

“CHEMISTRY” ENGLISH PROGRAM AT RAMAPATI RADIO STATION FOR THE STUDENT’S SPEAKING SKILL IMPROVEMENT

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ABSTRACT

Speaking is an important skill in learning a language. By speaking, students can express their ideas through words and sentences. To increase the speaking skill, the students need to practice to speak English. There are many activities that can be done to practice speaking. One of it, is by join and listen to “CHEMISTRY” Radio English Program in Ramapati Pasuruan 93 FM.

In this research, the researcher used descriptive study as the research design and used documentation and questionnaire as the research instrument. The researcher chose English department students on the second semester of STKIP PGRI Pasuruan. The researcher was interested in finding out the students’ interest in “CHEMISTRY” Radio English Program. The researcher described the student’s frequency of participation in this program, the reasons in listening and joins this program, the benefits they get when they join this program and the problems that the students face when they participate in this program.

Finally, the students of English Department of STKIP PGRI Pasuruan, especially 2013 generation got so many advantages by listening and joining “CHEMISTRY” Radio English Program. By joining this program, they got more score from their lecturer and increased their ability in speaking English.

Key Words : “CHEMISTRY”, Speaking, Radio English Program, Ramapati

INTRODUCTION

Background of the Study

In education, English language is learned by the students to increase higher level in learning English. In Indonesia, English is considered as a foreign language (EFL). It has been introduced to educational institutions which is learnt from Junior High School up to university level as a subject to learn. To communicate well, student must speak English fluently. That’s why English Education Department of STKIP-PGRI Pasuruan has speaking as a subject of materials. There are speaking I, speaking II, speaking III, and speaking IV. Scoot (1992, as quoted by Diah 2008:2) states that: Speaking is the most important part in language. Through speaking, students

are able to express their emotions, feelings and communicate with others. Though it is important, students are still having problems in speaking English due to limited vocabularies. Most of the students cannot express their ideas freely in speaking. There are several reasons why they have less motivation to speak. First, they are shy to speak, it happens because they are not used to speak English in their daily life. Second, they are afraid of making mistakes and worried if other laughs when they make a mistake. Some people stop speaking English when they thought that it is showing off to speak in good English (Pierson, 1996). Next, they are lack of vocabularies and they do not know how to construct words become meaningful phrases and sentences to show their ideas. www.talkenglish.com :2011: If you know 1000 words, you might not be able to say one correct sentence. If you know 100

phrases, you will be surprised at how many correct sentences you will be able to say. Finally, when you know only a 1000 phrases, you will be almost a fluent English speaker.

To increase the speaking ability, the students need to practice to speak English. There are many activities that can be done to practice speaking. For example students can have conversation with their classmate. "Practicing with a non native person will give you practice. You can also motivate each other and point out basic mistake" (www.talkenglish.com :2011). Try to speak English with someone whose English is better, and try to speak as often as possible. "Practice speaking out loud until your mouth and brain can do it without any effort, by doing so, you will be able to speak English fluently" (www.talkenglish.com :2011).

"CHEMISTRY" is Radio English Program in Ramapati 93 FM Pasuruan. It is one of English program that may help the students to practice speaking. This program is held every Sunday from 4 p.m up to 6 p.m. This program is presented by the English Department students of STKIP-PGRI Pasuruan and Ramapati 93 fm Pasuruan. Through this program, the students of English department can practice their speaking by sharing their idea according to the topic that is discussed by calling to the radio or just send their regard to their friends by sending messages.

This program is held to encourage the students of English Department of STKIP-PGRI Pasuruan, especially for the student of English Department of STKIP-PGRI Pasuruan to practice their speaking. The student of English Department of STKIP-PGRI Pasuruan need a place to practice their speaking outside the classroom. That's why "CHEMISTRY" can be a place for them to practice their speaking and probably can increase their speaking ability.

The researcher was interested in finding out the students' interest in "CHEMISTRY" Radio English Program. The researcher wants to know the existence and the involvement of the English Department second semester students of

STKIP-PGRI Pasuruan in "CHEMISTRY" Radio English Program. These includes the students frequency of participation in this program, the reasons in listening and join this program, the benefits they get when they join this program and the problems that the students face when they participate in this program.

