the level of difficulties, starting from the easy level (observing by listening to two short and simple dialogues)

to the difficult level (listening to a news / fact), in order to accommodate and help the students in understanding the whole broadcasting process.

At the beginning, the researcher designed *English Time!* with 5 main segments: *Let's Listen, Language Focus, Meet the Guest, What did You Hear?,* and *Unique Facts.* The main segments provided the learning materials. The other segments were the introduction, songs, and closing. Each segment lasted for around 3-5 minutes.

When they were implemented in the first broadcast, the students liked it very much. Yet, they expected to learn English more from the songs. The segments were good, but they wanted to have a segment for learning from the English songs. Started from the second broadcast, then, there was a segment added, named *Read the Song* which focused on finding out the meaning of the lyrics of English songs in the program. The use of songs was aimed at letting them learn new vocabulary and also avoiding boredom in learning English by broadcasting.

After being added, there were 11 activities/segments in *English Time!*. There were the introduction, *Let's Listen,* the first song, *Language Focus,* the second song, *Meet the Guest, What did You Hear?,* the third song, *Read the Song,* the fourth song, *Unique Facts,* and closing. Besides, in the segment of *Let's Listen,* the broadcasters would allow listeners to start sending questions, if they had ones, related to the topic. The questions would be answered at the last segment.

5. Format

Basically, all segments were designed in a sequence based on the suggestion the researcher received from the broadcast coach. The researcher then developed them

into a design/format of an English Radio Program as a medium of learning English which adapted a format of a magazine program. It was not only included the existence of jingle, but also the importance of broadcasters that linked the whole program as the characteristics of the program. The description of the program is presented below.

a. Opening

In this part, the broadcaster should mention the name of the program (*English Time!*) and introduce the topic to be discussed in the program. The opening part was started and ended by the jingle of *English Time!*.

b. Content

Content could be divided into several segments. After the opening segment, the first segment was *Let's Listen,* followed by the first English song. Between a segment to another, there should be a song to be played. In addition, there should also be the *English Time!* jingle. After the song, the next segment was *Language Focus.* The second song was placed as the next segment, after the jingle. The segment of *Meet the Guest* and *What did You Hear?* had no songs between them. Yet, there was the jingle played between those two segments. After the third song, it was the *Read the Song* segment's turn. As the duration for the whole program was expanded 45 minutes, the researcher added one more song to be the fourth song that was played before *Unique Facts*. The closing segment then ended the broadcast. Each segment's

duration was around 2-5 minutes. There were total 11 segments/ activities in the final broadcast of *English Time!*.

c. Closing

In closing, the broadcaster should conclude the discussion in *English Time!*. As the broadcasters allowed the listeners to send questions, they should answers the question in this segment. In addition, the broadcasters should remind the listeners when they would be back for the next broadcast.

After three broadcasts, the students stated that the format/design that was adapted from a format of a magazine program was good after being revised started from the second broadcast.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three main parts. They are conclusions, implications, and recommendations. Those parts are presented as follows.

A. Conclusions

The designing of an *English Time!* program was aimed at providing the materials that the 10th grade students of the Language Program in SMA Negeri1 Cilacap enjoy to listen to in order to improve their listening and speaking skills to be included in an English Radio Program as a medium of learning English, and designing an English Radio Program itself for the 10th grade students of the Language Program in SMA Negeri 1 Cilacap to be a medium of learning English. This English Radio Program was named *English Time!* which was implemented to the students of 10th grade of the Language Program in SMA Negeri 1 Cilacap. The objectives of the research were achieved in the implementation. The complete explanations are presented below.

The first objective was providing the materials they enjoy to listen to in order to improve their listening and speaking skills to be included in an English Radio Program as a medium of learning English. There are three aspects in learning materials: vocabulary, grammar, and pronunciation. These three aspects were put important roles in activities/segments of *English Time!,* along with the inputs designed to convey the materials of English to the students.

The materials of the broadcasts were taken from the competences that the students found difficult to learn in the classroom. These competences were chosen based on the results of the needs analysis given to the students. Yet, in a radio program, they did not want to learn the things they could learn in the classroom only. Therefore, these materials needed to be developed. For example, the researcher put the *Language Focus* segment which aimed at improving students' understanding in the materials. In addition, the researcher also added other materials from some English songs and an interview with a guest in each broadcast. They were conducted to increase the students' interest in learning English through an English Radio Program, as it did not only focus on the materials from their English books.

The segment of *Unique Facts* was the example of segment that was designed due to the students' expectation to learn English from the news/fact in English that was not always about the lesson itself. The materials designed along with the inputs were developed to help the students' to improve their listening and speaking skills. As a result, they were able to identify the pronunciation of new vocabularies they listened to. The students also became accustomed to listen and to speak the English utterances. Even though in broadcasting, some broadcasters made several errors, they made fewer errors that they did before the broadcast. Moreover, through the activities/segments, the students can talk about the broadcast with the researcher as they discussed it before the interview was conducted.

The second objective was designing an English Radio Program for the 10th grade students of the Language Program in SMA Negeri 1 Cilacap to be a medium of

learning English. The English Radio Program was first designed after analyzing the results of the needs analysis distributed to the students in a course grid. The course grid was made based on the students' answers by taking the ones having the highest percentage. Based on the Curriculum 2013, the course grid was adapted from the 5 steps in dividing the activities/segments. After being agreed by the English lecturer, the course grid was then developed into the design of the radio program which was named *English Time!*. This design of *English Time!* was adapted from a format of a magazine program. As mentioned by The National Institute of Open Schooling (2013: 141), the magazine program is suitable for a specific audience with specific needs. The *specific audience* referred to the 10th grade students of Language Program in SMA Negeri 1 Cilacap, as they also had *specific needs.* In this study, the program was designed to fulfill their needs of having an English Radio Program as a medium of learning English to improve their listening and speaking skill.

In developing the design of the program into a storyboard and a script, the researcher had to consider if the segments could really help them learn English or not. The segments were designed based on the inputs and the learning materials needed. However, they probably still did not meet the students' expectation toward an English Radio Program. Therefore, after each broadcast was conducted, the interview was held to evaluate the program. The interviews were important to find out if the program had met students' expectation of the English Radio Program. After the evaluations were done, the new design of the radio was made to be developed and implemented to be the final design of *English Time!*.

Based on the explanation above, it can be concluded that the English Radio Program, *English Time!*, was suitable in being designed for the 10th grade students of Language Program in SMA Negeri 1 Cilacap to be a medium of learning English using a format of a magazine program. It was also designed to be revised after each broadcast through the evaluation in order to meet the students' needs to learn English. In other words, this program was also suitable in providing the English materials for the students to improve their listening and speaking skills.

B. Implications

Based on the conclusion above, there are two implications about the use of the English Radio Program, *English Time!*, as a medium of learning English. The first implication is that *English Time!* as a medium of learning English can also be used not only for the 10th grade students of Language Program, but also for other programs or even for the 11th grade students. Their literacy is not significantly different from the 10th grade students of Language Program. The materials are also almost the same. In addition, the students from other programs are also teenagers, so they have same characteristics in learning activities, including the fact that they have longer concentration and ability to learn in an abstract thinking (Spratt et al., 2011:73-74).

The second implication is that *English Time!* can be the idea of an English Radio Program to be developed to a more entertaining program which commonly discusses the popular things, as the students enjoy listening to something new and interesting. The format can be developed from the spoken words broadcasting format by Onwubere (2014). The development, however, can be designed first along with the

broadcast coach or the English teacher. By bringing a more familiar theme which is not too much related to the curriculum, the audience can be wider which will improve the students' confidence in broadcasting. This will give a good impact on their extracurricular activity of broadcasting.

C. Suggestions

Based on the finding of the research, there are some recommendations for some parties. The recommendations are presented below.

1. Suggestion to the English Teachers

The *English Time!* program is an example of an innovative way of providing a medium of learning English. English teachers of the Language Program in Senior High School who teach English as a compulsory subject or an extracurricular, such as *English Club*, can conduct this kind of program. It will be very easy to conduct, especially if the school has provided the facilities of a school radio that can be used for the students.

In designing such programs, the English teachers should consider what students really need in order to improve their listening and speaking skills. By conducting an English Radio Program, the teachers can see what progress their students' actually made and what things their students' still lack. In designing an English Radio Program, the students can be the ones who provide the materials in such interesting activities/segments, so the students will find it interesting to learn English through the radio as the medium.

2. Suggestion to the Broadcast Coach

When the researcher discussed with the broadcast coach of SMA Negeri 1 Cilacap about the format of the English Radio Program, the broadcast coach said that he had a plan to make a regular English radio program in One Radio. That was a good idea to be done. It is true that not every school has broadcasting activities as an extracurricular. Therefore, it is actually necessary for the schools which have it to make use of broadcasting activities, especially for the educational purposes.

The research showed that a magazine program made a good format of *English Time!*. Therefore, the broadcast coach can take *English Time!* as an example of English Radio Program that the students like. By *English Time!,* the broadcast coach can find out the materials and the design that are appropriate for the students. This should be understood by all of broadcast coaches who want to have an English Radio Program. In providing English materials, the broadcast coaches should also consider working with the English teacher or tutor to help the students broadcast the English program.

3. Suggestion to the Students of English Education Departments

In this study, the researcher designed an English Radio Program for the 10th grade students of Language Program in SMA Negeri 1 Cilacap as a medium of learning English, and it worked. The students showed their curiosity and excitement toward English, so they did the activities in positive attitude. In the future, the students of English Education Department are expected to be creative in conducting the English

teaching and learning process. The more interesting the activities or media they provide, the more motivated the students will be in learning English.

4. Suggestion to the Other Researchers

It is expected to have other researchers conduct the research and development study. They can develop or design activities or media that are useful to support English teaching and learning process. In designing a radio program as a medium of learning English, the researchers have to be able to provide a design and materials that really meet the students' needs. Besides, the researchers can also try the other formats of radio program that are probably more suitable to the students, as the live interactive format and the magazine program had been designed.

Designing an English Radio Program by the research and development study will give good experiences in developing or designing activities or media that can make the researcher accustom to organize the English teaching and learning lessons.

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Appendices

A. Research Instruments

Questionnaire for the Students (Needs Analysis)

Selamat pagi/siang.

Nama saya Dwi Aprilia Kumala Dewi. Saya adalah mahasiswi semester 8, Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni di Universitas Negeri Yogyakarta.

Berikut ini adalah kuisioner yang saya buat untuk menunjang Tugas Akhir Skripsi saya yang berjudul *Designing an English Radio Program as a Media of Learning English for the Tenth Grade Senior High School Students of Language Program in SMA Negeri 1 Cilacap.* Hasil yang diperoleh dari kuisioner ini akan digunakan untuk data dalam skripsi tersebut. Oleh karena itu, saya mohon kesediaan adik-adik kelas 10 Bahasa SMA Negeri 1 Cilacap sekalian untuk mengisi kuisioner ini dengan sebenar-benarnya.

Atas perhatian dan kesediannya, saya mengucapkan terima kasih.

Peneliti,

Dwi Aprilia Kumala Dewi

Kuisioner untuk Mendesain *English Radio Program* untuk Siswa Kelas 10

Program Bahasa di SMA Negeri 1 Cilacap

<u>**Data Diri Responden**</u>

Nama : …………………………………

Usia : …………………………………

Jenis Kelamin : ☐ Laki-laki / ☐ Perempuan

<u>**Pilihlah jawaban yang paling menggambarkan diri Anda**</u>

1. Apakah Anda pernah mendengarkan/mengikuti program Radio berbahasa Inggris? Jika ya, sebutkan programnya.
   A. Pernah, di (sebutkan programnya) …………………………………………
   B. Tidak pernah.

2. Menurut Anda, mengapa bahasa Inggris perlu untuk dipelajari?
   A. Untuk persiapan dalam dunia kerja di masa depan.
   B. Untuk memenuhi kewajiban sebagai pelajar.
   C. Untuk meneruskan pendidikan ke tingkat yang lebih tinggi (Universitas).
   D. Lain-lain (sebutkan) …………………………………………

3. Kepada siapakah Anda paling banyak berbicara dalam bahasa Inggris?
   A. *Native speakers*.
   B. Guru bahasa Inggris.
   C. Teman sebaya *non-native speakers.*
   D. Lain-lain (sebutkan) …………………………………………

4. Apa jenis kemampuan berbahasa Inggris yang paling Anda butuhkan setelah menggunakan English Radio Program sebagai media belajar?

    A. Kemampuan mendengarkan (*listening*), termasuk dalam memahami dan menangkap makna.

    B. Kemampuan berbicara (*speaking*), termasuk dalam menyusun teks lisan dalam menyampaikan makna.

    C. Kedua-duanya (*speaking* dan listening*).*

5. Yang manakah jenis pengetahuan berbahasa Inggris yang paling Anda perlukan?

    A. *Vocabulary* / Kosa kata berbahasa Inggris.

    B. *Grammar* / Set aturan tata bahasa Inggris.

    C. *Pronunciation* / Pelafalan bahasa Inggris yang sesuai.

    D. Lain-lain (sebutkan) …………………………………………

6. Berilah tanda centang pada hal-hal yang **belum** Anda kuasai penggunaannya dan Anda rasa perlu untuk dipelajari melalui *English Radio Program* (boleh lebih dari satu).

☐	Memahami teks lisan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang.
☐	Menangkap makna naratif lisan berbentuk cerita pendek sederhana.
☐	Memahami teks lisan untuk menyatakan dan menanyakan tentang keterkaitan sebab akibat.

☐	Menangkap makna teks *explanation* tentang gejala alam.
☐	Memahami teks lisan untuk menyatakan dan menanyakan tentang keterkaitan antara dua benda atau tindakan.
☐	Menyebutkan perbedaan dan persamaan teks deskriptif dan teks *explanation*.
☐	Menangkap makna *proverb,* dan *riddle*
☐	Menangkap makna lagu.

7. Menurut Anda, di manakah tingkat kemampuan Anda berbahasa Inggris?
   A. *Basic:* Tahu sedikit kata dan ekspresi, dapat menjawab pertanyaan pada beberapa topic yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan.
   B. *Intermediate*: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh batasnya kosakata, grammar dan pengucapan.
   C. *Advanced*: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata.

8. Apa kesulitan yang Anda temui dalam mempelajari *listening*?
   A. *Speaker* berbicara terlalu cepat dan tidak jelas.

B. *Speaker* berbicara dengan aksen yang sulit.

C. Tidak mengetahui arti dari kata-kata tertentu.

D. Durasi rekaman terlalu panjang.

E. Lain-lain (sebutkan) ………………………………………

9. Apa kesulitan yang Anda temui dalam mempelajari *speaking*?

A. Melafalkan kata-kata bahasa Inggris.

B. Menyusun kalimat yang benar secara *grammar*.

C. Menggunakan intonasi yang tepat.

D. Tidak mengetahui bahasa Inggris dari kata-kata tertentu.

E. Lain-lain (sebutkan) ………………………………………

10. Menurut Anda, bagaimana seharusnya materi yang dibawakan dalam *English Radio Program*?

A. Materi bahasa Inggris yang diajarkan di sekolah.

B. Beberapa materi bahasa Inggris yang diajarkan di sekolah dan sulit dipahami dalam kelas, serta informasi lain.

C. Lain-lain (sebutkan) ………………………………………

11. Apa manfaat yang Anda harapkan dari materi dalam *English Radio Program* sebagai media pembelajaran bahasa Inggris? (boleh lebih dari satu)

A. Dapat lebih memahami *grammar* bahasa Inggris pada teks lisan.

B. Memperbanyak *vocabulary* / kosa kata bahasa Inggris.

C. Dapat melafalkan kata-kata bahasa Inggris dengan baik.

D. Menangkap makna ucapan dan teks lisan, atau dalam percakapan.

E. Lain-lain (sebutkan) ………………………………………

12. Di bawah ini adalah daftar topik yang dapat diaplikasikan dalam pembelajaran bahasa Inggris. Berilah nomor urut sesuai ketertarikan Anda dalam menggunakan topik tertentu untuk belajar bahasa Inggris.

Topik	No. Urut
Teknologi	
Kuliner	
Tempat atau peristiwa bersejarah	
Keluarga, teman sebaya, dan lingkungan sekitar	
Politik	
Olahraga	
Bisnis	
Hiburan/*entertainment*	
Lainnya (sebutkan) ………………	

13. Berapa panjang durasi *sebuah* rekaman dalam mempelajari *listening* yang dapat Anda ikuti pada umumnya?

   A. Kurang dari 30 detik.

   B. 30 detik.

   C. 1 menit.

   D. Di atas 1 menit.

14. Apa sajakah yang menurut Anda dapat menjadi input yang efektif dalam mempelajari *listening*?

   A. Rekaman dialog.

   B. Rekaman monolog.

   C. Lain-lain (sebutkan) …………………………………………

15. Apa sajakah yang menurut Anda dapat menjadi input yang efektif dalam mempelajari *speaking*?

   A. Model dialog.

   B. Model monolog.

   C. Lain-lain (sebutkan) …………………………………………

16. Apa aktivitas *listening* yang efektif menurut Anda?

 A. Mendengarkan rekaman dan menjawab pertanyaan / menyimak.

 B. Mendengarkan rekaman dan menebak apa yang akan terjadi selanjutnya.

 C. Mendengarkan rekaman dan menandai kata-kata yang didengar (dengan bantuan lembar berisi daftar kata-kata).

 D. Lain-lain (sebutkan) ………………………………………

17. Apa aktivitas *speaking* yang efektif menurut Anda?

 A. Berbicara berpasangan.

 B. Diskusi kelompok.

 C. *Role play.*

 D. Lain-lain (sebutkan) ………………………………………

18. Apa aktivitas yang biasanya Anda lakukan untuk memperbanyak *vocabulary*?

 A. Membaca/mendengarkan teks baru.

 B. Mendengarkan lagu-lagu.

 C. Menulis dalam bahasa Inggris.

 D. Menerjemahkan teks.

 E. Lain-lain (sebutkan) ………………………………………

19. Apa aktivitas yang biasanya Anda lakukan untuk berlatih *pronunciation* atau pelafalan bahasa Inggris?

 A. Menirukan rekaman bahasa Inggris.

 B. Membaca *phonetic transcription* pada kamus.

 C. *Reading aloud.*

 D. *Tongue twister.*

 E. Lain-lain (sebutkan) ………………………………………

20. Menurut Anda, apa peran guru dalam pelaksanaan *English Radio Program*?

A. Pembuat/penyedia materi.

B. Pengevaluasi materi.

C. Lain-lain (sebutkan) …………………………………………..

21. Menurut Anda, apa peran siswa kelas Bahasa dalam pelaksanaan *English Radio Program*?

A. Pembuat/penyedia materi.

B. Pelaksana program.

C. Lain-lain (sebutkan) …………………………………………

22. Ketika Anda mendengarkan *English Radio Program* sebagai media pembelajaran, dapatkah Anda belajar tanpa bimbingan guru?

A. Ya

B. Tidak

23. Menurut Anda, seberapa panjangkah durasi sebuah program radio bahasa Inggris sebagai media pembelajaran?

A. Kurang dari 30 menit.

B. 30 menit.

C. Satu jam.

D. Di atas satu jam.

24. Seberapa sering Anda mendengarkan program radio dalam satu minggu?

A. Setiap hari.

B. Seminggu sekali.

C. Seminggu dua kali atau lebih.

D. Tidak pernah.

25. Menurut Anda, manakah di bawah ini yang merupakan waktu terbaik untuk mendengarkan program radio sebagai media pembelajaran?

