

CHAPTER I

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1.1. Background of the study

Nowadays, English is the language mostly spoken or read by the largest number of people all over the world. Lots of books, novels, magazines, and journals are written in English. International radio and television broadcastings also broadcast in English. So, in this modern era, people are supposed to understand English. If they understand it, they will be able to get information as effectively as possible.

Unfortunately, for Indonesian people, English is just a foreign language. As a foreign language, English is rarely used in daily conversation. English lessons at school take relatively little time. English is not a must in offices either. In other words, Indonesian people do not have a good atmosphere to practice English.

This condition demands teachers' effort more and more. They should be able to make the pupils understand English in this kind of atmosphere. It is hard work for teachers. Gurrey (1970:1) believes that:

Teaching a foreign language is a hard work;
but hard work will nearly always bring

success, especially if a teacher persistently exerts himself to make the pupils do the work.

In line with the quotation above, a teacher needs to use all the skills he has, all his energies, and all his abilities of voice, mind, action and will. The help which the teacher needs cannot, of course, be supplied merely by books because it is essential for the teacher himself to use his initiative and to exert his own energies. A teacher should be creative.

While more and more teachers are talking about teaching media, scarcely any attention has been given to the radio. The current trend in the use of educational technology in language learning and teaching is to focus on the use of the more glamorous media of televisions, computers, and the videocassette recorder. Imhoof (1985:21) has already proved that radio is an effective medium in teaching English. It is especially to address some of the critical educational problems facing developing countries. He has been running on the Radio Language Arts Project in Kenya. The project broadcasts to 31 rural schools 30 minutes a day, five days a week through out the school year. The radio lessons take the place of the English lesson in the school timetable. Results based on the first year of broadcasting are very positive. Radio pupils

show gains in listening comprehension about 50 percent better than pupils in conventional classrooms. In reading, they show gains of almost 23 percent, even though reading is not introduced until near the end of the first year.

Astoeti (1987:7) states that in Indonesia it is difficult to conduct English lesson program through a private radio station. She suggests that it will be better if the governmental radio station (Radio Republik Indonesia) conducts it. Inspired by Imhoof's success and Astoeti's suggestion, the writer makes this study. It is entitled "A Study on The English Lesson Program of Siaran Radio Pendidikan Conducted by Radio Republik Indonesia Regional I Surabaya".

1.2. Statements of the problem

In line with the background of the study, the questions to be investigated are formulated as follows:

1. Who is the English lesson program directed to?
2. What is the objective of the English lesson program?
3. How is the material designed?

4. How is the English lesson program presented?
5. How are the listeners required to participate?
6. How is the English lesson program evaluated?
7. What are the listeners' opinions about the program?

1.3. Objectives of the study

In line with the research questions, the objectives of this study are:

1. To find out to whom actually the English lesson program is directed.
2. To find out the objectives of the English lesson program.
3. To find out the design of the material.
4. To find out how the English lesson program is presented.
5. To find out how the listeners are required to participate.
6. To find out how the English lesson is evaluated.
7. To find out the listeners' opinions about the English lesson program.

1.4. Significance of the study

The findings of this study are expected:

1. To give insights about the program to the
PUSAT TEKNOLOGI KOMUNIKASI PENDIDIKAN DAN
KEBUDAYAAN JAKARTA as the instructor.
2. To give insights concerning the program to
SANGGAR TEKNOLOGI KOMUNIKASI PENDIDIKAN DAN
KEBUDAYAAN SURABAYA as the coordinator.
3. To give insights about the program to
RADIO REPUBLIK INDONESIA REGIONAL I SURABAYA as the conductor.

1.5. Scope and limitation

This study is limited only to the English lesson program of Siaran Radio Pendidikan conducted from September 1995 until March 1996 (one semester). It deals with the program of governmental radio station that is RADIO REPUBLIK INDONESIA REGIONAL I SURABAYA. The program is broadcasted twice on Fridays on AM 585 KHz and FM 97.6 MHz. This radio station is located at 82-90 Pemuda street Surabaya. The writer chooses it because of three reasons. First, it belongs to the government. Second, it has quite long experienced

in conducting English programs. Third, it has the recorded English programs.

There are three English lesson programs conducted by RADIO REPUBLIK INDONESIA REGIONAL I SURABAYA. They are:

1. English news,
2. English lesson program instructed by DEPARTEMEN PENERANGAN PUSAT JAKARTA in cooperation with INDONESIA-AUSTRALIA LANGUAGE FOUNDATION (IALF), and
3. English lesson program of Siaran Radio Pendidikan coordinated by SANGGAR TEKNOLOGI KOMUNIKASI PENDIDIKAN DAN KEBUDAYAAN SURABAYA.

The writer chooses the third English program because of two considerations. One, This English lesson program has certain listeners, that is teachers of elementary school including 'Madrasah Ibtidaiyah' (MI) and 'Sekolah Dasar Luar Biasa' (SDLB). Two, since the coordinator is in Surabaya, it is easier for the writer to consult about the program. Actually, English is one of the subjects of Siaran Radio Pendidikan.

1.6. Definition of key terms

The title of this study is "A Study on The English Lesson Program of Siaran Radio Pendidikan Conducted by Radio Republik Indonesia Regional I Surabaya". The major terms of this study are: English lesson program, Siaran Radio Pendidikan, and Radio Republik Indonesia Regional I Surabaya.

1. English lesson program

It is a program which presents dialogues, explanations, and exercises concerning English.

2. Siaran Radio Pendidikan

It is the name of an educational program of Radio Republik Indonesia Regional I Surabaya. English is one of the subjects of this educational program.

3. Radio Republik Indonesia Regional I Surabaya

It is the name of the governmental radio station which is located at 82-90 Pemuda street Surabaya.

As defined above, this thesis is concerned with a study of a program of Siaran Radio Pendidikan which presents dialogues, explanations and exercises concerning English conducted by the

governmental radio station which is located at 82-90 Pemuda street Surabaya.

1.7. Theoretical framework

This study is underlied by theory of teaching English as a foreign language especially by Soeparno's techniques of teaching language by radio. It concerns with how the broadcasting program should be. This study is also underlied by Imhoof's suggestions about teaching English by radio. It deals with how to improve an English program.

1.8. Organization of the thesis

This thesis is organized into five chapters. They, orderly, are introduction, review of related literature, research methodology, data analysis and interpretation of the findings, and conclusion.

Chapter I, introduction, consists of background of the study, the statements of the problem, the objectives of the study, the significance of the study, scope and limitation, definition of key terms, theoretical framework, and organization of the thesis. Chapter II, review of related

literature, deals with the importance of teaching English in Indonesia, teaching English by radio, and related studies. Chapter III, research methodology, consists of the nature of the study, the subject of the study, the instruments of the study, procedures of data collection, and procedures of data analysis. Chapter IV, data analysis and interpretation of the findings, presents and discusses the results of data analysis. The last chapter, conclusion, consists of summary and suggestions.