The researcher choose English department students of STKIP to develop this study because as the students of English Department, they have to be able to speak English well and they need a specific place to practice their English. There are 580 students of English Department of STKIP-PGRI Pasuruan.

In this study, the researcher will take student of English department in the second semester as samples. The researcher choose second semester student because they have already get the speaking I materials and now they get speaking II and they look for a place to practice and develop their speaking ability. Although they got speaking I and now they got speaking II they still have to practice outside the classroom activity. There are five classes in the second grade of English Department of STKIP-PGRI Pasuruan. There are 36 students in class A, 33 students of class B, 38 students of class C, 35 students of class D and 36 students of class E.

Based on the background above, the researcher would like to formulate the problem of the study as follows: (1) How often do the students participate at "CHEMISTRY" Radio English Program? (2) What is the student's intention in listening and joining "CHEMISTRY" Radio English Program? (3) What are the benefits of joining "CHEMISTRY" Radio English Program? (4) What problems that the students face in joining "CHEMISTRY" Radio English Program?

REVIEW OF RELATED LITERATURE

The Theory of Speaking

Speaking is a tool to assist the identification and labeling of components of linguistic interaction that was driven by his view that, in order to speak a language

correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used (Wikipedia: 2010). In learning a language, speaking is the most important part after listening. In speaking, we not only learn to choose the right vocabulary and use the correct grammar, but we also learn the context and words that we used.

Although speaking is important in learning a language, Indonesian students still get difficulty in communicating in English. However, if the students can speak English fluently and use the correct form of grammar, she/he will be very proud of herself/himself and will be popular as an intelligent students. Rini (2004:1) said that for the students, speaking skill can boost their reputation as intelligent and attractive students.

When we want to learn to speak English we must have many opportunities to speak. We need to practice, practice and practice (David:2004). It is true that practice makes perfect. By practice to speak English as much as possible, we will not be afraid of making mistakes when speaking. Besides, it can reduce our nervous in speaking English and increase our confidence to speak in public.

Depdiknas 2004 states that speaking is the ability to speak effectively in different context to give information, to express ideas and feeling as well as to build social relationship in the form of activities which are various in nature, interactive and interesting.

Speaking is used to show our feeling, to share information and to communicate with people around the world. When we are learning speaking, we choose some vocabularies then try to say it in correct grammatical words. Anna (2010) states that Speaking is many things-it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on.

Based on the resources above the researcher finds the conclusion that speaking is an important part of language learning. It is used to communicate with

others, to show our ideas through vocabularies that put in the grammatical sentences. Through speaking we build our relationship with people around the world.

The Component of Speaking

In speaking there are some components that we should learn and master. There are pronunciation, grammar, vocabulary, and fluency.

Pronunciation

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect (Wikipedia: 2010).

Charles (2011) states that "Pronunciation is one of the most important aspects one has to master when learning English". In learning speaking pronunciation is a component that must be mastered. Misspells words can be fatal and make people misunderstand about what we want to tell. Sometimes students neglect the correct pronunciation, they just spells the words as they think it is. It is very crucial, especially when they try to speak with native speaker, the native speaker may misunderstand when we misspell the words. That's why, students must learn to mind their pronunciation in speaking.

To pronounce well, some speech organs are needed. Pronunciation is a complex synchronization of many muscles, primarily of those in the process of expiration and inspiration (lungs and diaphragm), muscles of jaw, face, larynx, and of course – tongue (Mlinar: 2008). The sound is produced when all speech organs are in correct position and when air from lungs makes vocal cords produce the sound which then resonates.

Grammar

In linguistic, grammar is the set of structural rules that govern the composition of sentences, phrases, and words in any given natural language (Wikipedia: 2011). This statement is supported by McGuigan (2011) who states that "grammar is a field of linguistics that involves syntax, phonetics, morphology and semantics".