    A. Antara pukul 08.00 – 12.00 (hari libur).

    B. Pukul 14.00 – 16.00

    C. Pukul 18.00 – 20.00

    D. Lain-lain (sebutkan) ………………………………………

The First Interview's Guideline

(First Evaluation)

1. Dari segmen-segmen di program radio *English Time!*, segmen manakah yang paling membantu kalian berbahasa Inggris?
2. Apakah sesi satu dialog di *Let's Listen* terlalu pendek atau panjang? (Apakah dapat diterima?)
3. Apakah kecepatan dialognya cukup atau malah kurang cepat?
4. Apakah informasi dan bahasa di *Language Focus* cukup detail dan mudah dipahami?
5. Untuk segmen *Meet the Guest,* menurut kalian siapakah yang seharusnya menjadi bintang tamu: apakah ahli bidang tertentu sesuai topik atau siapa saja yang tahu tentang topik itu?
6. Di segmen *What did You Hear?,* apakah kata yang dipelajari telah mencakup kata yang pelafalannya ingin kalian kuasai?
7. Di segmen *Unique Facts* apakah bahasanya dalam bentuk monolog itu mudah dipahami?
8. Ada 3 lagu dalam *English Time!*. Menurut kalian apakah penempatan lagu sudah tepat dalam penjedaan?
9. Dari segmen-segmen yang sudah ada, apakah dalam menciptakan radio berbahasa Inggris itu sudah cukup baik? Atau ada yang ingin kalian ubah atau tambah?
10. Berdasarkan hasil kuisioner, sebagian dari kalian memilih durasi 30 menit. Setelah dipraktikkan, apakah bisa diterima?

The Second Interview's Guideline

(Second Evaluation)

1. Bagaimana menurut kalian mengenai segmen-segmen dalam program?
2. Mengenai materinya, apakah menurut kalian untuk anak kelas 10 sudah bisa dipahami?
3. Ketika kalian mendengarkan program tadi, apakah kalian sendiri bisa memahami bahasanya?
4. Untuk segmen *Meet the Guest,* apakah pembahasan dari *guest* hari ini bisa dipahami?
5. Di segmen *What did You Hear?,* apakah kata-katanya sudah mencakup kata-kata yang ingin kalian pelajari?
6. Mengenai segemen-segmen yang ada, dengan konsep dan urutan seperti itu apakah sudah cocok atau perlu dirubah lagi?
7. Apakah durasi 45 menit sudah cukup?

The Third Interview's Guideline

(Third Evaluation)

1. Menurut kalian, segment mana yang dirasa sangat membantu dalam memahami bahasa Inggris?
2. Pada siaran yang kedua, temanya terlalu luas. Sedangkan, siaran kali ini temanya tentang teknologi, tapi kita lebih fokus ke sosial media. Apakah lebih baik difokuskan seperti ini?
3. Apakah kata-kata yang dipelajari sudah termasuk kata-kata yang memang ingin kalian pelajari, berhubungan dengan tekhnologi?
4. Lalu untuk materinya sendiri, menurut kalian, apakah bisa dipahami?
5. Dari input-input yang sudah kalian dengar, apakah input tersebut sudah membantu kalian selama belajar bahasa Inggris dengan media radio?
6. Menurut kalian, apakah *English Time!* merupakan media belajar bahasa Inggris yang cukup baik dengan format yang selama ini kita lakukan di 3 kali siaran?
7. Apakah format program ini sudah tepat dan bisa diikuti; termasuk susunan segmen dan durasinya?

B. Data of Students

Data of the Tenth Grade Students of Language Program in SMA Negeri 1 Cilacap

No	Name
1.	Andi Ratmawan
2.	Anindhita Putri Sugesti
3.	Anistia Yushifa Rizki
4.	Branantyas Kamajayanti
5.	Destriana Setyaningtyas
6.	Farrastania Luthfie Alifia
7.	Gerry Akbarhananta Putra
8.	Khoirul Anam
9.	Maura Zein D.
10.	Muhammad Fardil
11.	Silvia Rahmawati Nur R.
12.	Siti Maimunah I. M.
13.	Tangguh Wisdom F. A. N.

C. Course Grid

COURSE GRID

Broadcast 1 on English Radio Program on One Radio SMA Negeri 1 Cilacap

Grade / Semester   : X / 2

Program   : Language

Core Competences of Grade X of Language Program

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4.   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Topic	Indicators	Input	Learning Materials	Activities
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Culinary	Students are able to: 1. analyze the social function, the structure of texts, and linguistic aspects of proverb texts	• **Dialogues:** - Dialogues between two friends. - A dialogue with an expert. - A dialogue explaining the proverb/riddle in Bahasa and English. *For example:*	• **Grammar:** - Students learn sentences that are grammatically correct (including *simple present tense, passive voice, action* verbs) by listening the dialogues and explanations. *For example:*	**Observing:** • *Let's Listen!*: - Students listen to dialogues related to culinary topic providing proverb/riddle. - Students pay attention to how the speakers pronounce words in dialogues. - Students listen to a song related to the topic of culinary. **Questioning:** - Students can ask questions through a phone call / short messages to the radio. • *Language Focus:* - Students listen to a review of the song
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					
3.15. Menganalisis fungsi					

sosial, struktur teks, dan unsur kebahasaan dari teks *proverb* dan *riddle*, sesuai dengan konteks penggunaannya.		and riddle, 2. understand the meaning of proverb and riddle.	*A: I admit that I adore her. She worked so hard in the past, she met so many difficulties, but she survived. She even has a restaurant now!* *B: Well, a calm sea does not make a skilled sailor.* - A dialogue explaining the pronunciation	*A: How do you make those colored cakes?* *B: To make the dough, you have to mix flour, sugar, egg yolks, and milk by the mixer.* • **Vocabulary:** - Students get new vocabulary by listening the songs, audio and the explanation of the meaning of the new vocabulary. *For example:*	(including the new words) and learn the meaning of the proverbs/riddles mentioned by the speakers. **Collecting Data:** - Students listen to the speakers' explanation about characteristics of proverb/riddle. - Students listen to the explanation of the proverb/riddle mentioned in Bahasa and how they should be expressed in English. • *Meet the Guest*: - Students listen to a conversation between the speaker and a guest speaker from the culinary field. - Students pay attention to new words and how the speakers pronounce words in dialogues. - Students listen to a song related to the
4.18. Menangkap makna *proverb* dan *riddle*.					

			of words.	- *flour*	topic of culinary.
				- *yolk*	
			• **Monologue:**	- *shallot*	**Associating Data:**.
			- A short news/	- *blend*	• *What Did You Hear?*
			information	- *skewer*	- Students learn the pronunciation of
			about the		some new words in the dialogues and
			unique	• **Pronunciation:**	their meanings.
			culinary from	- Students learn	
			other	how to pronounce	**Communicating:**
			countries.	the new words in	• *Unique Facts:*
				the recording by	- Students listen to a short
			• **Songs**	the part *What did*	news/information that is related to unique
				You Hear?. The	culinary, providing proverb/riddle.
				speaker will give	
				example of right	
				pronunciation	
				clearly so students	
				can follow.	

COURSE GRID

Broadcast 2 on English Radio Program on One Radio SMA Negeri 1 Cilacap

Grade / Semester   : X / 2

Program   : Language

Core Competences of Grade X of Language Program

1.   Menghayati dan mengamalkan ajaran agama yang dianutnya.

2.   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3.   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4.   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Topic	Indicators	Input	Learning Materials	Activities
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.11. Menganalisis fungsi sosial, struktur teks, dan	Family, Peers, and Environment	Students are able to: 1. 1. analyze the social function, the structure of texts, and linguistic aspects of explanation	• **Dialogues:** - Dialogues between two people. - A dialogue with a guest. - A dialogue explaining the characteristic of explanation texts. *For example:*	• **Grammar:** - Students learn sentences that are grammatically correct by listening the dialogues and explanations. - Simple present tense. - Passive voice. - Action verbs.	**Observing:** • *Let's Listen!*: - Students listen to dialogues about natural phenomena in a spoken explanation text. - Students pay attention to new words and how the speakers pronounce words in dialogues. - Students listen to a song related to the environment. **Questioning:** - Students can ask the questions through short messages to the radio.

unsur kebahasaan dari teks *explanation* tentang gejala alam, sesuai dengan konteks pembelajaran lain di Kelas X.		texts about natural phenomena,	*A: C could you tell me how flood occurs?*		● *Language Focus:* - Students listen to a review and the short explanation about the dialogues about the explanation of natural phenomena.
4.13. Menangkap makna teks *explanation* tentang gejala alam, sesuai dengan konteks pembelajaran lain di Kelas X.		2. understand the explanation about natural phenomena.	*B: A flood occurs when a river bursts its banks, and the water spills onto the floodplain. Flooding tends to be caused by heavy rain. The faster the rainwater reaches the river channel, the more likely it is to flood.*	● **Vocabulary:** - Students get new vocabulary by listening the songs, audio and the explanation of the meaning of the new vocabulary. *For example:* - *biodegradable* - *floodplain* - *water drop* - *refraction* - *sewage* ● **Pronunciati**	**Collecting Data:** - Students listen to the explanation of the dialogues. - Students learn the function and generic structure of explanation texts. ● *Meet the Guest*: - Students listen to a conversation between the speaker and a guest speaker telling about the explanation of making/creating something with friends/ for environment. - Students pay attention to new words and how the speakers pronounce words in dialogues.

				on:	- Students listen to a song related to the topic of environment.
			- A dialogue explaining the pronunciation of words.	- Students learn how to pronounce the new words in the recording by the part *What did You Hear?*. The speaker will give example of right pronunciation clearly so students can follow.	**Associating Data:**. • *What Did You Hear?* - Students learn the pronunciation of some new words in the dialogues and their meanings. • *Read the Song* **-** Students learn the meaning/translation of some part of lyrics from the songs, to know the meaning of the songs.
			- A dialogue explaining the meaning of songs.		
			• **Monologue:**		**Communicating:** • *Unique Facts:* - Students listen to a short explanation about unique natural phenomena in other countries.
			- A short news/ information in the form of explanation about unique natural		

			phenomena. • **Songs**		

COURSE GRID

Broadcast 3 on English Radio Program on One Radio SMA Negeri 1 Cilacap

Grade / Semester   : X / 2

Program   : Language

Core Competences of Grade X of Language Program

1.   Menghayati dan mengamalkan ajaran agama yang dianutnya.

2.   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3.   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4.   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Topic	Indicators	Input	Learning Materials	Activities
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman 3.12 Menganalisis fungsi sosial, struktur teks, dan	Technology	Students are able to: 1. 1. analyze the social function, the structure of texts, and linguistic aspects to ask and declare the	• **Dialogues:** - Dialogues between two people. - A dialogue with a guest speaker. - A dialogue explaining the expressions to ask and declare relationship between two	• **Grammar:** - Students learn sentences that are grammatically correct by listening the dialogues and explanations of expressions to ask and declare the relationship between two	**Observing:** • _Let's Listen!_: - Students listen to dialogues about technology. - Students pay attention to new words and how the speakers pronounce words in dialogues. - Students listen to a song related to the technology. **Questioning:** - Students can ask the questions through short messages to the radio. • _Language Focus:_

		connection between two objects or actions,	objects or actions mentioned in dialogues, including the function.	objects or actions.	- Students listen to a review the short explanation about the technology mentioned and/or the dialogues.
unsur kebahasaan untuk menyatakan dan menanyakan tentang keterkaitan antara dua benda atau tindakan, sesuai dengan konteks penggunaannya.					- Students listen to an explanation of the expressions to ask and declare
4.16 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keterkaitan antara dua benda atau tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		2. create spoken texts to ask and declare the connection between two objects or actions.	*For example:* *A: Which one is better between Nokia and Lenovo?* *B: I believe that both Nokia and Lenovo are good.* - A dialogue explaining the	*For example:* - *Both ... and;* - *not only ... but also* - *either ... or* - *neither ... nor* • **Vocabulary:** - Students get new vocabulary by listening the songs, audio and the explanation of the meaning of the new vocabulary.	connection between two objects or actions mentioned in dialogues, including the function. **Collecting Data:** • *Meet the Guest*: - Students listen to a conversation between the speaker and a guest speaker telling about the newest technology in Indonesia. - Students pay attention to new words and how the speakers pronounce words in dialogues. - Students listen to a song related to the

			pronunciation of words. - A dialogue explaining the meaning of songs. • **Monologue:** - A short news/ information about the unique technology from other countries. • **Songs**	*For example:* - *technophobe* - *technophile* - *computing* - *appliance* - *affect* • **Pronunciati on:** - Students learn how to pronounce the new words in the recording by the part *What did You Hear?*. The speaker will	technology. **Associating Data:**. • *What Did You Hear?* - Students learn the pronunciation of some new words in the dialogues and their meanings. • *Read the Song* **-** Students learn the meaning/translation of some part of lyrics from the songs, to know the meaning of the songs **Communicating:** • *Unique Facts:* - Students listen to a short dialogue about unique technology phenomena from other countries, providing the expressions to ask and declare the relationship between two objects or

				give example of right pronunciation clearly so students can follow.	actions.

D. The Design of the Broadcasts

The First Design of the Broadcasts

The Design of the English Radio Program

The Radio

Name of Radio   : One Radio

Frequency   : 107,7 FM

Tagline   : *Mendidik Sepenuh Hati*

The Program

Name of the Program : *English Time!*

Format : Magazine Program

Segmentation : The 10th Grade Students of Language Program in SMA Negeri 1 Cilacap

1	Jingle and Introduction	The broadcasters introduce themselves and the topic of the program.	2 minutes
2	Let's Listen	The dialogues related to the topic/competences are played. The dialogues include the narrator explaining the situations.	3 minutes
3	Music	A song that is related to the topic is played.	3 minutes

4	*Ask listeners to give questions* and Language Focus	The broadcasters ask the listeners to send their questions through a phone call/short messages. After that, there is a dialogue/monologue explaining the expressions used in the dialogues. Some additional information are also provided. Besides, in this section, students also learn about the new words from the song.	3 minutes
5	Music	A song that is related to the topic is played.	3 minutes
6	Meet the Guest	A live/recorded interview with the guest is played in the section. The guest is the person who works/has experiences related to the topic discussed.	3 minutes
6	What did You Hear?	The students learn the pronunciation of words they hear from the dialogue.	3 minutes
7	Music	A song that is related to the topic is played.	3 minutes
8	Unique Facts	A dialogue/monologue provided a unique fact or event related to the topic, from other cities/countries.	2 minutes
9	Closing		2 minutes

The Final Design of the Broadcasts

The Final Design of the English Radio Program

The Radio

Name of Radio : One Radio

Frequency : 107,7 FM

Tagline : *Mendidik Sepenuh Hati*

The Program

Name of the Program : *English Time!*

Format : Magazine Program

Segmentation : The 10th Grade Students of Language Program in SMA Negeri 1 Cilacap

1	Jingle and Introduction	The broadcasters introduce themselves and the topic of the program.	2 minutes
2	Let's Listen	The dialogues related to the topic/competences are played. The dialogues include the narrator explaining the situations. The broadcasters welcome the listeners to send questions.	4 minutes
3	Music	An English song that is related to the topic is played.	4 minutes
4	Language Focus	There is a dialogue/monologue explaining the expressions used in the dialogues. Some additional information are also provided.	5 minutes
5	Music	An English song that is related to the topic is played.	4 minutes
6	Meet the Guest	A live/recorded interview with the guest is played in the section. The guest is the person who works/has experiences related to the topic	5 minutes

		discussed.	
7	What did You Hear?	The students learn the pronunciation of words they hear from the dialogue.	4 minutes
8	Music	An English song that is related to the topic is played.	4 minutes
9	Read the Song	The dialogues discussing several parts of lyrics of the songs, to conclude the meaning.	4 minutes
10	Music	An English song that is related to the topic is played.	4 minutes
11	Unique Facts	A dialogue/monologue provided a unique fact or event related to the topic, from other cities/countries.	2 minutes
12	Closing	The broadcasters answer the questions from listeners (if any). The broadcasters conclude the materials given.	3 minutes

E. The Outline/Storyboard of the Broadcasts

The Outline of the First Broadcast

Topic: *Culinary*

Competences: To understand the meaning of proverbs and riddles

Sequence	Session	Duration	
1	Jingle and Introduction	2 minutes	- The broadcasters introduce themselves. - The broadcasters explain the topics for the first English radio program: *proverbs and riddles, and culinary*.
Jingle			
2	Let's Listen	3 minutes	- The broadcasters introduce the listeners to this session. - The narrator of the dialogues tells the situation of the first dialogue. - The first dialogue is started (characters: *Rico and Ani*). - The narrator leads to the next dialogue. The narrator tells the situation of the second dialogue. - The second dialogue is played (characters: *Emily and Enji*). - The narrator closes the session.
Jingle			
3	Music	3 minutes	- A song is played (title: *How Do You Like Your Eggs in the Morning?*; singer: *Dean Martin ft. Helllen O'Connell*).

	Jingle		
4	*Ask listeners to give questions (Pre-Language Focus)*	1 minute	- The broadcasters ask the listeners to send their questions through a phone call/short messages. - The broadcasters introduce a session of Language Focus (LF) with two other broadcasters.
	Jingle		
5	Language Focus	2 minutes	- The LF broadcasters explain the new words, proverb, and riddle by the form of speaking in pairs.
	Jingle		
6	Music	3 minute	- A song is played (title: *The Cooking Song*; singer: *Chef Boy RDiabetes*).
	Jingle		
7	Meet the Guest	3 minutes	- The broadcaster introduces the guest whose job is related to the culinary field (the guest: *Eka, the founder and the owner of Kumala Kitchen, Cilacap*). - The broadcaster and the guest have a full session of conversation.
	Jingle		
8	What did You Hear?	3 minutes	- The broadcasters welcome the listener to this session after explaining that they will learn the pronunciation with the listeners. - The broadcasters ask the listeners to learn the pronunciation of new words they have heard from the dialogue(s).
	Jingle		
9	Music	3 minutes	- The broadcasters lead to the session of songs. - A song is played (title: *Hey Good Lookin'*; singer:

			Jimmy Buffet and Friends).
		Jingle	
10	Unique Facts	2 minutes	- The broadcaster does the monologue of facts about weirdest foods in France and Cambodia.
		Jingle	
11	Outroduction/closing	1 minute	- The broadcasters answer the questions from the listeners (if any) that are sent before the *Language Focus* session.
		1 minutes	- The broadcasters conclude the lesson. - The broadcasters close the program
		Jingle	

The Outline of the Second Broadcast

Topic: *Family/Friends/Environment*

Competences: To understand the meaning of explanation texts about natural phenomena

Sequence	Session	Duration	
1	Jingle and Introduction	2 minutes	- The broadcasters introduce themselves. - The broadcasters explain the topics for the second English radio program: *explanation texts about natural phenomena, and environment and friends/family.*
	Jingle		
2	Let's Listen	4 minutes	- The broadcasters introduce the listeners to this session. - The first dialogue is started (characters: *Jean and Dean*). - The second dialogue is started. - The broadcaster closes the session after offering the listeners to send the questions (if any).
	Jingle		
3	Music	4 minutes	- A song is played (title: *Here Comes the Flood*; singer: *Peter Gabriel*).
	Jingle		
4	Language Focus	5 minutes	- The broadcasters explain the function, generic structure of explanation texts, and also explain the meaning of sentences (new words).

		Jingle		
5	Music		4 minute	- A song is played (title: *Friend*; singer: *Mocca*).
		Jingle		
6	Meet the Guest		5 minutes	- The broadcaster introduces the guest who was an activist in a social organization (the guest: *Syafiqah, a former activist and volunteer of Save Street Child, Yogyakarta*). - The broadcaster and the guest have a full session of conversation.
		Jingle		
7	What did You Hear?		4 minutes	- The broadcasters welcome the listener to this session after explaining that they will learn the pronunciation with the listeners. - The broadcasters ask the listeners to learn the pronunciation of new words they have heard (and the meaning) from the dialogues.
		Jingle		
8	Music		4 minutes	- The broadcasters lead to the session of songs. - A song is played (title: *The Best Day*; singer: *Taylor Swift*).
		Jingle		
9	Read the Song		4 minutes	- The broadcasters welcome the listeners to this new session. - The broadcasters discuss the lyric (part of them) and the meaning of songs that have been played.
		Jingle		
10	Music		4 minutes	- A song is played (title: *Mother, How Are You Today?*; singer: *Maywood*).
		Jingle		

11	Unique Facts	2 minutes	- The broadcaster does the monologue of facts about *The Wolfpack Family (Angulo Family).*
Jingle			
12	Outroduction/closing	3 minutes	- The broadcasters answer the questions from the listeners (if any) that are sent before the *Language Focus* session. - The broadcasters conclude the lesson. - The broadcasters close the program
Jingle			

The Outline of the Third Broadcast

Topic: *Technology*

Competences: To understand spoken texts to ask and declare about the relationship/connection between two objects or actions

Sequence	Session	Duration	Description
1	Jingle and Introduction	2 minutes	- The broadcasters introduce themselves. - The broadcasters explain the topics for the second English radio program: *technology* and the connection between two objects or actions.
	Jingle		
2	Let's Listen	4 minutes	- The broadcasters introduce the listeners to this session. - The first dialogue is started (characters: *Prapti* and *Tina*). - The second dialogue is started (characters: *Mike* and *Selly*). - The broadcaster closes the session after offering the listeners to send the questions (if any).
	Jingle		
3	Music	4 minutes	- A song is played (title: *Technology;* singer: Jessie J).
	Jingle		
4	Language Focus	5 minutes	- The broadcasters explain the function, structure of pair conjunction, and also explain the meaning of

			sentences (new words).
		Jingle	
5	Music	4 minute	- A song is played (title: *BBM;* singer: *Sean King ft. Soulja Boy*).
		Jingle	
6	Meet the Guest	5 minutes	- The broadcaster introduces the guest who knows about technology (the guest: *Magfirah Rulinda, a Graduated Student of SMK Negeri 1 Cilacap, Computer And Networking Engineering Department*). - The broadcaster and the guest have a full session of conversation.
		Jingle	
7	What did You Hear?	4 minutes	- The broadcasters welcome the listener to this session after explaining that they will learn the pronunciation with the listeners. - The broadcasters ask the listeners to learn the pronunciation of new words they have heard (and the meaning) from the dialogues.
		Jingle	
8	Music	4 minutes	- The broadcasters lead to the session of songs. - A song is played (title:*We are Never Ever Getting Rid of Twitter*; singer:*Donny Brewer*).
		Jingle	
9	Read the Song	4 minutes	- The broadcasters welcome the listeners to this session. - The broadcasters discuss the lyric (part of them) and the meaning of songs that have been played.
		Jingle	

10	Music	4 minutes	- A song is played (title:*The Instagram Song*; singer: *Julia Mattison*).
		Jingle	
11	Unique Facts	2 minutes	- The broadcaster does the monologue of facts about *A Japanese Man Marrying a Video Game Character.*
		Jingle	
12	Outroduction/closing	3 minutes	- The broadcasters answer the questions from the listeners (if any) that are sent before the *Language Focus* session. - The broadcasters conclude the lesson. - The broadcasters close the program
		Jingle	

F. The Script of the Broadcasts

THE SCRIPT OF THE FIRST BROADCAST OF *ENGLISH TIME!* ON ONE RADIO FM (May 18, 2015)

The Radio   The Program

Name of Radio   : One Radio   Name of the Program : *English Time!*

Frequency   : 107,7 FM   Format : Magazine Program

Tagline   : *Mendidik Sepenuh Hati*   Segmentation : The 10th Grade Students of Language Program in SMA Negeri 1 Cilacap

Narrator		Audio	Durasi
Narrator 1	**Narrator 2**		
OPENING AND INTRODUCTION		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING YOU WITH HEART //		*[BACKSOUND]*	43''
GOOD AFTERNOON GUYS// I AM BROADCASTER1/			
	I AM BROADCASTER2 /		
AND WE ARE ON/ *ENGLISH TIME*//			

THIS IS THE FIRST ENGLISH RADIO PROGRAM ON ONE RADIO// AND YOU ARE LISTENING TO THE FIRST EDITION//			
	ENGLISH TIME IS A SPECIAL PROGRAM ON ONE RADIO/ BROADCASTING IN ENGLISH// THIS PROGRAM IS ESPECIALLY DESIGNED FOR TENTH GRADE STUDENTS OF LANGUAGE PROGRAM/ IN SMA NEGERI 1 CILACAP//		
WE WILL BE ACCOMPANY YOU FOR THIRTY MINUTES/ SO/ GET READY TO LEARN ENGLISH TOGETHER//			
		[AMBIANCE] *SOUND OF CLAPS AND CROWD*	5''
ON TODAY'S FIRST EDITION/		*[BACKSOUND]*	1'

THE TOPIC OF *ENGLISH TIME* WILL BE ABOUT CULINARY// IN BAHASA/ IT IS *KULINER*//			
	HMMM/ SOUNDS GOOD// AND WE WILL ALSO LEARN ABOUT PROVERB/ AND RIDDLE// IN *BAHASA/* PROVERB IS *PERIBAHASA/* WHILE/ RIDDLE IN BAHASA IS *TEKA-TEKI/* OR *TEBAK-TEBAKAN*// IT MUST BE INTERESTING/ RIGHT?//		
OF COURSE// AND/ THERE WILL BE SEVERAL SEGMENTS ON *ENGLISH TIME*// THEY WILL GUIDE YOU TO LEARN ENGLISH//			
	WHAT ARE THEY?//		
THEY ARE *LET'S LISTEN/ LANGUAGE FOCUS/ MEET THE GUEST/ WHAT DID YOU HEAR/* AND ALSO *UNIQUE FACTS*//			
	COOL!// AND THERE WILL BE ENGLISH SONGS TOO// ON TODAY'S *ENGLISH TIME/* YOU ARE GOING TO HEAR THREE ENGLISH SONGS//		
SO LISTENERS/ GET			

YOURSELF READY// AFTER THE JINGLE/ WE'LL MEET ON *LET'S LISTEN*//			
LET'S LISTEN		*JINGLE "ENGLISH TIME"*	30''
WELCOME TO *LET'S LISTEN*/ A SEGMENT OF LISTENING// YOU WILL BE LISTENING TO TWO SHORT DIALOGUES TODAY/ SO PLEASE PAY ATTENTION//			11''
		[AMBIANCE] *SHORT MUSIC OF OPENING* *[FADE OUT]*	9''
		[INSERT] *"The first dialogue is a dialogue between Rico and Viny."*	4''
		[INSERT] *DIALOGUE 1*	53''
		[INSERT] *SHORT MUSIC OF OPENING* *[FADE OUT]*	9''
		[INSERT] NARATOR MOVE	5''

		[INSERT] *"The second dialogue is a dialogue between Emily and Mike"*	4''
		[INSERT] *DIALOGUE 2*	44''
		[INSERT] *MUSIC OF TRANSITION* *[FADE OUT]*	9''
THAT'S ALL FROM **LET'S LISTEN**!// DO YOU GET WHAT EMILY/ MIKE/ RICO/ AND VINY HAVE SAID?//		*[BACKSOUND]*	16''
NOW LISTENERS/ IT'S THE END OF TODAY'S **LET'S LISTEN**// WE'LL MEET YOU ON NEXT EDITION!// SEE YOU//			
MUSIC		*JINGLE "ENGLISH TIME"*	30''
	OUR FIRST SONG FOR TODAY'S "ENGLISH TIME"/ IS A SONG BY DEAN MARTIN/ FEATURING HELLEN O'CONNELL// THE TITLE IS/ 'HOW DO YOU LIKE YOUR EGGS IN THE MORNING?// ENJOY THE SONG//	*[FADE IN]*	13''
		[INSERT]	2' 45''

		"HOW DO YOU LIKE YOUR EGGS IN THE MORNING?" – BY DEAN MARTIN FT HELLEN O'CONNELL	
A LISTENER SENDING A QUESTION		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART //		*[BACKSOUND]*	55''
LISTENERS/ YOU ARE STILL LISTENING TO *ENGLISH TIME* ON ONE RADIO//			
	AFTER LISTENING TO THE DIALOGUES/ WE INVITE YOU TO SEND YOUR QUESTIONS TO ENGLISH TIME/ BY PHONE CALL/ OR SHORT MESSAGES// YOU CAN CONTACT US ON O EIGHT FIVE/ SEVEN FOUR THREE/ FOUR TWO EIGHT/ FOUR EIGHT TWO//		
THAT'S RIGHT// YOU CAN ASK WHAT YOU WANT TO KNOW FROM THE DIALOGUES/ OR MAYBE ABOUT THE PROVERB AND RIDDLE// LET ME REPEAT THE NUMBER AGAIN// ON O EIGHT FIVE/ SEVEN FOUR THREE/ FOUR TWO EIGHT/ FOUR EIGHT TWO//			

	COME ON GUYS// YOU STILL REMEMBER THE PROVERB *MALU BERTANYA SESAT DI JALAN/* RIGHT?//		
HAHAHAHA//			
BROADCASTER1 OR BROADCASTER2 READ THE QUESTION (IF ANY)			30''
NOW AFTER GETTING THIS QUESTION/ WE WILL BE MOVING TO OUR NEXT SEGMENT/ WHICH IS *LANGUAGE FOCUS*//		*[BACKSOUND]*	20''
	YES// YOU WILL BE LISTENING TO THE DISCUSSION ABOUT WHAT YOU JUST HAVE HEARD/ BOTH FROM THE SONG/ AND THE DIALOGUES//		
AND YOU WILL MEET OUR NICE FRIENDS/			
BROADCASTER 3 AND BROADCASTER 4//			
LANGUAGE FOCUS		*JINGLE "ENGLISH TIME"*	30''
GOOD AFTERNOON EVERYONE/ WELCOME TO/		*[BACKSOUND]*	33''

LANGUAGE FOCUS//			
MY NAME IS BROADCASTER3/			
	AND I'M BROADCASTER4//		
SO/ TODAY WE'LL BE DISCUSSING ABOUT PROVERB AND RIDDLE//			
	EXACTLY// CAN YOU PLEASE TELL ME WHAT PROVERBS ARE?//		
PROVERBS ARE SHORT AND PITHY SAYINGS/ THAT EXPRESS SOME TRADITIONAL TRUTH// PROVERBS ARE BELIEVED TO OFFER ADVICE AND WISDOM//			
	AND/ ON THE SECOND DIALOGUE/ WE HEARD EMILY SAID THIS PROVERB/		
		[INSERT] *THE PROVERB FROM THE DIALOGUE 2: "Well, a calm sea does not make a skilled sailor."*	4''
	DO YOU KNOW WHAT THAT MEANS?//	*[BACKSOUND]*	55''

THAT MEANS/ A PERSON SHOWS THEIR COMPETENCE/ OR ABILITY/ WHEN DIFFICULTIES ARISE//			
	EXCELLENT// BY THE WAY/ I WONDER IF INDONESIAN PROVERBS ARE THE SAME AS ENGLISH PROVERBS// HOW DO YOU SAY/ *TONG KOSONG NYARING BUNYINYA* IN ENGLISH?//		
IN ENGLISH/ YOU CAN SAY IT AS/ *EMPTY VESSELS MAKE THE NOISE*// IT IS ABOUT PEOPLE WHO DO NOT HAVE KNOWLEDGE/ YET THEY JUST TALK TOO MUCH//			
	THEN/ DO YOU KNOW THE PROVERB *JUMP FROM THE FRYING PAN INTO THE FIRE*?//		
OF COURSE// IT IS THE SAME AS *LEPAS DARI MULUT BUAYA/ MASUK KE MULUT HARIMAU* IN BAHASA// IT MEANS/ AFTER SOMEONE GOES OUT FROM A PROBLEM/ HE GETS HIMSELF IN ANOTHER PROBLEM//			
	WHAT ABOUT THE RIDDLE?//		

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	WE JUST HEARD VINY ASKED RICO THIS RIDDLE/		
		[INSERT] *THE RIDDLE FROM THE DIALOGUE 1:* *"I am some people's favorite food. I can make you healthier. You always have me at Halloween. What am I?"*	9''
WHAT IS THE ANSWER?//		[BACKSOUND]	1' 20''
	IT'S A PUMPKIN!// DO YOU LIKE PLAYING RIDDLE?//		
WELL/ AS RIDDLE IS CHALLENGING/ I LIKE RIDDLE// IT CAN BE DESCRIBED AS A PUZZLE TO BE SOLVED// IT MAY BE HARD/ AND MAY BE SIMPLE// RIDDLES CAN BE GREAT BRAIN BUSTERS/ OR CONVERSATION STARTERS//			
	AH/ I SEE// VINY'S RIDDLE WAS QUITE SIMPLE/ RIGHT?//		
I HAVE A HARD ONE// DO YOU WANT TO HEAR?//			
	HAHAHA/ YEAH// WHAT IS IT?//		
I WEAR A BROWN COAT/ BUT			

I AM A TOTAL WHITE INSIDE// WHAT AM I?//			
	POTATO!//		
HEY/ HOW DO YOU KNOW THAT?//			
	BECAUSE I'M SMART/ HAHAHAHA// BY THE WAY/ ON OUR FIRST SONG/ THE SINGER SANG ABOUT THE EGGS// DID YOU LISTEN TO THE SONG?//		
YES/ I DID// THERE IS THIS LYRIC ON THE SONG/ *HOW DO YOU LIKE YOUR EGGS IN THE MORNING?*// IN BAHASA/ IT IS *KAMU INGIN TELURMU DISAJIKAN SEPERTI APA DI PAGI HARI?*//			
	THAT'S RIGHT// THE ANSWER IS BETWEEN *BOILED* AND *FRIED*// OR/ IN BAHASA/ WE SAY IT AS/ *DIREBUS*/ OR *DIGORENG*//		
HEY/ WE HAVE DISCUSSED A LOT OF THINGS!// I THINK IT'S THE END OF TODAY'S LANGUAGE FOCUS//			
	WELL/ SEE YOU IN NEXT EDITION!//		

MUSIC		*JINGLE "ENGLISH TIME"*	30''
OUR SECOND SONG FOR TODAY'S "ENGLISH TIME"/ IS A SONG BY CHEF BOY RDIABETES// THE TITLE IS/ 'THE COOKING SONG'// THIS IS AN INDIE SONG/ MADE IN A REAL KITCHEN!// SO/ ENJOY THE SONG//		*[FADE IN]*	15''
		[INSERT] *"THE COOKING SONG" –BY CHEF BOY RDIABETES*	2'20''
MEET THE GUEST		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING YOU WITH HEART // HELLO LISTENERS/ GUESS WHAT?// I'M NOW BEING WITH A FOUNDER AND OWNER OF *KUMALA KITCHEN*/ EKA MERDEKAWATI!// HELLO!//		*[BACKSOUND]*	15''
	HELLO EVERYONE//		
		[AMBIANCE] *SOUND OF CLAPS AND CROWD*	5''
SO/ NOW WE ARE ON ***MEET THE GUEST***// OUR TODAY'S GUEST IS EKA		*[BACKSOUND]*	9''

MERDEKAWATI/ WHO SURPRISED A LOT OF PEOPLE IN CILACAP/ BY HER CAKES AND SNACKS//			
IN THIS *MEET THE GUEST*/ WE'LL BE TALKING ABOUT A CAKE// LISTEN TO ME/ *I'LL GIVE A RIDDLE ABOUT THE TOPIC// I HAVE SEVERAL PARTS// EACH PART SLEEPS ABOVE THE OTHER// WHAT AM I?// CAN YOU GUESS?//*		[BACKSOUND]	13''
		[AMBIANCE] ANALOG TICK-TOCK SOUND	3''
HAHAHA/ IT'S RAINBOW CAKE!// SO/ MISS MERDEKAWATI/ DO YOU MIND TO TELL US HOW YOUR RAINBOW CAKE LOOKS LIKE?//		[BACKSOUND]	2'
	MY NORMAL RAINBOW CAKE WOULD HAVE SEVEN LAYERS/ AND THEY HAVE DIFFERENT COLORS// THEY ARE RED/ YELLOW/ GREEN/ BLUE/ ORANGE/ AND PURPLE//		

I SEE// MISS MERDEKAWATI/ WE ALL HAVE SEEN SO MANY RAINBOW CAKES/ BUT NOT ALL OF US KNOW HOW TO MAKE IT// HOW DO YOU MAKE THOSE COLORED CAKES/ ACTUALLY?//			
	WELL/ TO MAKE THE DOUGH/ YOU HAVE TO MIX FLOUR/ EGG YOLKS/ SUGAR/ AND MILK// AFTER ALL OF THEM ARE BLENDED WELL/ YOU CAN DIVIDE IT EVENLY/ AMONG FOUR/ OR SEVEN BOWLS / ACCORDING TO HOW MANY COLORS YOU WANT TO USE//		
AND THEN/ WE BAKE THE DOUGH?//			
	YES// THE BAKING WILL TAKE FIFTEEN OR TWENTY MINUTES// YOU HAVE TO HEAT THE OVEN FIRST IN 180 DEGREES CELSIUS//		
WHAT ABOUT THE WHITE COVER ON THE CAKE?//			
	THAT IS MADE BY BUTTER/ SUGAR/ EGGS/ VANILLA/ AND MILK// MIX THEM		

	GRADUALLY UNTIL THEY BECOME FLUFFY//		
THAT SOUNDS SO INTERESTING TO TRY!// IS RAINBOW CAKE THE MOST POPULAR CAKE YOU SELL IN *KUMALA KITCHEN*?//			
	IT WAS// NOW/ MANY PEOPLE ORDER OTHER CAKES AND SNACKS// FOR EXAMPLE/ MACARONI SCHOTEL/ CHOCO LAVA/ AND *KUE CUBIT*//		
EVERY OF THEM SEEM DELICIOUS!// YOU MUST BE A GOOD COOK/ MISS MERDEKAWATI!//			
	THANK YOU!//		
AND/ HOW CAN WE CONTACT YOU TO ORDER CAKES OR SNACKS?//			
	YOU CAN CONTACT ME BY PHONE CALL/ OR SHORT MESSAGES/ TO O EIGHT ONE/ TWO ONE FIVE/ SIX THREE THREE / EIGHT FOUR//		
OKAY// O EIGHT ONE/ TWO ONE FIVE/ SIX THREE THREE / EIGHT FOUR//			

	YES//		
OKAY/ MISS MERDEKAWATI/ IT IS NICE TALKING TO YOU// BUT/ I THINK/ IT IS THE END OF TODAY'S *MEET THE GUEST*// THANK YOU/ MISS MERDEKAWATI//			
	ANYTIME/ BROADCASTER 1//		
WE'LL SEE YOU ON NEXT EDITION ON *ENGLISH TIME*//			
WHAT DID YOU HEAR?		*JINGLE "ENGLISH TIME"*	30''
	ONE O SEVEN POINT SEVEN FM ONE RADIO/ RADIO STATION THAT EDUCATES YOU WITH HEART // HELLO LISTENERS/ YOU ARE LISTENING TO THE SEGMENT OF/ *WHAT DID YOU HEAR?//*	*[BACKSOUND]*	10''
IN THIS SESSION/ WE WILL ACCOMPANY YOU TO REVIEW/ AND TO LEARN THE WORDS THAT WE HAVE HEARD// SO LET'S START!//		*[BACKSOUND]*	8''
		[INSERT] *SHORT MUSIC OPENING*	9''
	OUR TODAY'S GUEST/ MISS MERDEKAWATI/ HAS MENTIONED *FLOUR* AS ONE OF INGREDIENTS OF	*[BACKSOUND]* *[FADE OUT]*	14''