Some students are afraid to speak English when they start to think about

grammar. They are afraid to speak because they confused with the grammar. (www.helloworlds.com : 2010) mention that “English grammar is easy to learn. Do not start learning grammar thinking the grammar is difficult”. When students think that grammar is frightening and it is difficult to learn, they will not seriously learn about grammar and maybe just learn it half heartily. But in the contrary, when students start to think that grammar is easy to learn, they will learn it happily and realize how important the grammar is.

In order to be able to speak English, the students must start to learn grammar because it is the system of a language. The englishclub.com (2011)states that “When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book”.

Vocabulary

When we are speaking, we choose some vocabularies and put it in the correct order to become a good sentence. Our vocabularies can show our ability in speaking. The Oxford Dictionary states that “Vocabulary is all the words that the person knows or uses”. So, when the students get difficulty in expressing their idea or emotions by words, it can be caused their lack of vocabularies.

According to Rob (2002) “A larger vocabularies allows learners to get to the point where they understand most of a text”. Kurniasih (2006) as quoted in Pusparini (2008:9) support this statement by stating that “it is impossible to speak and understand a language without mastering the vocabulary well”. By those statements the students must realize the importance of vocabularies. It is impossible for them to mastered a language with minimum vocabularies. So, the students must memorize and try to increase their vocabularies to support their speaking ability.

Fluency

Fluency is the ability to produce speech in the language and be understood by its speakers (Wikipedia:2011). Some students may just keep silent and keep their ideas when they are being asked. Their

reason to remain silent is maybe because they are ashamed of not being fluent in speaking English.

According to Grace (2011) “Fluency in English can be very important if you work in a predominately English-speaking area”. For example, if you want to be a police officer and you are moving to the United States from a foreign country and you don’t speak English, you will need to become fluent in English. Your fluency will allow you to perform most effectively to help people in times of stress or trouble. You may need to give someone very detailed instructions to save a life and you will only be able to do that if you commit to learning English and becoming fluent.

You don’t have to go anywhere to become a fluent English speaker. You only need to surround yourself with English (www.talkenglish.com :2011). To become fluent in English is not so difficult. We just need to be used to surround ourselves with English. For example by watching and listening to the English News, listen to western songs, watch western movies, etc. When we used to be surrounded by English, it will not be difficult to be fluent in English.

The Problems of Speaking

The problem that the students face during learning speaking is various. Mastering the components of speaking does not mean that the students have no more problems in speaking English. Student’s lacks of confidence, nervous, lacks of opportunity to speak are also become some problems for them. However there are some ways to overcome those psychological problems. Here are some ways to overcome those problems:

Lack of Confidence

Students usually stop speaking in English because they are lack of confidence. They are afraid of making mistake and being laughed by their friend if they misspell words. Sometimes they think that it is a show off to speak English in public places, that’s why they prefer to use their native language than practice their English.

Mitchell (2009)mention that Self-confidence refers to having a positive and

realistic perception of ourselves and our abilities. We have some abilities and skills which are helpful. Thinking positively and not allowing self-doubt to swamp ourselves with negative thoughts and feelings. So, try to speak English as much as possible and don't be afraid of making mistake. By doing this, it might be make the students have more confidence and get used to speak English in front of others.

Nervous

"It's very common for any foreign English speaker to get a bit nervous when speaking", Robby (2011). Students get nervous when they are asked to speak in English. They are not used to use English to speak. It is common that they feel nervous, but it is not good if they do not try to overcome it.

Be calm and believe in your ability when you try to speak English. Be confidence when you speak English. By doing so, it might reduce the nervous feeling.

Afraid of Making Mistakes

One thing that should be remembered is everybody makes mistakes when they are learning a language. Pierson (1996) states, "People are listening to try to understand your meaning, not to check your grammar". The students have to start thinking that "Making Mistake is Normal". By doing a mistake, it does not mean that we make a permanent mistake that can't be fixed. **Robby (2011) mention that** "if you constantly fear of making mistakes when speaking English with people, you will avoid real communication and therefore **you will find it very hard to improve your communication skills**". So, **stop seeing mistake as something that can't be changed. Practice to speak English more often can minimize the students' mistake in speaking English.**

Lack of Vocabularies

Lack of vocabularies can make the student afraid to show their ideas through Speaking. They are lazy to look up in the dictionaries when they do not know the meaning of words. Their lack of vocabulary makes them afraid to speak, they are afraid of making mistakes. The more vocabulary

words students know, the better they are able to comprehend. "A large vocabulary opens students up to a wider range of reading materials. A rich vocabulary also improves students' ability to communicate through speaking", Vallery (2005).