	RAINBOW CAKE// FLOUR IS *TEPUNG* IN BAHASA// IT IS PRONOUNCED EXACTLY THE SAME AS THE WORD *FLOWER*/ WHICH MEANS *BUNGA*/ IN BAHASA//		
		[INSERT] *THE PRONUNCIATION OF "FLOUR"*	4''
AND THEN/ MISS MERDEKAWATI ALSO MENTIONED THE WORD THAT MEANS *ADONAN* IN BAHASA// IT IS *DOUGH*/ D-O-U-G-H// IT IS PRONOUNCED AS <u>*dəʊ*</u>/ // PLEASE PAY ATTENTION TO THE PRONUNCIATION//			16''
		[INSERT] *THE PRONUNCIATION OF "DOUGH"*	4''
	DOUGH IS ALSO A HOMOPHONE// IT JOINS *DOE*/ D-O-E//		21''
YOU'RE RIGHT// AND DO YO KNOW ABOUT THE WORD *EGG YOLK?*// IT COMES FROM THE WORD *EGG*/ E-G-G/ OR *TELUR* IN BAHASA / AND			

YOLK/ Y-O-L-K// *EGG YOLK* MEANS *KUNING TELUR*//			
		[INSERT] *THE PRONUNCIATION OF "EGG YOLK"*	4''
	ONE MORE// THIS WORD IS VERY COMMON AMONG US/ BUT SOME PEOPLE STILL PRONOUNCE IT WRONG//		16''
WHAT IS THE WORD?//			
	SNACK// SAY IT AS *SNACK*/ OR *JAJANAN* IN BAHASA/ NOT *SNAKE*/ WHICH MEANS *ULAR*// HERE IS THE PRONUNCIATION OF SNACK/		
		[INSERT] *THE PRONUNCIATION OF "SNACK"*	4''
	MEANWHILE/ THIS IS THE PRONUNCIATION OF *SNAKE* OR *ULAR*// PAY ATTENTION TO THE DIFFERENCE//		7''
		[INSERT] *THE PRONUNCIATION OF "SNAKE"*	4''
	I THINK WE CAN ADD AN EXTRA WORD// IF YOU PAY ATTENTION TO THE SONG/ THE COOKING SONG/ YOU		23''

	CAN HEAR THE LYRIC/ *I KNOW THE DIFFERENCE BETWEEN A GREEN ONION AND A SHALLOT*//		
SHALLOT!// THAT WORD IS STILL UNFAMILIAR// *SHALLOT* MEANS *BAWANG MERAH* IN BAHASA// PAY ATTENTION TO THE PRONUNCIATION//			
		[INSERT] *THE PRONUNCIATION OF "SHALLOT"*	4''
WELL/ THAT'S ALL FROM ***WHAT DID YOU HEAR?***// DID YOU HEAR ANY OTHER WORDS?// PRACTICE THEM WITH YOUR FRIENDS/ OKAY?//		*[BACKSOUND]*	16''
	YEP/ THE MORE VOCABULARIES YOU MASTER/ THE WIDER OPPORTUNITY YOU WILL GET// SO/ LET'S MEET ON NEXT EDITION!//		
MUSIC		*JINGLE "ENGLISH TIME"*	30''
OUR THIRD SONG FOR TODAY'S "ENGLISH TIME"/ IS A SONG BY JIMMY BUFFET		*[FADE IN]*	15''

AND FRIENDS// THE TITLE IS/ 'HEY GOOD LOOKIN'// ENJOY THE SONG//			
		[INSERT] *"HEY GOOD LOOKIN''" – BY JIMMY BUFFET AND FRIENDS*	2'55'
UNIQUE FACTS		*JINGLE "ENGLISH TIME"*	30''
	ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART // NOW/ WE WILL BE WITH YOU ON *UNIQUE FACTS//* ENJOY THE NEWS!//		10''
		[INSERT] *SHORT MUSIC OF OPENING*	5''
	WHAT IS A FROG'S FAVORITE COLD DRINK?// IT'S CROAK-A-COLA!//		5''
		[AMBIANCE] *SOUND OF LAUGHTER*	4''
	SORRY FOR THE LAME RIDDLE/ BUT IT REMINDS ME TO THE TOPIC OF NEWS I'M GOING TO READ/ ON TODAY'S *UNIQUE FACTS//*	*[BACKSOUND]*	36''
.	WHAT DO YOU THINK ABOUT FROGS?// PEOPLE IN FRANCE		

	THINK FROGS AS ONE OF EDIBLE ANIMALS// THEY HAVE THIS MEAL/ NAMELY FROGS LEGS// IT PROVIDES THE BACK END AND BACK LEGS OF A FROG// IT IS GRILLED/ BAKED/ OR FRIED// PEOPLE ENJOY THIS MEAL WITH A CREAM SAUCE// WILL YOU TRY EATING FROGS LEGS?// NO?// THEN/ LET ME TELL ANOTHER FOOD//		
	IF YOU ARE A FAN OF SPIDERMAN/ YOU PROBABLY HATE THIS// IN CAMBODIA/ PEOPLE LOVE EATING FRIED SPIDER!//		9''
		[AMBIANCE] *SOUND OF A PERSON* *SCREAMING, PANIC*	2''
	THE SPIDERS ARE PREPARED BY BLENDING IT WITH MSG/ SUGAR/ AND SALT// AND THEN/ THEY ARE FRIED IN GARLIC// IT HAS BROWN SLUDGE IN THE ABDOMEN/ WHICH CONSISTS OF MAINLY INNARDS/ EGGS/ AND		21''

	EXCREMENT// YUM//		
ANSWERING THE QUESTION AND CLOSING / OUTRODUCTION		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM ONE RADIO/ RADIO STATION THAT EDUCATES YOU WITH HEART //			48''
HELLO/ LISTENERS// WE ARE NOW GOING TO ANSWER THE QUESTION WE GOT EARLIER//		*[BACKSOUND]*	
	SO/ THE QUESTION WAS ABOUT (*read the question here*)// THE EXPLANATION IS (*read the explanation*)//		
THAT'S RIGHT// THANK YOU FOR ASKING US QUESTIONS!// AND NOW/ DO YOU REMEMBER WHAT WE HAVE DISCUSSED?//			1' 20''
	PROVERB AND RIDDLE!// PROVERB IS A SAYING THAT OFFERS ADVICE AND WISDOM// MEANWHILE/ RIDDLE IS LIKE A PUZZLE TO BE SOLVED// IT CAN BE USED TO START A CONVERSATION//		
GREAT// MOREOVER/ WE LEARN SOME PROVERBS IN ENGLISH// ONE OF EXAMPLES IS/ *JUMP FROM*			

THE FRYING PAN INTO THE FIRE// IN BAHASA/ THE MEANING IS THE SAME AS *LEPAS DARI MULUT BUAYA/ MASUK KE MULUT HARIMAU//*			
	THERE WERE SOME RIDDLES TOO// BESIDES/ WE ALSO MET MISS MERDEKAWATI/ WHO TOLD US THE WAY TO MAKE A RAINBOW CAKE//		
THAT WAS SUCH A NICE EXPERIENCE!// AND/ DON'T FORGET THAT WE HAVE HEARD THE UNIQUE FACTS FROM FRANCE AND CAMBODIA//			
	OF COURSE NOT// I WILL NOT FORGET THAT THEY EAT FROGS LEGS AND FRIED SPIDER!// THAT IS UNBELIEVABLE//		
SO/ NOW WE ARE COMING TO THE END OF TODAY'S *ENGLISH TIME*// WE'LL SEE YOU NEXT WEEK AT THE SAME TIME/ ONLY ON/			
ONE O SEVEN POINT SEVEN FM ONE RADIO!// SEE YOU!///			
THE END OF THE BROADCAST		*JINGLE "ENGLISH TIME"*	30''

THE SCRIPT OF THE SECOND BROADCAST OF *ENGLISH TIME!* ON ONE RADIO FM (May 25, 2015)

The Radio

Name of Radio   : One Radio

Frequency   : 107,7 FM

Tagline   : *Mendidik Sepenuh Hati*

The Program

Name of the Program : *English Time!*

Format : Magazine Program

Segmentation : The 10th Grade Students of Language Program in SMA Negeri 1 Cilacap

Narrator		Audio	Durasi
Narrator 1	**Narrator 2**		
OPENING AND INTRODUCTION		***JINGLE "ENGLISH TIME"***	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART //			1' 23''
GOOD AFTERNOON EVERYONE// I AM BROADCASTER1/			
	I AM BROADCASTER2 /		
AND WE ARE ON/ ***ENGLISH TIME***//			

THIS IS THE FIRST ENGLISH RADIO PROGRAM ON ONE RADIO// AND YOU ARE LISTENING TO THE SECOND EDITION//			
	ENGLISH TIME IS A SPECIAL PROGRAM ON ONE RADIO/ BROADCASTING IN ENGLISH// THIS PROGRAM IS ESPECIALLY DESIGNED FOR TENTH GRADE STUDENTS OF LANGUAGE PROGRAM/ IN SMA NEGERI 1 CILACAP// SO/ GET READY TO LEARN ENGLISH TOGETHER//		
ON TODAY'S EDITION/ THE TOPIC OF *ENGLISH TIME* WILL BE ABOUT FAMILY, PEERS, AND ENVIRONMENT///			
	WE WILL ALSO LEARN THE EXPLANATION TEXTS ABOUT NATURAL PHENOMENA//		

	WE STILL HAVE OUR FIVE SEGMENTS// THEY ARE *LET'S LISTEN*/ *LANGUAGE FOCUS*/ *MEET THE GUEST*/ *WHAT DID YOU HEAR*/ AND ALSO *UNIQUE FACTS*//		
AND/ STARTING FROM TODAY/ THERE WILL BE A NEW SEGMENT/ TITLED *READ THE SONG*// WE WILL FIND OUT THE MEANING OF SONGS IN THIS SEGMENT//			
	NOW/ LISTENERS/ AFTER THE JINGLE/ WE'LL MEET ON *LET'S LISTEN*//		
LET'S LISTEN		*JINGLE "ENGLISH TIME"*	30''
WELCOME TO *LET'S LISTEN*/ A SEGMENT OF LISTENING// YOU WILL BE LISTENING TO TWO SHORT DIALOGUES TODAY// EACH DIALOGUE WILL HAVE A SPOKEN EXPLANATION TEXT// LISTENERS/ PLEASE PAY ATTENTION AND TRY TO GET WHAT THEY SAY//			17''
		[AMBIANCE]	9''

		SHORT MUSIC OF OPENING	
THE FIRST DIALOGUE IS A DIALOGUE BETWEEN JEAN AND DEAN//			4''
		[INSERT] DIALOGUE 1	54''
		[INSERT] SHORT MUSIC	9''
THE SECOND DIALOGUE IS HAPPENED BETWEEN A COUPLE//			4''
		[INSERT] DIALOGUE 2	44''
		[INSERT] SHORT MUSIC	9''
THAT'S ALL FROM **LET'S LISTEN**!// AFTER LISTENING TO THE DIALOGUE/ WE INVITE YOU TO SEND YOUR QUESTIONS TO ENGLISH TIME/ BY PHONE CALL/ OR SHORT MESSAGES// YOU CAN CONTACT US ON O EIGHT FIVE/ SEVEN FOUR THREE/ FOUR TWO EIGHT/ FOUR EIGHT TWO// ONCE AGAIN/ O EIGHT FIVE/			30''

SEVEN FOUR THREE/ FOUR TWO EIGHT/ FOUR EIGHT TWO// NOW/ LISTENERS/ IT'S THE END OF TODAY'S ***LET'S LISTEN***// WE'LL MEET YOU ON NEXT EDITION!//			
MUSIC		***JINGLE "ENGLISH TIME"***	30''
	OUR FIRST SONG FOR TODAY'S "ENGLISH TIME"/ IS A SONG BY PETER GABRIEL// THE TITLE IS/ '***HERE COMES THE FLOOD***'// THIS SONG IS TAKEN FROM HIS LIVE PERFORMANCE ON 1987 IN ATHENS// SO/ LISTENERS/PLEASE ENJOY THE SONG//	*[FADE IN]*	30''
		[INSERT] *"HERE COMES THE FLOOD" – BY PETER GABRIEL*	2' 45''
LANGUAGE FOCUS		***JINGLE "ENGLISH TIME"***	30''
GOOD AFTERNOON EVERYONE/ WELCOME TO/			50''
LANGUAGE FOCUS//			
	LISTENERS/ WE HAVE HEARD TWO DIALOGUES OF SPOKEN		

	EXPLANATION TEXTs/ ABOUT A NATURAL PHENOMENON// WHAT DO YOU KNOW ABOUT AN EXPLANATION TEXT?		
AN EXPLANATION TEXT EXPLAINS HOW A NATURAL OR SOCIAL PHENOMENON OCCURS// IT HAS THREE PARTS// THEY ARE GENERAL STATEMENT/ A SEQUENCED OF EXPLANATION/ AND CLOSING STATEMENT//			
	WHAT IS MEANT BY GENERAL STATEMENT/ ACTUALLY?//		
GENERAL STATEMENT IS THE PART / IN WHICH THE WRITER MENTIONS WHAT SHE OR HE IS GOING TO TELL ABOUT// IN THE FIRST DIALOGUE/ WE HEAR //			
		[INSERT] *THE GENERAL*	4''

		STATEMENT 1	
IT IS CALLED AS *PHENOMENON* BECAUSE IT IS SINGULAR// IF WE REFER TO MORE THAN ONE PHENOMENON/ WE HAVE TO USE THE WORD *PHENOMENA//*			13''
	THE NEXT PART IS A SEQUENCED OF EXPLANATION// IN THE FIRST DIALOGUE/ WE HEAR//		
		[INSERT] *A SEQUENCED OF EXPLANATION*	24''
	IT TELLS YOU HOW A PHENOMENON OCCURS// IT ANSWERS THE QUESTIONS OF *HOW/* AND *WHY//* THE FIRST SENTENCE IS *"A FLOOD OCCURS WHEN A RIVER BURSTS ITS BANKS, AND THE WATER SPILLS ONTO THE FLOODPLAIN"//*		50''
IN BAHASA/ IT MEANS/ *BANJIR TERJADI KETIKA*			

TEPIAN SUNGAI MELUAP DAN AIR TUMPAH KE DATARAN BANJIR//			
	AND THEN/ IT SAYS/ *"FLOODING TENDS TO BE CAUSED BY HEAVY RAIN. THE FASTER THE RAINWATER REACHES THE RIVER CHANNEL, THE MORE LIKELY IT IS TO FLOOD."*		
IN BAHASA/ IT MEANS/ *BANJIR CENDERUNG DISEBABKAN OLEH HUJAN DERAS// SEMAKIN CEPAT AIR HUJAN MENCAPAI SALURAN SUNGAI/ SEMAKIN BESAR KEMUNGKINAN BANJIR//*			
	THE LAST PART IS THE CLOSING STATEMENT// IT IS THE APPLICATION OR EXAMPLE OF THE PHENOMENA//		
		[INSERT] *THE CLOSING STATEMENT*	13''
	OKAY// LET ME SEE// SO/ THIS MUST BE THE GENERAL STATEMENT FOR THE SECOND DIALOGUE/ RIGHT?//		

		[INSERT] *GENERAL STATEMENT* *DIALOGUE 2*	4''
YOU'RE RIGHT// IT IS SIMILAR TO THE FIRST DIALOGUE//			8''
	YES// AND THIS MUST BE THE SEQUENCED OF EXPLANATIONS//		
		[INSERT] *A SEQUENCED OF* *EXPLANATION 2*	14''
CORRECT// SO/ WHAT IS EXPLAINED IN THE SPOKEN TEXT?//			30''
	IT IS ABOUT HOW RAINBOW OCCURS// IT SAYS RAINBOW IS FORMED BY REFLECTION AND REFRACTION// I KNOW THAT REFLECTION IS *REFLEKSI* OR *PEMANTULAN*// BUT WHAT IS REFRACTION IN BAHASA?//		
IT IS *PEMBIASAN*//			
	AH/ I SEE// AND NOW/ THIS IS THE CLOSING STATEMENT// IT TELLS THE APPLICATION OF THE PROCESSES TO		

	FINALLY FORM A RAINBOW//		
		[INSERT] *CLOSING STATEMENT 2*	5''
	WELL/ LISTENERS/ SEE YOU ON NEXT EDITION OF ***LANGUAGE FOCUS***!//		5''
MUSIC		***JINGLE "ENGLISH TIME"***	30''
OUR SECOND SONG FOR TODAY'S "***ENGLISH TIME***"/ IS A SONG BY MOCCA// THE TITLE IS/ 'FRIEND'// THIS BEAUTIFUL SONG HAS A VERY NICE MUSIC AND LYRIC// LISTENERS/ PLEASE ENJOY THE SONG//		*[FADE IN]*	12''
		[INSERT] *"FRIEND" –BY MOCCA*	3' 55''
MEET THE GUEST		***JINGLE "ENGLISH TIME"***	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART // HELLO LISTENERS// NOW/ WE ARE ON THE SEGMENT OF ***MEET THE GUEST***//			15''
OUR TODAY'S GUEST/ IS SYAFIQAH NURUL ATHIYAH// SHE WAS GRADUATED FROM			3' 42''

ISLAMIC UNIVERSITY OF INDONESIA/ YOGYAKARTA// BACK THEN/ SHE WAS AN ACTIVIST AND VOLUNTEER ON A SOCIAL ORGANIZATION IN YOGYAKARTA/ WHICH FOCUSES ON GIVING EDUCATION TO STREET CHILDREN// HELLO MISS ATHIYAH!//			
	HELLO!// NICE TO MEET YOU//		
IT'S NICE TO MEET YOU TOO IN PERSON// I HEAR YOU WERE BUSY ON A SOCIAL ORGANIZATION WHEN YOU WERE IN YOGYAKARTA// COULD YOU PLEASE TELL US MORE?//			
	IT WAS SSCJ/ OR SAVE STREET CHILD// OUR AIMS ARE PROVIDING EDUCATION TO STREET CHILDREN JOGJA/ AND ENCOURAGING THEM TO KEEP RUNNING FOR THEIR DREAMS// I THINK/ BY GIVING THEM KNOWLEDGE/ THEY WILL HAVE AN		

	IMPROVED SELF-ESTEEM/ AND DIGNITY //		
THAT IS SUCH A BEAUTIFUL CONCEPT// BUT/ HOW DO PEOPLE IN SSCJ WORK? DO THEY JUST GO STRAIGHTFORWARD TO STREET CHILDREN?//			
	FOR SOME CASES/ YES// I REMEMBER I WENT TO MEET SOME STREET CHILDREN AND DID AN APPROACH// THIS IS IMPORTANT/ BECAUSE YOU NEED TO GET THEIR TRUST FIRST//		
WHAT ARE THE ACTIVITIES MOSTLY DONE IN SSCJ?			
	IN SSCJ/ MOSTLY WE CONDUCT A COURSE// IN BAHASA INDONESIA/ IT CAN BE DESCRIBED AS *LES* OR *BIMBINGAN BELAJAR*// WE ALL LEARN ANYTHING THAT CHILDREN WANT TO KNOW// SOMETIMES WE LEARN MATH/ ENGLISH/ AND MANY OTHERS// SOMETIMES IT IS EVEN OKAY ONLY TO CONDUCT A DRAWING		

	CLASS//		
AS FOR THE COURSE/ HOW DO MEMBERS DO IT USUALLY?//			
	MEMBERS OF SSCJ WILL TRY TO FIND A PLACE AROUND STREET CHILDREN THAT HAVE AGREED TO JOIN// ONCE/ WE ALSO HELD A COURSE IN ONE OF STREET CHILDREN'S HOUSE/ SO EVERYONE CAME THERE//		
MISS ATHIYAH/ DOES SSCJ ONLY FOCUS ON TEACHING ON A COURSE?//			
	NO// SSCJ ALSO CONDUCT EVENTS FOR STREET CHILDREN IN SOME OCCASIONS// FOR EXAMPLE/ AT THE EARTH DAY/ WE HELD THE EVENT OF *SAVE OUR EARTH*// IN THIS EVENT/ WE LET THE STREET CHILDREN TO KNOW MORE ABOUT ENVIRONMENTAL CARE//		
HOW WAS THE EVENT?// IT SOUNDS INTERESTING!//			
	TOGETHER/ WE CLEANED		

	THE STREETS FROM THE TRASH// AND THEN/ WE DISCUSSED WITH THEM ABOUT BIODEGRADABLE PACKAGING/ DISPOSABLE PRODUCTS/ OR SEWAGE/ FOR EXAMPLE// WE ALSO RECYCLED THE WASTE// WE WOULD BE VERY HAPPY IF THAT LESSON WOULD BE THEIR OPPORTUNITY TO GET MONEY/ SO THEY WILL NOT HAVE FAMINE//		
THAT WAS SO AMAZING TO DO// LISTENERS/ DON'T YOU THINK THAT MISS ATHIYAH GOT AN EXCELLENT EXPERIENCE?// SHE / AND SSCJ SHOW US/ THAT EVEN THOUGH WE HAVE FAMILY AND FRIENDS/ IT DOES NOT MEAN THAT EVERYONE HAS THEM// THE PEOPLE STANDING BESIDE YOU RIGHT NOW MAYBE ARE NOT YOUR FAMILY AND FRIENDS// BUT			

STILL/ THEY LIVE IN THE SAME ENVIRONMENT AS YOU DO// SO/ WHAT ABOUT CARING OTHERS MORE AND MORE?//			
OKAY/ MISS ATHIYAH/ IT IS NICE TALKING TO YOU// THANK YOU FOR COMING TO OUR PROGRAM//			
	YOU'RE WELCOME!//		
LISTENERS/ THANK YOU FOR LISTENING *MEET THE GUEST*// WE'LL SEE YOU ON NEXT EDITION ON *ENGLISH TIME*//			
WHAT DID YOU HEAR?		*JINGLE "ENGLISH TIME"*	30''
	ONE O SEVEN POINT SEVEN FM ONE RADIO/ TEACHING WITH HEART // LISTENERS/ YOU ARE NOW LISTENING TO THE SEGMENT OF/ *WHAT DID YOU HEAR?*//		10''
IN THIS SESSION/ WE WILL ACCOMPANY YOU TO REVIEW/ AND TO LEARN THE WORDS THAT WE HAVE HEARD// SO LET'S START!//			8''
	ON *MEET THE GUEST*/ DID		25''

	MISS ATHIYAH USE SOME NEW WORDS FOR YOU?//		
HMM/ I REMEMBER SHE SAID SOMETHING ABOUT *AN IMPROVED SELF-ESTEEM/ AND DIGNITY//* WHAT IS DIGNITY?//			
	DIGNITY IS THE STATE OF BEING WORTHY OF RESPECT// IN BAHASA INDONESIA/ DIGNITY IS *MARTABAT* // HERE'S THE PRONUNCIATION BY A NATIVE SPEAKER//		
		[INSERT] *THE PRONUNCIATION OF "DIGNITY"*	4''
MISS ATHIYAH ALSO MENTIONED/ THAT SSCJ DISCUSSED ABOUT BIODEGRADABLE PACKAGING/ DISPOSABLE PRODUCTS/ AND SEWAGE// CAN YOU TELL ME ABOUT THEM?//			11''
	WELL/ LET'S LISTEN TO *BIODEGRADABLE* PRONUNCIATION FIRST//		
		[INSERT]	5''

		THE PRONUNCIATION OF "BIODEGRADABLE"	
	B-I-O-D-E-G-R-A-D-A-B-L-E// BIODEGRADABLE MEANS *ABLE TO DECAY NATURALLY*// IN BAHASA/ IT MEANS *MUDAH MEMBUSUK*// AND THEN/ HERE IS THE PRONUNCIATION OF *DISPOSABLE*// D-I-S-P-O-S-A-B-L-E//		23''
		[INSERT] *THE PRONUNCIATION OF "DISPOSABLE"*	4''
	DIPOSABLE MEANS *DAPAT DIBUANG//* IT REFERS TO PRODUCTS THAT SHOULD BE THROWN AWAY AFTER BEING USED// AND/ HERE IS THE PRONUNCIATION OF THE WORD *SEWAGE*// S-E-W-A-G-E/		16''
		[INSERT] *THE PRONUNCIATION OF "SEWAGE"*	4''
	SEWAGE/ IN BAHASA/ IS *SISTEM PEMBUANGAN KOTORAN*// IT USUALLY APPEARS AS WATER WASTE/		10''

	OR SELOKAN IN BAHASA//		
MISS ATHIYAH SAID/ SSCJ WOULD BE VERY HAPPY IF THAT LESSON WOULD BE THEIR NEW OPPORTUNITY TO AVOID FAMINE// IS FAMINE A COMMON WORD?//			18''
	FAMINE MEANS *KELAPARAN* // IT IS F-A-M-I-N-E// HERE'S THE PRONUNCIATION//		
		[INSERT] *THE PRONUNCIATION OD "FAMINE"*	4''
AH/ I SEE/// IT IS SIMILAR TO WORD LIKE *HUNGER*/ ISN'T IT ?//			10''
	CORRECT!//		
I UNDERSTAND NOW// LISTENERS/ YOU ALSO UNDERSTAND/ RIGHT?// TODAY'S **WHAT DID YOU HEAR** HAS GIVEN US SEVERAL NEW WORDS// KEEP PRACTICING/ OKAY?//			10''

MUSIC		*JINGLE "ENGLISH TIME"*	30''
OUR THIRD SONG FOR TODAY'S "ENGLISH TIME"/ IS A SONG BY TAYLOR SWIFT// THE TITLE IS/ 'THE BEST DAY'// THIS SONG TELLS ABOUT HAVING A BEST DAY WITH THE PARENTS// ENJOY THE SONG//		*[FADE IN]*	15''
		[INSERT] *"THE BEST DAY" – BY TAYLOR SWIFT*	3'57''
READ THE SONG		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART //			15''
LISTENERS/ YOU ARE LISTENING TO **READ THE SONG/** THE NEWEST SEGMENT ON **ENGLISH TIME!**//			
	LET'S JUST START// DO YOU REMEMBER HOW MANY SONGS THAT HAVE BEEN PLAYED?//		3' 5''
THREE SONGS!// *HERE COMES THE FLOOD* BY PETER GABRIEL/ *FRIEND* BY MOCCA/ AND THE LAST ONE			

IS/ *THE BEST DAY* FROM TAYLOR SWIFT//			
	VERY NICE// DO YOU KNOW THAT THE *FLOOD* MENTIONED IN GABRIEL'S SONG IS NOT LITERALLY A FLOOD WITH WATER?//		
I HAVE HEARD ABOUT THAT// THE SONG PRESENTS AN IMAGE OF A SOCIETY/ WHERE PEOPLE CAN READ GABRIEL DESCRIBED THIS TO BE LIKE *FLOOD*//			
	YES// LET'S TAKE A LOOK AT HIS LYRIC AND TRANSLATION// *WHEN THE FLOOD CALLS//* KETIKA BANJIR DATANG// *YOU HAVE NO HOME/ YOU HAVE NO WALLS//* KAU TAK PUNYA RUMAH/ KAU TAK PUNYA DINDING// *IN THE THUNDER CRASH//* DALAM TABRAKAN PETIR// *YOU'RE A THOUSAND MINDS WITHIN A FLASH//* KAU ADALAH RIBUAN PIKIRAN DALAM SATU KILAT//		

	THE *FLOOD* HERE/ REFERS TO THAT MENTAL FLOOD OF EACH PEOPLE'S/ THAT MOVE HERE AND THERE// IT SEEMS TO HAPPEN IN A BIG NUMBER// GABRIEL DESCRIBED IT AS *THOUSAND MINDS WITHIN A FLASH//*		
WHAT ABOUT MOCCA'S SONG?// *FRIEND* IS ALWAYS A POPULAR SONG//			
	OF COURSE!// I LOVE THIS PART OF LYRIC/ *IF ANYONE CAN FILL MY WORLD WITH JOY AND HAPPINESS//* JIKA ADA ORANG YANG DAPAT MENGISI DUNIA DENGAN KECERIAAN DAN KEBAHAGIAAN *//* *AND CAST AWAY ALL OF MY LONELINESS//* DAN MEMBUANG SEPIKU*//*		
IT'S YOU// YES/ IT IS TRUE/ A FRIEND IN NEED IS A FRIEND			

INDEED// THAT'S THE NEXT VERSE/ RIGHT?// *A FRIEND IN NEED IS A FRIEND INDEED* MEANS THAT TRUE FRIENDS ARE THOSE WHO ALWAYS STAY WITH US WHEN WE NEED HELP//			
	AND/ TAYLOR'S *THE BEST DAY* STILL FEEL SO GOOD// IT SEEMS LIKE A SONG TELLING ABOUT A FATHER// DON'T YOU THINK SO?//		
YES/ I GUESS// THERE'S THIS LYRIC/ *I HAVE AN EXCELLENT FATHER// HIS STRENGTH IS MAKING ME STRONGER//* SAYA MEMILIKI AYAH YANG LUAR BIASA// KEKUATANNYA SELALU MEMBUATKU JUGA KUAT//			
	MY FAVORITE PART IN *THE BEST DAY* ALSO MENTIONS THE WORD *DADDY/* IT IS A PART WHEN THE MAIN ROLE IN THE SONG FOUND AN OLD VIDEO//		

	LISTEN//		
	THERE IS A VIDEO I FOUND FROM BACK WHEN I WAS THREE// ADA SEBUAH VIDEO LAMA YANG KUTEMUKAN SAAT AKU MASIH 3 TAHUN//		
	AND/ IN THE LAST LINE/ HER LYRIC IS/ *AND "DADDY'S SMART"/ AND "YOU'RE THE PRETTIEST LADY IN THE WHOLE WIDE WORLD"*//		
	"AYAH PINTAR"/ DAN "KAU ADALAH RATU TERCANTIK DI SELURUH DUNIA"//		
HMM// IT'S AMAZING TO FIND OUT THE SONG'S MEANING/ RIGHT?//			
	IT IS// BUT NOW/ OUR TIME IS OVER ON ***READ THE SONG***// SEE YOU ON NEXT EDITION!//		
MUSIC		*JINGLE "ENGLISH TIME"*	30''

OUR LAST SONG FOR TODAY'S "ENGLISH TIME"/ IS A SONG BY MAYWOOD// I BET EVERY OF YOU HAVE LISTENED TO THIS SONG/ AT LEAST ONCE IN YOUR LIFE// THE TITLE IS/ 'MOTHER/ HOW ARE YOU TODAY'// ENJOY THE SONG//			15''
		[INSERT] *"MOTHER HOW ARE YOU TODAY?" – BY MAYWOOD*	2' 40''
UNIQUE FACTS		*JINGLE "ENGLISH TIME"*	30''
	ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART // NOW/ WE WILL BE WITH YOU ON *UNIQUE FACTS*// ENJOY THE NEWS!//		10''
		[INSERT] *SHORT MUSIC*	9''
	LIVING TOGETHER WITH OUR FAMILY GIVES US HAPPINESS/ RIGHT?// BUT WHAT ABOUT LIVING WITH YOUR FAMILY/ AND NEVER GOING OUT EVEN FOR ONCE?//		1'
.	WE ALL KNOW MANHATTAN		

	IS A BIG CITY IN USA// PEOPLE THINK EVERYONE IN MANHATTAN WILL HAPPILY SPEND THEIR TIME AT THE CITY// BUT/ SURPRISINGLY/ THERE IS THIS FAMILY/ NAMELY *ANGULO*// THE FATHER'S NAME IS OSCAR/ AND HE HAS 6 SONS AND A DAUGHTER// THEY ARE BHAGAVAN/ GOVINDA/ NARYANA/ MUKUNDA/ KRISNA/ JAGADESH/ AND THE YOUNGEST VISHNU// WHAT MAKES THIS FAMILY SPECIAL?//		
	IF YOU FREQUENTLY HAVE A TRIP WITH YOUR FAMILY/ DON'T THINK THAT ANGULO FAMILY DID THE SAME// OSCAR HAD BEEN ALWAYS CLOSING THEIR DOOR// THE CHILDREN LEARNED EVERYTHING FROM THE MOTHER'S EXPLANATIONS ABOUT MANY THINGS/ TELEVISION AND MOVIES// IN TOTAL/ THEY HAVE		

	WATCHED OVER FIVE THOUSANDS MOVIE//		
		[AMBIANCE] *SOUND OF SCREAM*	2''
	BUT FINALLY/ THEIR WORLD IS NOW OPENED UP AFTER A PRODUCER IN 2010 MADE THEIR STORY INTO A MOVIE// NOW/ ALMOST EVERY CHILD IN THE FAMILY HAS BEEN WORKING OR JOINING A COMMUNITY THEY LIKE//		21''
CLOSING		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM ONE RADIO/ TEACHING WITH HEART //			50''
HELLO/ LISTENERS// WE ARE NOW GOING TO ANSWER THE QUESTION WE GOT//			
	SO/ THE QUESTION WAS ABOUT (*type the question here*)/ FROM (.....)// THE EXPLANATION IS (*type the explanation*)//		
THAT'S RIGHT// THANK YOU FOR ASKING US QUESTIONS!// AND NOW/ DO YOU REMEMBER WHAT WE HAVE DISCUSSED?//			
	EXPLANATION TEXTS!//		1' 10''

	AN EXPLANATION TEXT EXPLAINS HOW A NATURAL OR SOCIAL PHENOMENON OCCURS// IT HAS THREE PARTS// THEY ARE GENERAL STATEMENT/ A SEQUENCED OF EXPLANATION/ AND CLOSING STATEMENT//		
EXCELLENT// WE ALSO LISTENED TO PETER GABRIEL'SONG ABOUT SOCIETY BEING COMPARED WITH THE FLOOD//			
	BESIDES/ WE MET MISS ATHIYAH/ WHO SHARED HER EXPERIENCE BEING AN ACTIVIST IN A SOCIAL ORGANIZATION IN HER ENVIRONMENT// MOREOVER/ WE LEARNED SOME NEW VOCABULARIES TOGETHER/ SUCH AS SEWAGE AND FAMINE//		
THE UNIQUE FACT WAS ALSO GOOD// WE TALKED ABOUT THE WOLFPACK FAMILY FROM MANHATTAN//			
	NOW/ LISTENERS/ WE ARE COMING TO THE END OF		

	TODAY'S *ENGLISH TIME*// WE'LL SEE YOU AT THE NEXT EDITION/ ONLY ON/		
ONE O SEVEN POINT SEVEN FM ONE RADIO!// SEE YOU!///			
THE END OF THE BROADCAST		*JINGLE "ENGLISH TIME"*	30''

THE SCRIPT OF THE THIRD BROADCAST OF *ENGLISH TIME!* ON ONE RADIO FM (June 13, 2015)

The Radio   The Program

Name of Radio   : One Radio   Name of the Program : *English Time!*

Frequency   : 107,7 FM   Format : Magazine Program

Tagline   : *Mendidik Sepenuh Hati*   Segmentation : The 10th Grade Students of Language Program in SMA Negeri 1 Cilacap

Narrator		Audio	Durasi
Narrator 1	**Narrator 2**		
OPENING AND INTRODUCTION		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART //			1' 23''
GOOD AFTERNOON GUYS// I AM BROADCASTER1/			
	I AM BROADCASTER2 /		
AND WE ARE ON/ *ENGLISH TIME*//			
THIS IS THE FIRST ENGLISH			

RADIO PROGRAM ON ONE RADIO// AND YOU ARE LISTENING TO THE THIRD EDITION//			
	ENGLISH TIME IS A SPECIAL PROGRAM ON ONE RADIO/ BROADCASTING IN ENGLISH// THIS PROGRAM IS ESPECIALLY DESIGNED FOR TENTH GRADE STUDENTS OF LANGUAGE PROGRAM/ IN SMA NEGERI 1 CILACAP// SO/ GET READY TO LEARN ENGLISH TOGETHER//		
ON TODAY'S EDITION/ THE TOPIC OF *ENGLISH TIME* WILL BE ABOUT TECHNOLOGY///			

	WE WILL ALSO LEARN HOW TO ASK AND DECLARE THE CONNECTION BETWEEN TWO ACTIONS/ THROUGH OUR SEGMENTS// THEY ARE *LET'S LISTEN*/ *LANGUAGE FOCUS*/ *MEET THE GUEST*/ *WHAT DID YOU HEAR*/ *UNIQUE FACTS*/ AND OUR NEWEST ONE/ *READ THE SONG*//		
SO/ LISTENERS/ WHAT ABOUT STARTING IT RIGHT NOW?// AFTER THE JINGLE/ WE'LL MEET ON *LET'S LISTEN*//			
LET'S LISTEN		*JINGLE "ENGLISH TIME"*	30''
WELCOME TO *LET'S LISTEN*/ A SEGMENT OF LISTENING// YOU WILL BE LISTENING TO TWO SHORT DIALOGUES TODAY// PLEASE PAY ATTENTION TO PAIR CONJUNCTIONS THAT THE SPEAKERS USE// LET SEE IF WE CAN GET HOW THEY ASK AND DECLARE THE CONNECTION BETWEEN TWO OBJECTS//			20''

		[AMBIANCE] *SHORT MUSIC OF OPENING*	9''
THE FIRST DIALOGUE IS A DIALOGUE BETWEEN PRAPTI AND RINA//			4''
		[INSERT] *DIALOGUE 1*	45''
		[INSERT] *SHORT MUSIC*	9''
THE SECOND DIALOGUE IS HAPPENED BETWEEN MIKE AND SELLY//			4''
		[INSERT] *DIALOGUE 2*	34''
		[INSERT] *SHORT MUSIC*	9''
THAT'S ALL FROM **LET'S LISTEN**!// AFTER LISTENING TO THE DIALOGUE/ WE INVITE YOU TO SEND YOUR QUESTIONS TO ENGLISH TIME/ BY PHONE CALL/ OR SHORT MESSAGES// YOU CAN CONTACT US ON O EIGHT FIVE/ SEVEN FOUR THREE/ FOUR TWO EIGHT/ FOUR EIGHT TWO//			30''

ONCE AGAIN/ O EIGHT FIVE/ SEVEN FOUR THREE/ FOUR TWO EIGHT/ FOUR EIGHT TWO// NOW/ LISTENERS/ IT'S THE END OF TODAY'S *LET'S LISTEN*// WE'LL MEET YOU ON NEXT EDITION!// SEE YOU//			
MUSIC		*JINGLE "ENGLISH TIME"*	30''
	OUR FIRST SONG FOR TODAY'S "*ENGLISH TIME*"/ IS A SONG BY JESSIE J// THE TITLE IS/ '*TECHNOLOGY*'// THIS SONG IS TAKEN FROM HER LIVE PERFORMANCE ON 2010 IN LONDON// SO/ LISTENERS/PLEASE ENJOY THE SONG//	*[FADE IN]*	20''
		[INSERT] *"TECHNOLOGY" – BY JESSIE J*	3' 27''
LANGUAGE FOCUS		*JINGLE "ENGLISH TIME"*	30''
GOOD AFTERNOON EVERYONE/ WELCOME TO/			50''
LANGUAGE FOCUS//			
MY NAME IS BROADCASTER 3/			