"CHEMISTRY" Radio English Program

Radio English Program is a program which is broadcasted on radio and all the conversation are spoken in English. In Pasuruan there are still few radio stations which broadcast an English program. English Department of STKIP-PGRI Pasuruan had ever made cooperation with Suara Pasuruan 107FM in making a Radio English Program called "The New Rest and Relax". This program is presented by the English Department students of STKIP-PGRI Pasuruan. This cooperation program started in 2001 and end in April 2009.

Since April 2009, the English Department of STKIP-PGRI Pasuruan has a cooperation program with Ramapati 93 FM Pasuruan in held an English Program called "CHEMISTRY". "CHEMISTRY" is CHat English Mania exIST eveRy SundaY. This program is held every Sunday from 4 p.m up to 5.30 p.m. This program is presented by the English Department students of STKIP-PGRI Pasuruan and Ramapati 93 fm Pasuruan. In this program, the students can share their ideas, opinion and their suggestion according to the topic that the broadcaster's choose. The students also can send their regards, say hello to their friends and request their favorite western song to be played. This program can be a good place for the students of English department to practice their speaking.

"CHEMISTRY" Radio English Program has joined with Kang Guru Indonesia, a program of Australia Indonesia Partnership deals with the students' scholarship. The Kang Guru Indonesia program has 20 minutes duration and it is broadcasted before the main program of "CHEMISTRY". The Kang Guru Indonesia program is broadcasted based on the cassette and it has the script too.

"CHEMISTRY" Radio English Program has a half and an hour duration which consist of 20 minutes Kang Guru

Indonesia and 70 minutes of the main program. The main program of "CHEMISTRY" Radio English Program is to discuss a certain different topic for every week. The listeners may join the program by calling or sending a text message to the radio.

The topic discussion of "CHEMISTRY" Radio English Program can be various. It can be about daily activities or hot events. The topic can be about hobby, movies, favorites music, tourism objects, sport, natural disaster, love, friendship even holidays. If there is a special days or events, the topic discuss is about the events, for example in Kartini's Day, Independence Day, New Years or Lebaran Day.

Previous Study

There is one study that is related to the study on Radio English Program. Pusparini (2008) write a thesis with the title "A Study on 'The New Rest and Relax' Radio English Program". In her research she concluded that "The New Rest and Relax" Radio English Program is a useful place for students to practice their speaking. At the time, "The News Rest and Relax" is the only English radio program in Pasuruan. It is presented by the English Department students of STKIP-PGRI Pasuruan and Suara Pasuruan 103 fm. The program was held every Sunday from 8am up to 9am. This program is aimed to encourage the students to practice their speaking and also to provide them with a specific space to practice English. "The New Rest and Relax" Radio English Program has two hours duration which consist of 20 minutes Kang Guru Indonesia and 100 minutes of the main program. The hosts of this program are from English Department students of STKIP-PGRI Pasuruan.

In her research, Pusparini (2008) used questionnaire in her descriptive study. She focused her research in the students' interest in "The New Rest and Relax" Radio English Program. She limited her study on the first year students of STKIP-PGRI Pasuruan 2007 generation. On her research she found that 79% students on

2007 generation know and join the Radio English Program, 76% students felt that by joining the radio English program they could be more fluent in speaking English. She also found that 99% of the students agreed that "The New Rest and Relax" Radio English Program can be a good place to practice speaking.

RESEARCH METHODS

Research Design

Here are some definitions of descriptive research that can support the researcher' decision in taking a descriptive research in this study, which are:

1. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions *who, what, where, when and how.*(Wikipedia, 2011)
2. Descriptive research undertaken to describe a problem or issue and so provide background or context for persons unfamiliar with a situation (Pusparini,2008).
3. Descriptive studies are design to obtain information concerning the current status of phenomena and are directed toward determining the nature of situation as it, exist at the time of the study (Shaffah, 2006).