	AND I'M BROADCASTER 4//		
	LISTENERS/ WE HAVE HEARD TWO DIALOGUES USING PAIR CONJUNCTION// CAN YOU MENTION THE PAIR CONJUNCTIONS YOU KNOW?		
PAIR CONJUNCTION/ WHICH IS USED TO EXPLAIN THE CONNECTION BETWEEN TWO OBJECTS OR ACTIONS/ CAN BE USED IN SOME VARIATIONS// WE CAN USE THE WORD *BOTH ... AND .../ EITHER ... OR .../ NEITHER ... NOR .../ AND NOT ONLY ... BUT ALSO ...//*			
	SO/ HOW CAN WE USE THEM?		
HERE IS ONE OF THE EXAMPLES TAKEN FROM THE FIRST DIALOGUE// THIS SENTENCE USES THE WORD *NOT ONLY ... BUT ALSO//*			
		[INSERT] *"Not only e-books but also an*	9''

		e-ticket is needed right now.''	
PAY ATTENTION TO THE WORD *E-BOOKS* AND *E-TICKET//* *E-BOOKS* ARE PLURAL/ WHILE *E-TICKET* IS SINGULAR// AFTER BEING CONNECTED BY PAIR CONJUNCTION/ WE HAVE TO REMEMBER THAT THE SUBJECT THAT IS CLOSE TO THE VERB/ DETERMINES IF THE SENTENCE IS SINGULAR OR PLURAL//			42''
	SO/ IF WE PUT *E-TICKET* FIRST/ THE SENTENCE WILL BE/ *NOT ONLY AN E-TICKET BUT ALSO E-BOOKS ARE NEEDED RIGHT NOW//* IS IT CORRECT?//		
YES/ IT IS!//			
	DOES THIS RULE ALSO WORK ON THE PAIR CONJUNCTION USING THE WORD *BOTH?//*		
NO//SENTENCES USING THE PAIR CONJUNCTION *BOTH*			

ALWAYS BECOME PLURAL// LISTEN TO THIS EXAMPLE IN THE SECOND DIALOGUE//			
		[INSERT] *"I believe that both Facebook and Twitter are good."*	5''
AND LISTEN TO THIS ANOTHER SENTENCE USING THE WORD *EITHER*//			4''
		[INSERT] *"I think you should consider either BBM or WhatsApp."*	6''
ANYWAY/ WE HAVEN'T HEARD THE USE OF *NEITHER*// DO YOU KNOW THE DIFFERENT BETWEEN *EITHER* AND *NEITHER*?//			1'
	OF COURSE// *NEITHER* SHOWS NEGATIVITY/ WHILE *EITHER* SHOWS POSITIVITY// *NEITHER* IS THE SAME AS *NOT EITHER*//		
LET SAY WE WANT TO SAY/ *DIA TIDAK BISA BAHASA INGGRIS ATAU BAHASA PERANCIS*//			

CAN WE SAY IT USING THAT PAIR CONJUNCTION?//			
	YEP// IT WILL BE/ *SHE SPEAKS NEITHER ENGLISH NOR FRENCH*// REMEMBER/ THE WORD *NEITHER* IS USED TOGETHER WITH *NOR*/ NOT *OR*//		
BY THE WAY/ I WONDER ABOUT SOMETHING// SOMETIMES/ PEOPLE SAY *ME EITHER*/ OR *ME NEITHER*// WHICH ONE IS ACTUALLY THE SAME AS *AKU JUGA* IN BAHASA INDONESIA?//			
	BOTH ARE USED TO EXPRESS THE EXPRESSION OF *AKU JUGA* // BOTH ARE THE INFORMAL FORM// THE FORMAL ONES ARE *EITHER DO I*/ OR *NEITHER DO I*// FOR EXAMPLE/ IF SOMEONE SAYS *I DON'T SPEAK FRENCH*/ AND YOU ALSO DON'T SPEAK FRENCH/ YOU CAN SAY *NEITHER DO I*//		
AH/ I SEE//			

WELL/ THAT IS ALL FOR STATING OR DECLARING CONNECTION BETWEEN TWO OBJECTS OR ACTIONS// IN THE DIALOGUE/ HOW DO PEOPLE ASK ABOUT THE CONNECTION?// DO YOU REMEMBER?//			
	YES/ I DO// LET'S LISTEN AGAIN TO WHAT SELLY ASKED TO MIKE//		
		[INSERT] *"Which one is better between Facebook and Twitter?"*	4''
	WHICH ONE// IT IS USED TO SHOW THE OPTIONS TO BE CHOSE//		50''
I GET IT NOW// LISTENERS/ ON TODAY'S **LANGUAGE FOCUS/** WE HAVE LEARNED ABOUT THE PAIR CONJUNCTION// WE HOPE YOU WILL LEARN BETTER TOO!// AND/ LISTENERS/ THIS IS THE END OF TODAY'S **LANGUAGE FOCUS!//**			

SEE YOU!			
MUSIC		*JINGLE "ENGLISH TIME"*	30''
OUR SECOND SONG FOR TODAY'S "*ENGLISH TIME*"/ IS A SONG BY SEAN KINGSTON FEATURING SOULJA BOY// THE TITLE IS/ 'BBM'// THIS SONG IS INSPIRED BY BLACKBERRY MESSENGER// LISTENERS/ PLEASE ENJOY THE SONG//		*[FADE IN]*	15''
		[INSERT] *"BBM" –BY SEAN KINGSTON FT. SOULJA BOY*	3' 46''
MEET THE GUEST		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART // HELLO LISTENERS!// NOW/ WE ARE ON THE SEGMENT OF **MEET THE GUEST**//			15''
OUR TODAY'S GUEST/ IS MAGFIRAH RIZKY RULINDA// SHE WAS GRADUATED FROM COMPUTER AND			3' 40''

NETWORKING ENGINEERING DEPARTMENT/ OF SMK NEGERI 1 CILACAP// HELLO MISS RULINDA!/ GOOD AFTERNOON//			
	HELLO/ GOOD AFTERNOON//		
YOU WERE GRADUATED FROM COMPUTER AND NETWORKING ENGINEERING DEPARTMENT// IS THERE ANY DIFFERENCE BETWEEN YOUR DEPARTMENT AND OTHER DEPARTMENTS OR PROGRAMS?//			
	I THINK/ IN THE ASPECT OF TEACHING AND EDUCATING/ EVERY DEPARTMENT IS THE SAME// ITS NAME IS COMPUTER AND NETWORKING ENGINEERING DEPARTMENT/ BUT I GUESS IT DOESN'T MEAN THAT EVERYONE THERE IS A TECHNOPHILE// EVEN THOUGH/ I'M SURE THERE IS NO TECHNOPHOBE THERE//		
IS THERE ANY ADVANTAGE YOU GET IN THE FIELD OF TECHNOLOGY THERE?			

	SURE// I ADMIT/ I GOT MANY EXPERIENCES OF TECHNOLOGY THERE//		
REALLY?// COULD YOU PLEASE TELL ME MORE ABOUT THAT?//			
	I GOT LESSONS ABOUT NETWORKING AND COMPUTING/ INCLUDING SOCIAL MEDIA DEVELOPMENT// THAT HELPED ME A LOT TO EXPLORE THE EXISTING SOCIAL MEDIA//		
SO/ YOU'RE FAMILIAR WITH A LOT OF TYPES OF SOCIAL MEDIA/ AREN'T YOU?//			
	YES// NOT ONLY THE COMMON ONES/ LIKE TWITTER OR FACEBOOK/ BUT ALSO OTHERS/ SUCH AS LINKEDIN/ OR PINTEREST//		
WHAT DO YOU THINK ARE THE IMPORTANT THINGS PEOPLE NEED TO LEARN /WHEN THEY START USING COMPUTERS AND INTERNET?			
	THERE ARE THINGS LIKE		

	HOW TO USE THE INTERNET/ HOW TO ENTER A WEB ADDRESS/ HOW TO NAVIGATE WEBSITE/ OR SIMPLY HOW TO DOWNLOAD PODCASTS// AND WE ALL ALSO NEED TO KNOW ABOUT INTERNET SECURITY/ AS NOWADAYS/ WE FIND UBIQUITOUS COMPUTING//		
MISS RULINDA/ IS THERE ANY ACTIVITY YOU DO THAT IS RELATED TO TECHNOLOGY?//			
	PHOTOGRAPHY// I LOVE SEEING PEOPLE THROUGH THE CAMERA AND CAPTURING THEM INTO BEAUTIFUL PHOTOS// I AM USED TO POST THE PICTURES INTO MY SOCIAL MEDIA/ SUCH AS INSTAGRAM AND PATH//		
OKAY// WE KNOW THERE IS A LOT OF NEW INNOVATION IN THE FIELD OF TECHNOLOGY// BUT/ WHAT			

TECHNOLOGY DO YOU THINK THAT WILL BE POPULAR FOR A LONG TIME?//			
	I THINK/ IT WILL BE TECHNOLOGY OF PHOTOGRAPHY// BECAUSE/ A PHOTO CAN TELL A THOUSAND MEMORIES/ RIGHT?// IN ADDITION/ THERE IS A LOT OF SOCIAL MEDIA THAT CAN SHARE THE PHOTOS WORLDWIDE// I DON'T THINK IT WILL BE OBSOLETE AT ALL//		
WOW/ THAT IS A GOOD AND STRONG REASON// MISS RULINDA/ IT IS NICE TALKING TO YOU// THANK YOU FOR COMING TO OUR RADIO PROGRAM//			
	NO PROBLEM// THANK YOU!//		
AND/ LISTENERS/ THANK YOU FOR LISTENING **MEET THE GUEST** ON THIS EDITION// LET'S MOVE TO THE NEXT SEGMENT/ SEE YOU!//			
WHAT DID YOU HEAR?		*JINGLE "ENGLISH TIME"*	30''

	ONE O SEVEN POINT SEVEN FM ONE RADIO/ TEACHING WITH HEART // HELLO LISTENERS/ YOU ARE LISTENING TO THE SEGMENT OF/ *WHAT DID YOU HEAR?//*		10''
IN THIS SESSION/ WE WILL ACCOMPANY YOU TO REVIEW/ AND TO LEARN THE WORDS THAT WE HAVE HEARD//			8''
	ON *MEET THE GUEST*/ WHAT DID YOU HEAR FROM MISS RULINDA'S SENTENCES?//		40''
MISS RULINDA MENTIONED *TECHNOPHILE* AND *TECHNOPHOBE//* WHAT ARE THEY AND WHAT MAKES THEM DIFFERENT?//			
	TECHNOPHILE IS A PERSON THAT LOVES THE TECHNOLOGY SO MUCH// LET US HEAR THE PRONUNCIATION/ OF *TECHNOPHILE*/ T-E-C-H-N-O-P-H-I-L-E/		
		[INSERT] *THE PRONUNCIATION OF "TECHNOPHILE"*	4''

IS *TECHNOPHOBE* THE ANTONYM OF *TECHNOPHILE*?//			30''
	YOU'RE RIGHT// TECHNOPHOBE HATES TECHNOLOGY// A TECHNOPHOBE PROBABLY DOES NOT EVEN HAVE A CELL PHONE/ OR DOES NOT KNOW HOW TO MAKE A CALL// TECHNOPHOBE IS SPELT AS/ T-E-C-H-N-O-P-H-O-B-E//		
		[INSERT] *THE PRONUNCIATION OF "TECHNOPHOBE"*	4''
	HEY/ DO YOU REMEMBER WHAT THINGS THAT SHOULD BE PREPARED FOR A PERSON WHO START USING COMPUTER AND INTERNET/ ACCORDING TO MISS RULINDA?//		42''
THERE ARE THINGS LIKE HOW TO USE THE INTERNET/ HOW TO ENTER A WEB ADDRESS/ HOW TO NAVIGATE WEBSITE/ OR			

SIMPLY HOW TO DOWNLOAD PODCASTS.../ WAIT// WHAT IS PODCAST?//			
	PODCAST/ P-O-D-C-A-S-T/ IS A DIGITAL AUDIO FILE// IT CAN BE VERY USEFUL IF IT IS USED FOR TEACHING AND LEARNING//		
		[INSERT] *THE PRONUNCIATION OF "PODCAST"*	4''
	MISS RULINDA ALSO SAID THAT WE HAVE TO LEARN THEM ALL/ BECAUSE WE FIND UBIQITOUS COMPUTING// IT'S UBIQUITOUS/ U-B-I-Q-U-I-T-O-U-S/ AND COMPUTING/ C-O-M-P-U-T-I-N-G// IT MEANS *KOMPUTASI GLOBAL*// LET'S HEAR THESE TWO WORDS' PRONUNCIATION//		30''
		[INSERT] *THE PRONUNCIATION OF "UBIQUITOUS"* *THE PRONUNCIATION OF "COMPUTING"*	10''

ONE MORD WORD// I ONCE HEAR HE SAID *OBSOLETE*// WHAT IS THAT?/			20''
	OBSOLETE IS SIMILAR TO *OUTDATED*/ BUT IT IS STRONGER// IT MEANS/ TECHNOLOGY CANNOT BE USED ANY LONGER// OBSOLETE IS SPELT/ O-B-S-O-L-E-T-E//		
		[INSERT] *THE PRONUNCIATION OF "OBSOLETE"*	4'
HMM// THERE ARE SO MANY WORDS RELATED TO TECHNOLOGY OUT THERE// SO LISTENERS/ NEVER STOP LEARNING THE VOCABULARIES// AND/ THANK YOU FOR LISTENING TO **WHAT DID YOU HEAR//** SEE YOU//			12''
MUSIC		***JINGLE "ENGLISH TIME"***	30''
OUR THIRD SONG FOR TODAY'S "**ENGLISH TIME**"/ IS A PARODY SONG OF TAYLOR'S SWIFT SONG/ *WE*		*[FADE IN]*	15''

ARE NEVER EVER GETTING BACK TOGETHER// THIS SONG'S TITLE IS *WE ARE NEVER EVER GETTING RID OF TWITTER/* SANG BY DONNY BREWER// WELL/ LISTENERS/ LET'S LISTEN TO IT TOGETHER!//			
		[INSERT] "WE ARE NEVER GETTING RID OF TWITTER" – BY DONNY BREWER	3'44''
READ THE SONG		***JINGLE "ENGLISH TIME"***	30''
ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING WITH HEART //			15''
THIS IS YOUR FAVORITE SEGMENT ON ***ENGLISH TIME!***// PLEASE WELCOME/			
READ THE SONG!			
	AMONG THREE SONGS THAT HAVE BEEN PLAYED/ WHICH ONE DO YOU LIKE THE MOST?//		3' 4''
I LOVE THEM ALL//			
	ME EITHER// NOW/ WHAT ABOUT LOOKING AT THE FIRST SONG?//		
ALLRIGHT// THE FIRST SONG IS *TECHNOLOGY/* SANG BY			

JESSIE J// THE LYRIC IS FULL OF TECHNOLOGY-THINGS//			
	YES// THE SONG IS ABOUT A GIRL THAT COMMUNICATES WITH HER BOYFRIEND THROUGH TECHNOLOGY// LET'S LOOK AT THE LYRIC// *I'VE LEFT YOU/ TWENTY MISSED CALLS//* AKU MENINGGALKANMU/ LALU DUA PULUH PANGGILAN TELEPON TAK TERJAWAB// *SIX MESSAGES/ YOUR VOICE MAIL'S FULL//* ENAM PESAN/ DAN PESAN SUARAMU PENUH// IN ADDITION/ THERE IS A LOT OF WORDS REMIND US OF TECHNOLOGY/ SUCH AS/ WEBPAGE/ COMPUTER/ OR PIXELS//		
THE COMMUNICATION BETWEEN HER AND HER BOY IS MOSTLY DONE ONLINE// WE CAN CONCLUDE IT BY			

THE LYRIC/ *CAUSE I FEEL LIKE I'M IN LOVE WITH A TECHNOLOGY//* KARENA AKU MERASA SEPERTI JATUH CINTA PADA TEKNOLOGI// *I'M LOOKING AT THE COMPUTER SCREEN//* AKU SEDANG MEMANDANGI LAYAR KOMPUTER//			
	AND THEN/ IN THE SECOND SONG/ BBM/ BY SEAN KINGSTON AND SOULJA BOY/ DO YOU FIND ANY UNIQUE LYRIC TOO?//		
THE SONG ITSELF IS UNIQUE// IT IS ALSO ABOUT A COMMUNICATION BETWEEN LOVERS/ AND I THINK IT IS ALSO COMMON TO BE FOUND AROUND US// LET'S LOOK AT THIS LYRIC// *ALL THIS TEXTING IS GETTING KINDA CRAZY//* BERKIRIM PESAN SEMAKIN LAMA SEMAKIN MENGGILA//			

IN THE NEXT PART/ HE SAID/ *YEAH, FIND ANOTHER WAY TO COMMUNICATE/ SHE TOLD ME//* DIA BERKATA/ DIA MENEMUKAN CARA BARU BERKOMUNIKASI// AND THE CHORUS CONTINUED// IT SAID/ *BBM/BBM/BBM/ EVERY DAY//* BBM SETIAP HARI!//			
	WOW/ THIS SONG IS SO REALISTIC AND CLOSE TO OUR DAILY LIFE/ HUH?//		
AGREE// AND THE LAST SONG IS ALSO CLOSE TO US// THE TITLE IS *WE ARE NEVER EVER GETTING RID OF TWITTER//*			
	THIS SONG IS A PARODY/ BUT IT TELLS THE TRUTH// IT TELLS ABOUT THE TWITTER// THE SINGER STARTS BY THE LYRIC/ *I REMEMBER WHEN IT STARTED UP/ THE TWITTER//* AKU INGAT KAPAN TWITTER		

	INI DIMULAI//		
	AND/ THE SINGER ALSO MENTIONED/		
	I'VE ONLY BEEN ON FACEBOOK FOR A MONTH/ AND WE JUST GOT RID OF MYSPACE// AKU BARU SEBULAN MENGGUNAKAN FACEBOOK/ DAN KITA BARU SAJA MENYINGKIRKAN MYSPACE//		
IN SHORT/ THE SINGER TELLS THAT HE FINALLY JOIN THE TWITTER/ ON THE LYRIC/ *YOU TELL ME THAT I SHOULD BE SIGNING UP/* KAU BILANG AKU SEHARUSNYA MENDAFTAR// AND/ YES/ HE FOUND TWITTER IS INTERESTING!// YOU HEARD THE LYRIC/ RIGHT?// *WE ARE NEVER EVER EVER GETTING RID OF TWITTER/* KITA TAK AKAN MENYINGKIRKAN TWITTER!//			

	HAHAHA// TODAY'S SONGS ARE ALL GOOD// SO HAPPY TO FIND OUT THE MEANINGS OF THEM//		
YEP// AND NOW/ LISTENERS/ WE ARE COMING TO THE END OF **READ THE SONG**// THANK YOU FOR LISTENING!//			
MUSIC		*JINGLE "ENGLISH TIME"*	30''
OUR LAST SONG FOR TODAY'S "**ENGLISH TIME**"/ IS A SONG BY JULIA MATTISON// THE TITLE IS/ 'THE INSTAGRAM SONG'// THIS SONG IS ABOUT SOMEONE GETTING ADDICTED TO INSTAGRAM// LISTENERS/ ENJOY THE SONG//			10''
		[INSERT] *"THE INSTAGRAM SONGSES" – BY JULIA MATTISON*	2' 50''
UNIQUE FACTS		*JINGLE "ENGLISH TIME"*	30''
	ONE O SEVEN POINT SEVEN FM/ ONE RADIO/ TEACHING		10''

	WITH HEART // NOW/ WE WILL BE WITH YOU ON *UNIQUE FACTS//* ENJOY THE NEWS!//		
		[INSERT] *SUARA MUSIK MENGERAS*	9''
	NENE ANEGASAKI IS A PERFECT BEAUTY// SHE LOOKS PERFECTLY GOOD IN SEXY SKIRTS/ DOESN'T PICK FIGHTS/ AND IS ALWAYS AT ONE TOKYO MAN'S BECK AND CALL // THAT IS WHY THE 27-YEAR-OLD DECIDED TO MARRY HER//		23''
.	THE ONLY COMPLICATION/ SHE IS A VIDEOGAME CHARACTER IN THE NINTENDO DS GAME CALLED "LOVE PLUS"//		
		[AMBIANCE] *SOUND OF SCREAM*	2''
	THE GROOM WOULD ONLY GIVE HIS NAME AS SAL 9000// THE FACT THAT NENE IS A		40''

	VIDEOGAME CHARACTER DIDN'T STOP HIM FROM MARRYING NENE //		
	THE COURTSHIP BEGAN IN SEPTEMBER/ WHEN HE STARTED PLAYING THE GAME/ IN WHICH PLAYERS NURTURE A DEEPER RELATIONSHIP THROUGH GAME PLAY// SAL STARTED CARRYING NENE AROUND THE STREETS OF TOKYO/ AND TAKING HER TO DISNEYLAND AND TO A BEACH RESORT IN GUAM// SAL SAYS NENE IS BETTER THAN A HUMAN GIRLFRIEND//		
CLOSING		*JINGLE "ENGLISH TIME"*	30''
ONE O SEVEN POINT SEVEN FM ONE RADIO/ TEACHING WITH HEART //			50''
HELLO/ LISTENERS// WE ARE NOW GOING TO ANSWER THE QUESTION WE GOT//			
	SO/ THE QUESTION WAS		

	ABOUT (*type the question here*)/ FROM (.....)// THE EXPLANATION IS (*type the explanation*)//		
THAT'S RIGHT// THANK YOU FOR ASKING US QUESTIONS!// AND NOW/ DO YOU REMEMBER WHAT WE HAVE DISCUSSED?//			
	TECHNOLOGY!// THE SONGS FOR TODAY'S EDITION ARE SO TECHNOLOGICAL AND RELATED TO SOCIAL MEDIA// WE ALSO MET MISS RULINDA WHO LEARN THE SOCIAL MEDIA FROM COMPUTER AND NETWORKING DEPARTMENT//		1' 5''
THAT'S RIGHT// TODAY/ WE HAVE LEARNED ABOUT PAIR CONJUNCTIONS// THEY ARE USED TO EXPLAIN THE CONNECTION BETWEEN TWO ACTIONS/ OR OBJECTS//			
	WE LEARNED WORDS/ SUCH AS BOTH/ NEITHER/ EITHER/ AS CONJUNCTIONS// WE ALSO LEARNED NEW VOCABULARIES/ SUCH AS		

	TECHNOPHILE AND TECHNOPHOBE//		
REMEMBER THE UNIQUE FACTS?//			
	YES// IT WAS ABOUT A MAN MARRYING A VIDEOGAME CHARACTER// HE/ SURELY/ IS NOT A TECHNOPHOBE//		
SO/ NOW WE ARE COMING TO THE END OF TODAY'S *ENGLISH TIME*// THANK YOU VERY MUCH/ LISTENERS/ FOR STAYING TUNE WITH US!//			
ONE O SEVEN POINT SEVEN FM ONE RADIO!// SEE YOU!///			
THE END OF THE BROADCAST		*JINGLE "ENGLISH TIME"*	30''

G. The Transcripts of Dialogues in the Segment of *Let's Listen* and *Meet the Guest*

The Transcripts of Dialogues in the Segment of *Let's Listen*

The Dialogues on the First Broadcast of *Let's Listen* Segment – *English Time!*

On One Radio FM

<u>The Radio</u>   <u>The Program</u>

Name of Radio   : One Radio   Name of the Program : *English Time!*

Frequency   : 107,7 FM   Format : Magazine Program

Tagline   : *Mendidik Sepenuh*   Segmentation : The 10th Grade Students
Hati   of Language Program in SMA Negeri 1
                                          Cilacap

<u>The Segment</u>

Name of the Segment : *Let's Listen*

Duration : 55'' (Dialogue 1); 47'' (Dialogue 2)

Topic : Proverb and Riddle

Dialogue 1

On their trip to the beach, Rico and Viny spent their time together. While they were having a conversation, Viny started playing riddle.

Ani   Hey, Rico! Do you want to listen to a riddle?

Rico   I'd like to.

Ani   Okay, listen. I am some people's favorite food. I can make you
           healthier. You always have me at Halloween. What am I?

Rico   Healthier? It's tomato!

Ani   Wrong! You did not even listen to the last clue!

Rico   Really? What was it?

Viny	You always have me at Halloween. What am I?
Rico	Ah, I see! Pumpkin!
Ani	That's right.

Dialogue 2

Emily and Mike are watching a TV program. It is a program of cooking. Mike looks so excited to see the chef.

Emily	Mike, you don't even blink watching the chef.
Mike	She's beautiful.
Emily	Just because she's beautiful?
Mike	Okay, I admit that I adore her. I knew that she had worked hard in the past. She got so many difficulties, but she survived. She even has that famous restaurant!
Emily	Well, a calm sea does not make a skilled sailor.

The Dialogues on the Second Broadcast of *Let's Listen* Segment – *English Time!*

On One Radio FM

The Radio   The Program

Name of Radio   : One Radio   Name of the Program : *English Time!*

Frequency   : 107,7 FM   Format : Magazine Program

Tagline   : *Mendidik Sepenuh* Segmentation : The 10th Grade Students
Hati   of Language Program in SMA Negeri 1
                                           Cilacap

The Segment

Name of the Segment : *Let's Listen*

Duration : 53'' (Dialogue 1); 44'' (Dialogue 2)

Topic : Explanation Texts, Environment

Dialogue 1
Jean   Good morning.
Dean   Good morning, Jean. Are you looking for something?
Jean   Dean, I'd like to know about flood. Can you please tell me what flood
            is?
Dean   You know, a flood is a natural phenomenon.
Jean   I know, but I need more information. How does flood occurs?
Dean   A flood occurs when a river bursts its banks, and the water spills onto
            the floodplain. Flooding tends to be caused by heavy rain. The faster the
            rainwater reaches the river channel, the more likely it is to flood.
Jean   It happens a lot, huh?
Dean   Yes. Indonesia has seen many cases of floods. One of them is the 2013
            Jakarta floods that submerged two busiest streets in the city.

Dialogue 2
A   Look! What a beautiful rainbow!
B   Yes, it is. Can you please tell me about rainbow, anyway?
A   Well, rainbow is a meteorological phenomenon. It is formed by
                refraction and reflection. When light enters a water drop, the different
                colours bend at different angles causing them to separate. The different
                colours then bounce off the inside of the water drop. They are refracted
                once more as they leave the water drop forming a rainbow.
B   Whoa... Such a complicated way, but that sounds so great.

The Dialogues on the Third Broadcast of *Let's Listen* Segment – *English Time!*
On One Radio FM

<u>The Radio</u>   <u>The Program</u>

Name of Radio   : One Radio   Name of the Program : *English Time!*

Frequency   : 107,7 FM   Format : Magazine Program

Tagline   : *Mendidik Sepenuh*   Segmentation : The 10th Grade Students
Hati   of Language Program in SMA Negeri 1
                                           Cilacap

<u>The Segment</u>

Name of the Segment : *Let's Listen*

Duration : 45'' (Dialogue 1); 34'' (Dialogue 2)

Topic : Technology, Pair Conjunction

Dialogue 1
Prapti   Hello, may I speak to Tina?
Tina   Yes, it is Tina speaking. Who is this?
Prapti   Tina! It's me, Prapti. Tina, I need your help. I am not familiar with
            gadgets, but now I really need to do an online shopping.
Tina   Huh? What will you buy?
Prapti   I need to buy e-books. Ah! And an e-ticket! Not only e-books but also
            an e-ticket is needed right now.
Tina   Okay, okay. I'll be there. Please wait for me.

Dialogue 2

David	Hey, Mike! I need your opinion.
Mike	Mike : Hey, David. What's wrong?
David	David : I am going to buy a cell phone. Which one is better between Nokia and Lenovo?
Mike	Mike : I believe that both Nokia and Lenovo are good. But, I think you should consider either Samsung or I-Phone.
David	Ah, okay. Thank you.

The Transcripts of Dialogues in the Segment of *Meet the Guest*

The Dialogues on the First Broadcast of *Let's Listen* Segment – *English Time!*
On One Radio FM

<u>The Radio</u>   <u>The Program</u>

Name of Radio   : One Radio   Name of the Program : *English Time!*

Frequency   : 107,7 FM   Format : Magazine Program

Tagline   : *Mendidik Sepenuh* Segmentation : The 10th Grade Students
Hati   of Language Program in SMA Negeri 1
                                          Cilacap

<u>The Segment</u>

Name of the Segment : *Meet the Guest*

Duration : 3'

Topic : Culinary

Guest   : Eka Merdekawati (Founder and Owner of *Kumala Kitchen*, Cilacap)

Broadcaster	Miss Merdekawati, do you mind telling us how your rainbow cakes look like?
Guest	My normal rainbow cake would have seven layers, and they have different colors. They are red, yellow, green, blue, orange, and purple.
Broadcaster	I see. Miss Merdekawati, we all have seen so many rainbow cakes, but not all of us know how to make it. How do you make those colored cakes, actually?
Guest	Well, to make the dough, you have to mix flour, egg yolks, sugar, and milk by the mixer. After all of them are blended well, you can divide it evenly among four, or seven bowls, according to how many colors

you want to use.

Broadcaster	And then, DO we bake the dough?
Guest	Yes. The baking will take fifteen or twenty minutes. You have to heat the oven first in 180 degrees Celsius.
Broadcaster	What about the white cover on the cake?
Guest	That is made by butter, sugar, eggs, vanilla, and milk. Mix them gradually until they become fluffy.
Broadcaster	That sounds so interesting to try! Is rainbow cake the most popular cake you sell in *Kumala Kitchen*?
Guest	It was. Now, many people order other cakes and snacks. For example, macaroni schotel, choco lava, and *kue cubit*.
Broadcaster	They sound delicious! You must be a good cook, miss Merdekawati!
Guest	Thank you!
Broadcaster	And, how can we contact you to order cakes or snacks?
Guest	You can contact me by phone call, or short messages to 08121563384.
Broadcaster	Okay, miss Merdekawati, it is nice talking to you. But, I think, it is the end of today's *meet the guest*. Thank you. Miss Merdekawati.
Guest	Anytime.

The Dialogues on the Second Broadcast of *Meet the Guest* Segment – *English Time!* On One Radio FM

<u>The Radio</u>   <u>The Program</u>

Name of Radio   : One Radio   Name of the Program : *English Time!*

Frequency   : 107,7 FM   Format : Magazine Program

Tagline   : *Mendidik Sepenuh* Segmentation : The 10th Grade Students
Hati   of Language Program in SMA Negeri 1
                                           Cilacap

<u>The Segment</u>

Name of the Segment : *Meet the Guest*

Duration : 5'

Topic : Family/Peers/Environment

Guest   : Syafiqah Nurul Athiyah (Former Active Volunteer of Save Street Child
Jogja)

Broadcaster	I hear you were busy on a social organization when you were in Yogyakarta. Could you please tell us more?
Guest	It was SSCJ or Save Street Child Jogja. Our aims are providing education to street children Jogja and encouraging them to keep running for their dreams. I think, by giving them knowledge, they will have an improved self-esteem and dignity.
Broadcaster	That is such a beautiful concept. But, how do people in SSCJ work? Do they just go straightforward to street children?
Guest	For some cases, yes. I remember I went to meet some street children and did an approach. This is important, because you need to get their trust first.
Broadcaster	What are the activities mostly done in SSCJ?

Guest	In SSCJ, mostly we conduct a course. In bahasa indonesia, it can be described as *les* or *bimbingan belajar* We all learn anything that children want to know. Sometimes we learn Math, English, and many others. Sometimes it is even okay only to conduct a drawing class.
Broadcaster	As for the course, how do members do it usually?
Guest	Members of SSCJ will try to find a place around street children that have agreed to join. Once, we also held a course in one of street children's house, so everyone came there.
Broadcaster	Miss Athiyah, does SSCJ only focus on teaching on a course?
Guest	No. SSCJ also conduct events for street children in some occasions. For example, at the earth day, we held the event of *Save Our Earth*. In this event, we let the street children to know more about environmental care.
Broadcaster	How was the event? It sounds interesting!
Guest	Together, we cleaned the streets from the trash. And then, we discussed with them about biodegradable packaging, disposable products, or sewage, for example. We also recycled the waste. We would be very happy if that lesson would be their new opportunity of job so they will not have famine.
Broadcaster	That was so amazing to do. Listeners, don't you think that Miss Athiyah got an excellent experience? She, and SSCJ, show us that even though we have family and friends, it does not mean that everyone has them. The people standing beside you right now maybe are not your family and friends. But still, they live in the same environment as you do. So, what about caring other people more and more?
Broadcaster	Okay, Miss Athiyah, it is nice talking to you. Thank you for coming to our program.
Guest	You're welcome.

The Dialogues on the Third Broadcast of *Meet the Guest* Segment – *English Time!* On One Radio FM

The Radio   The Program

Name of Radio   : One Radio   Name of the Program : *English Time!*

Frequency   : 107,7 FM   Format : Magazine Program

Tagline   : *Mendidik Sepenuh*   Segmentation : The 10th Grade Students
Hati   of Language Program in SMA Negeri 1
                                         Cilacap

The Segment

Name of the Segment : *Meet the Guest*

Duration : 5'

Topic : Technology

Guest   : Magfirah Rizky Rulinda (Graduated Student of SMK Negeri 1 Cilacap,
Computer And Networking Engineering Department)

Broadcaster	Hello Miss Rulinda! Good afternoon.
Guest	Hello, good afternoon.
Broadcaster	You were graduated from Computer and Networking Engineering Department. Is there any difference between your department and other departments or programs?
Guest	I think, in the aspect of teaching and educating, every department is the same. Its name is Computer and Networking Engineering Department, but I guess it doesn't mean that everyone there is a technophile. Even though, I'm sure there is no technophobe there.
Broadcaster	Is there any advantage you get in the field of technology there?
Guest	Sure. I admit, I got many experiences of technology there.
Broadcaster	Really? Could you please tell me more about that?
Guest	I got lessons about networking and computing, including social media

	development. That helped me a lot to explore the existing social media.
Broadcaster	So, you're familiar with a lot of types of social media, aren't you?
Guest	Yes. Not only the common ones, like twitter or facebook, but also others, such as linkedin, or pinterest.
Broadcaster	What do you think are the important things people need to learn, when they start using computers and internet?
Guest	There are things like how to use the internet, how to enter a web address, how to navigate website, or simply how to download podcasts. And, we all also need to know about internet security, as nowadays, we find ubiquitous computing.
Broadcaster	Miss Rulinda, is there any else you do that is related to technology?
Guest	Photography. I love seeing people through the camera and capturing them into beautiful photos. I am used to post the pictures into my social media, such as instagram and path.
Broadcaster	Okay. We know there is a lot of new innovation in the field of technology. But, what technology do you think that will be popular for a long time?
Guest	I think, it will be technology of photography. Because, a photo can tell a thousand memories, right? In addition, there is a lot of social media that can share the photos worldwide. I don't think it will be obsolete at all.
Broadcaster	Wow, that is a good and strong reason. Miss Rulinda, it is nice talking to you. Thank you for coming to our radio program.
Guest	No problem. Thank you!

H. Interview Transcripts

Interview Transcript I

Hari, tanggal : Senin, 18 Mei 2015

Jam : 15.00 WIB

Tempat : Broadcast Room One Radio FM, SMA Negeri 1 Cilacap

P	Dalam *English Time!* tadi kan ada 5 segment utama, ada *Let's Listen, Language Focus, Meet the Guest, What did You Hear?,* dan *Unique Facts. S*elain itu ada juga lagu-lagu berbahasa Inggris. Dari segmen-segmen tersebut, segmen mana yang paling membantu kalian berbahasa Inggris?
S 1	Ya... *Language Focus..*
S 2	Sebenernya sih, kalo aku sih lebih ke lagu berbahasa Inggris. Pasti kepo pengen tau liriknya. Pasti dari lirik itu, yang tadinya kita hafal, pasti langsung cari ke terjemahan. Itu mau ga mau, kalau aku sih. Itu pasti langsung cari ke lirik, artinya apa. Pasti dia jadi tau loh, "oh ini artinya ini". Kalo inggris diajar guru kan monoton seperti itu, pusing, bosen. Grammarnya juga diulang terus sampai bosen. Jadi kalau misalnya lewat lagu itu malah udah tambah paham. Jadi lebih banyak kosakata yang baru. Dan jadi kayak tau loh, misalkan, "oh kata ini jadi bahasa Inggrisnya ini". Kalau aku sih kayak gitu.
S 3	Kalau aku sih sukanya Let's Listen. Soalnya kan kita jadi kayak dengerin dialog orang Inggris langsung gitu. Jadi tau juga ngomongnya gimana.
P	Sekarang kita bahas satu persatu ya. Di sesi *Let's Listen* kan ada dua dialog. Apakah sesi satu dialognya terlalu pendek atau panjang? Di kuisioner awal sebagian besar dari kalian memilih 30 detik untuk satu percakapan. Apakah dialog di Lets Listen dapat diterima? Atau harus dijadikan satu dengan durasi yang lebih panjang?
S 4	Kalau menurut saya sih lebih baik pendek supaya bisa lebih memahami sambil fokus. Kalau panjang kan jadi kurang fokus sama satu hal, jadi

   mending yang pendek aja.

S 2   Kalau dari saya, 30 detik itu emg kurang, tapi ya kembali lagi ke radio. Radio itu memang cepet untuk ngomong. Kalau kayak prambors itu malah lebih banyak lagu..

p   Terus untuk di *Let's Listen* itu dibuat bukan dengan orang Indonesia, Apakah menurut kalian kecepatannya cukup atau malah kurang cepat?

Semua Cukup.

P   Terus di *Language Focus,* informasinya menurut kalian terlalu detail atau malah kurang detail? Terus gimana dengan bahasa di *Language Focus*? Mudah dipahami atau tidak?

S 4   Mungkin kalo misalkan yang udah punya vocab banyak sih lebbih memahami. Tapi menurut saya sih udah fokus, udah detail juga.

P   Terus kata-kata yang di situ terlalu rumit atau harus disederhanakan lagi?

S 5   Kalau menurut saya sih udah pas, karena sepengetahuan saya juga saya udah tau sedikit.

P   Untuk segmen *Meet the Guest,* menurut kalian siapakah yang seharusnya menjadi bintang tamu? Apakah ahli bidang tertentu sesuai topik atau siapa saja yang tahu tentang topik itu?

S 2   Kalau menurut saya... Yang penting mereka bisa bahasa Inggris. Tadi soalnya saya ngomongnya belepotan, takutnya yang pinter bahasa Inggris malah ngejek-ngejek kan ga enak juga.

P   Terus di segmen *What did You Hear?,* apakah kata yang dipelajari telah mencakup kata yang pelafalannya ingin kalian kuasai?

S 2   Kalau menurut aku, yang kayak tadi itu ga papa. Tapi kalau bisa.. ya tadi kan ada beberapa kata doang. Itu kan termasuk kata yang umum. Ya menurutku yang agak susah dieja. Itu kan banyak banget kayak di kamus jadi malah enak.

S 1   Iya, kayaknya kalau kata-katanya yang lebih aneh-aneh atau belum pernah

didenger juga bagus. Soalnya kan bisa sambil belajar, "oh ini artinya ini". Gitu.

P Di segmen *Unique Facts* apakah bahasanya dalam bentuk monolog itu mudah dipahami?

Semua Jelas.

S 6 Jelas, soalnya logat indonesia

S 4 Kalau yang udah luas pengetahuannya mungkin tadi bisa, tapi kalau kurang ya mungkin sambil belajar sambil buka kamus gitu.

S 2 Kalau aku, kadang ngerti kadang ga.

P Ada 3 lagu dalam *English Time!*. Nah menurut kalian apakah penempatan lagu sudah tepat dalam penjedaan?

Semua Sudah.

p Dari segmen-segmen yang sudah ada, apakah dalam menciptakan radio berbahasa Inggris itu sudah cukup baik? Atau ada yang ingin kalian ubah atau tambah?

S 6 Sudah cukup baik.

S 4 Cuma kalau saya itu pengennya ya, kayak misalkan ada lagu baru itu diabahas loh lirik lagunya kayak gini trs artnya apa.

S 3 Iya jadinya ada yang khusus buat belajar lagu-lagu kayak gitu.

P Berdasarkan hasil kuisioner, sebagian dari kalian memilih durasi 30 menit. Setelah dipraktikkan, apakah bisa diterima?

S 7 Kalau menurut saya dipanjangin soalnya untuk persiapan, buat ini.. itu memakan wktu banyak. 30 menit tadi ada prsiapan. Banyak kesalahan teknis, eror, udah 15 menit sendiri. Menurut saya ya 1 jam aja.

S 5 Kalau menurut saya iya. Kalau di kelas kan 30 menit lumayan soalnya langsung ngomong lah ya. Kalau radio kan kalau ditinggal misal ke kamar mandi kan ketinggalan jadi mending dilamain lagi.

P Jadi menurut kalian waktu yang pas berapa kira-kira?

S 4, 5, 7	60 menit.
S 8	Kalau misalnya baru permulaan kayaknya 30 menit ga papa, soalnya cari materinya ntar susah. Kalau sejam kan ntar bingung materinya susah.
P	Berarti antara 30 menit – 1 jam tp yang jelas di atas 30 menit?
Semua	Iya.

Interview Transcript II

Hari, tanggal : Senin, 25 Mei 2015

Jam : 15.00 WIB

Tempat : Broadcast Room One Radio FM, SMA Negeri 1 Cilacap

P	Dalam *English Time!* tadi kan ada 6 segment selain lagu-lagu bahasa Inggris, ada *Let's Listen, Language Focus, Meet the Guest, What did You Hear?* yang bahas pronunciation*,* bahas lirik di *Read the Songs,* dan *Unique Facts.* Menurut kalian segmen-segmen itu gimana? Ada yang kurang ga?
S 1	Udah sih, menurutku. Cuma bingung di *spell.*
S 2	*Jane* sih udah bagus.
S 3	Ya bagus sih, segmennya juga udah macem-macem jadi bisa buat belajar.
P	Kalau untuk materinya, menurut kalian buat anak kelas 10 udah bisa dipahami?
S 1, 2	Hmm.. Belum. Hehehe.
S 2	Ya soalnya ini kan materinya, apa namanya.. Kalau *flood* sih di pelajaran ada.
S 4	Mungkin ya pada bisa, tapi kayaknya agak berat sih..
P	Ketika kalian mendengarkan program tadi, kalian sendiri bisa nangkep ga bahasanya? Udah mudeng belum?
S 1, 2	Ya lumayan... dikit-dikit nangkep sih, cuma ga sepenuhnya.
S 4	Kalau menurutku sih bisa sebenernya, tapi kayak sulit banget gitu loh. Jadi agak bingung sebenernya, kalau dibandingin sama yang kemaren itu.
S 3	Iya jadi kayak yang ini tuh lebih susah.
P	Untuk segmen *Meet the Guest,* pembahasan dari *guest* hari ini menurut kalian gimana? Bisa dipahami ga?
S 2	SSCJ... Itu kayaknya belum.
S 4	Soalnya belum pernah denger SSCJ juga.. Tapi kalo didenger-denger ya

mudeng sih, cuma ga familiar aja gitu.

P Di segmen *What did You Hear?* gimana? Kata-katanya apakah udah kata-kata yang ingin kalian pelajari?

S 3 Udah sih, jadi kata-katanya yang lingkungan gitu kan, kayak tadi *biodegradable*. Terus juga ada yang baru-baru.

S 4 Iya jadinya kan tau "oh mbacanya kayak gitu". Udah bagus sih kayaknya.

P Kalau untuk segmen-segmennya, dengan konsep dan urutan seperti itu apakah sudah cocok atau perlu dirubah lagi?

S 2 Ya.. *jane* sih udah cocok tapi mungkin.. di tema lah. Tema, kalau misalnya *banjir,* mungkin kan pada ga mudeng. Banyak yang ga mudeng sebenernya kalau *flood* itu banjir. Kalau bisa sih cari tema yang lebih umum.

P Umum atau detail?

S 1 Lebih detail..

S 2 Oh iya lebih detail aja.

S 1 Kayak banjir aja, atau tanah longsor, gitu.

S 3 Iya kan tadi pertama ada *flood,* terus *rainbow* terus SSCJ, jadi banyak gitu. Jadi.. apa ya.. mungkin bingung yang mau diomongin yang mana.. Gitu..

P Jangan terlalu besar gitu maksudnya?

S 2 He-eh.

P Untuk durasinya juga sekitar 45 menit aja?

S 1, 2 Iya, ga kelamaan. Pas kok.

Interview Transcript III

Hari, tanggal : Sabtu, 13 Juni 2015

Jam : 12.00 WIB

Tempat : Broadcast Room One Radio FM, SMA Negeri 1 Cilacap

P Menurut kalian, segment mana yang dirasa sangat membantu dalam memahami bahasa Inggris?

S 1 Kalau aku sih, lebih ke *Let's Listen.* Tapi, What did you Hear? juga lumayan.

S 2 Lewat lagu bahasa Inggris juga sangat membantu, terutama untuk listening juga. Sekali lagi kalau aku pasti hubungannya dengan listening ya. Ya gimana ya, cita-cita pengen ke luar negeri masa ga bisa listening ya. Kalau diterangin guru kalau ga ngerti kan lewat lagu bisa jadi ngerti. Nah selain kosakata baru juga bentuk vocabulary yang verb 1, 2, 3 dan sebagainya kan jadi lebih tau. Juga gimana buat ngolah kata-kata kan juga jadi tau. Kayak kalo misalnya watch mesti kan pasti gabungannya sama TV apa gimana. Kalau watch animal kan kayak gimana gitu loh...

P Kan kalo siaran yang kedua temanya terlalu luas. Nah sekarang yang ini temanya tentang teknologi, tapi kita lebih ke sosial media. Apakah maksudnya seperti ini?

S 3 Kalau topik siarannya, lebih menarik sih. Orang lebih tertarik. Lebih menarik tapi juga memberi ilmu pengetahuan.

P Kata-katanya ini sudah termasuk kata-kata yang emang perlu dipelajari? Berhubungan sama teknologi atau enggak?

S 4 Iya udah sih, udah enak lah. Udah bagus. Cuma kadang.. nadanya kurang ramah.. Jadi keliatannya formal banget, padahal ini enggak formal.

P Lalu untuk materinya sendiri, menurut kalian tadi gimana? Bisa dipahami dan ditangkap? Kata-katanya.. *pronounce...*

S 5, 6   Bisa..

S 6   Ya tadi lebih enak juga gitu topiknya, terus kita jadi ngerti aja ini lagi ngomongin ini, lagi ngomongin apa gitu, Jad ya mudeng.

P   Dari input-input yang sudah kalian dengar, dialog, monolog, lagu... Menurut kalian, apakah input tersebut sudah membantu kalian selama belajar bahasa Inggris dengan media radio?

S 6   Iya, soalnya kan jadi tau loh dari percakapan. Terus bisa tau *pronunciation* harusnya itu gimana.

S 2   Soalnya di bahasa Inggris juga kan, kata-katanya, apa, sama ngucapinnya apa kan ada beberapa yang mirip.

S 5   Terus juga ya dari lagu juga tau kata-kata bahasa Inggris gitu jadi belajarnya selain dari dialog juga dari lagu. Sekalian listening juga.

P   Menurut kalian, apakah *English Time!* merupakan media belajar bahasa Inggris yang cukup baik dengan format yang selama ini kita lakukan di 3 kali siaran?

S 2   Sudah cukup baik. Untuk program English Radio ini lebih diseringin, ya. Terutama untuk anak-anak yang mungkin punya keinginan melanjutkan pendidikan ke luar negeri. Selain denger film atau denger lagu kan bisa lewat radio juga, yang, istilahnya itu, bisa di mana mana loh.

P   Berarti untuk format program ini sudah tepat dan bisa diikuti, ya? Susunan segmen dan durasinya apakah juga bagus?

S 5   Udah bagus, kok, programnya. Cuma.. ya kayak kata Siti tadi, tinggal diseringin aja. Kalau untuk format sama segmennya sih kita juga udah.. ya udah ngerti lah. Udah bagus juga, sih.

I. Field Notes

Field Notes 1

Implementation

Place : Broadcast Room of One Radio FM, SMA Negeri 1 Cilacap

Date : May 18, 2015

Time : 14.00 – 14.40

The first broadcast of *English Time!* was conducted on Monday, May 18, 2015 at 2 PM. The tenth grade students of Language Program came into the broadcast room after school as they must join the broadcast program. Not all of students stayed in the room from the beginning, because some of them had to leave for a while to join their other club meetings. Most students of Language Program were in the broadcast room from the beginning until the end, and were ready to listen to the radio. The researcher decided to let students listen to the radio together because all of them went to the broadcast room almost every day to fulfill their duties as students of Language Program.

There were total 4 broadcasters needed in the first edition of *English Time!*. The 4 broadcasters were used based on their broadcasting schedule that day (2 main broadcasters, 2 *Language Focus* broadcasters). Before broadcasting, the researcher asked the broadcasters if they found any difficulties in pronouncing the words. Some of them asked, while some others seemed to be total understand with the pronunciation. After the last question of pronunciation was asked, the broadcast was started.

The broadcast was started by the opening of the program by the broadcasters: Maura and Siti. The topic was culinary, while the competence was focused on proverbs and riddles. They greeted the listeners and introduced *English Time!*. After mentioning the name of segments that would be conducted, they brought the listeners to the next segment, which was *Let's Listen.* The segment of *Let's Listen* brought them the

dialogues between friends, named Rico and Viny (in the first dialogue), who played riddles, and Mike and Emily (in the second dialogue) who talked about a hardworking chef who finally described in a proverb. The listeners listened to the dialogues. Some of them listened to the dialogues while reading the transcript. Meanwhile, some others listened to them without giving too much attention to the transcript. After *Let's Listen,* Maura and Siti played the first song (*How do You Like Your Eggs in the Morning – Dean Martin ft. Hellen O' Connell*). The students enjoyed the song, yet they were not familiar with the song. In the next segment, *Language Focus,* the broadcasters were Tyas and Farras. They broadcasted the discussion of dialogues and the explanation of language. Another English song was played after the segment (*The Cooking Song – Chef Boy RDiabetes*), followed by *Meet the Guest.* The guest was Eka Merdekawati who was the owner of *Kumala Kitchen.* It was Siti who did the interview with the guest. The listeners listened to the interview while reading the transcript. Right after *Meet the Guest*, Maura and Siti came back broadcasting the next segment, *What did You Hear?*. The listeners learned the pronunciation from this segment. The next segment was *Unique Facts*, after the third song was played (*Hey Good Lookin' – Jimmy Buffet and Friends*). It was about weirdest foods in Cambodia and France. It was in the form of monologue. Unfortunately, Maura and Siti read it together in turns. Yet, the listeners got the content of the news. Before the closing, Maura and Siti read 2 questions coming to the program. They were about the meaning of the proverb mentioned in the dialogue and about the characteristics of riddles. The broadcast was ended in 39 minutes.

Unfortunately, there were several problems in the first broadcast. The microphones were sometimes off and they needed to be fixed first before the broadcast continued. The broadcasters were also lack of pronunciation. They pronounced several words incorrectly. Besides, some students who were not broadcasting were busy chatting or playing with the cell phones. Yet, even though students got a lot of difficulties, they kept doing it without even a single complaint.

Field Notes II

Implementation

Place : Broadcast Room of One Radio FM, SMA Negeri 1 Cilacap

Date : May 25, 2015

Time : 14.00 – 14.50

The second broadcast of *English Time!* was conducted a week after the first *English Time!*. It was on Monday, May 25, 2015 at 2 PM. The tenth grade students of Language Program came into the broadcast room and were ready to listen to the radio. In the previous broadcast of *English Time!,* there were total 4 broadcasters. Meanwhile, in the second broadcast, there were only 2 broadcasters used for the reason of efficiency. Before broadcasting, the researcher asked the broadcasters to do the reading of the script. In this session, the broadcasters read aloud their parts to make sure they pronounced correctly. It was quite different from the first *English Time!*. At the first edition, there was no reading session which made them read aloud the script first. This was conducted to minimize the errors they probably would do. They were allowed to ask if they found any difficulties in pronouncing the words.

The broadcast was started by the opening of the program by the broadcasters: Gerry and Anis. The topic was family/friends and environment, while the competence was focused on explanation texts. After introducing the topic, the broadcasters moved to the segment of *Let's Listen.* These two dialogues involved the spoken explanation text. In the first dialogue, there was a conversation between Jean and Dean about the flood. The dialogue was about a person asked how the rain occurs, while the other person answered it by a spoken explanation text. The same thing happened in the second dialogue that brought the explanation of how rainbow occurs. In conducting this segment, again, listeners were also given the transcript of dialogues.

The next segment was *Language Focus* that explained the generic structure and characteristics of spoken explanation texts. It was broadcasted after the first English song (*Here Comes the Flood – Peter Gabriel*). The *Language Focus* was not broadcasted by other 2 broadcasters. Gerry and Anis broadcasted all segments in *English Time!* as they functioned to link the whole program.

After the second song (*Friend – Mocca*), the segment of *Meet the Guest* came. The guest for the second broadcast was Miss Syafiqah who talked about an activity related to the environment she did with her organization, Save Street Child. The following segment, *What did You Hear?,* provided pronunciation learning by reviewing and imitating the words mentioned before by the guest. At the first *English Time!,* they said that the words being discussed were too familiar. Therefore, in the second *English Time!,* the researcher tried to choose the unfamiliar and new words related to the topic discussed.

Started from the second *English Time!*, the new segment was added, named *Read the Song.* This segment helped the students to find out the meaning of songs they heard in the program. This segment was conducted after the third song (*The Best Day – Taylor Swift*) and before the fourth song (*Mother How Are You Today? – Maywood*). The segment before the closing, *Unique Facts,* in the second broadcast, was still conducted in monologue and read by one broadcaster only: Anis. It was about the Wolfpack Family. After that, they read a question coming to the program. The question was from Anindita who asked about the characteristics of explanation texts.

The duration of the second *English Time!* did not turn out to be far from the expected duration, 45 minutes (around 49 minutes). It showed that this duration was good to be used in *English Time!*. Being compared to the first edition, the second *English Time!* was technically better. The broadcasters played the backsound in a volume that made their voices sound clear. Yet, the broadcasters still make some errors in pronunciation.

Field Notes III

Implementation

Place : Broadcast Room of One Radio FM, SMA Negeri 1 Cilacap

Date : June 13, 2015

Time : 11.00 – 11.50

The third broadcast of *English Time!* was conducted on June 13, 2015 as the students had their final exam started from June 3, 2015. The tenth grade students of Language Program came into the broadcast room on June 13, 2015 at around 10.30 AM. The broadcast was started earlier. There were total 2 broadcasters needed in the third edition of *English Time!*. Before broadcasting, the researcher asked the broadcasters if they found any difficulties in pronouncing the words and let the broadcasters to do the reading session.

The topic of the third broadcast, technology, was introduced by the broadcasters. They were Silvia and Anindita. Besides, they also mentioned that the third broadcast would discuss the connection between two objects or two actions. Moving to the next segment, there was *Let's Listen.* There were two dialogues there. The first dialogue was about a person asking help for her friends about an online shopping. Due to the fact that online shopping was close to the use of social media, this dialogue was still on the broadcast. The second dialogue was about a person asking her friend's opinion about the social media she should install on her phones. In conducting this segment, again, listeners were also given the transcript of dialogues. After that, they listened to the first English song (*Technology – Jessie J*).

The segment of *Language Focus* explained the expressions used to describe the relationship/connection between two objects or two actions in the dialogues. From the first and second dialogues, listeners could find expressions like *which on ...?, both ... and ..., not only ... but also ...,* and others. The broadcasters, Silvia and Anindita,

could explain the use of those expressions based on the script given. The second song (*BBM – Sean King ft. Soulja Boy*) was played before *Meet the Guest.* The guest for the third broadcast was Miss Rulinda who talked about an the technology, including social media, she learned when she was still a student in Computer and Networking Engineering Department, SMK N 1 Cilacap. The listeners also read the transcript while listening to the interview. In the segment of *What did You Hear?,* there were vocabularies mentioned previously by the guest to be reviewed and tried by the students to pronounce.

Started from the second *English Time!*, the new segment was added, named *Read the Song.* In the third broadcast, this segment was still on the broadcast and played after the third song (*We are Never Ever Getting Rid of Twitter – Danny Brewer*). Meanwhile, the *Unique Facts* was also still in the form of monologue. It was about Japanese man marrying a video game character. It was played after the last song (*The Instagram Song – Julia Mattison*).

The closing segment was conducted after *Unique Facts*. It ended the third broadcast of *English Time!*. The duration of the broadcast was around 46 minutes.

Technically, the third *English Time!* was not as good as the second one. The broadcasters sometimes played the backsounds louder so it made their voices not to clear. In addition, the broadcasters also made errors in pronouncing words in the script. The reading session in the beginning helped them to minimize the errors indeed, but they still got some errors when they broadcasted the program. Yet, the broadcasters and students kept showing a good attitude towards the program. They learned by trying to find out what the broadcasters said.

J. Research Permit

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
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FRM/FBS/33-01
10 Jan 2011

Nomor : 266d/UN.34.12/DT/II/2015   Yogyakarta, 26 Februari 2015
Lampiran : 1 Berkas Proposal
Hal   : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala SMA Negeri 1 Cilacap

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DESIGNING AN ENGLISH RADIO PROGRAM AS A MEDIA OF LEARNING ENGLISH FOR THE TENTH GRADE SENIOR HIGH SCHOOL STUDENTS OF LANGUAGE PROGRAM IN SMA NEGERI 1 CILACAP

Mahasiswa dimaksud adalah :

Nama   : DWI APRILIA KUMALA DEWI
NIM   : 11202244045
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Mei 2015
Lokasi Penelitian   : SMA Negeri 1 Cilacap

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala SMA Negeri 1 Cilacap