From the definitions above we can conclude that descriptive research is aimed to answer the questions of who, what, where, when and how. It also use to describes data or phenomenon that exist at the time of study.

Subject of Study

The subjects of this study were the second semester students of English Department in STKIP-PGRI Pasuruan which consisted of 178 students. In this research, the researcher took all students of English Department second semester students of STKIP-PGRI Pasuruan as a subject of study.

There were five classes in this semester. There were 36 students in class

A, 33 students of class B, 38 students of class C, 35 students of class D and 36 students of class E. The reasons why the researcher chose second semester as a sample was because they are still fresh and they need to practice speaking more often.

Research Instrument

The researcher used three kinds of instrument in doing the research. The researcher used documentation, tape recorder and questionnaire.

Documentation

Documentation is general term for a multiplicity of document in a chosen mix of media and with certain collection. The purpose of documentation is used to support a tool of a process (Wikipedia, 2011). In this research, the researcher took the name list of the callers and the messages' writer who join "CHEMISTRY" Radio English Program from the weekly agenda of "CHEMISTRY". This is done to know the frequency of the students who join "CHEMISTRY" every week.

Tape Recorder

Besides documentation, the researcher also used tape recorder to record the callers' voices who called to "CHEMISTRY" Radio English Program at Ramapati 93 FM Pasuruan. The researcher also recorded the messages from the listeners' of "CHEMISTRY". This is to know the frequency of the students who join this program and also to know which one the students' prefer, to join online or join through SMS line.

Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaire also have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data (Wikipedia, 2011). In this study, the researcher gives fifteen questions in the

form of closed questionnaire. The students directly chose the suitable answer according to their experience. The questions deals with the students' frequency of participation toward "CHEMISTRY" Radio English Program, the students' reason in joining and listening this program, the benefit that they get in joining this program, and the problem that they may face in joining this program.

Data Analysis

The researcher documented the name of the caller and the name of the messengers from the weekly broadcasting agenda. The researcher also documented the messages from the listeners. The researcher would put it on the table of name list of caller and name list of messenger as the proof that the students really join "CHEMISTRY" Radio English Program.

After recorded the voices of the callers, the writer typed the conversation became the tape scripts. The researcher also arranged the messages that written by the listeners. After getting the data from questionnaire, the researcher analyzes the data into the following step:

The researcher measured and presented the result by using the following formula :

$$Z = \frac{F}{N} \times 100\%$$

Note: Z= Present of the respondent

F= Frequency of the students

N= Total number of the respondents

FINDING AND DISCUSSION

Finding

The finding was analyzed based on the documentation and questionnaire. The documentation was taken from the name list and the contents of the callers and the messages' writer who join "CHEMISTRY" Radio English Program. The questionnaire was filled by the second year students of English Department of STKIP PGRI Pasuruan. There were 178 students but only 121 students who fill in the questionnaire. This was happened because the students were absent in the lecture. Most of them

were absent because of the bad weather and the others were absent because they were sick.

The Frequency of The Students' Participation in "CHEMISTRY" Radio English Program

To know the frequency of the students who participate in "CHEMISTRY" Radio English Program, the researcher took the finding from the documentation and also from the questionnaire.

Table 1
The Students' Participation in "CHEMISTRY" Radio English Program

No	Question and Students' Answer	Frequency	Percentage (%)
1.	Do you know "CHEMISTRY" Radio English Program in Ramapati 93FM?		
	a. Yes	110	91
	b. No	11	9
	Total	121	100

The first question was asked whether the students know "CHEMISTRY" Radio English Program in Ramapati 93 FM or not. This question aimed to know how many students of English Department of STKIP PGRI Pasuruan know about "CHEMISTRY" Radio English Program. There were 110 students (91%) who answered "yes" which meant that they knew this program and 11 students (9%) said "no" which meant that they admitted to know nothing about this program.

Table 2
The Students' Participation in "CHEMISTRY" Radio English Program

No	Question and Students' Answer	Frequency	Percentage (%)
2.	How do you know about "CHEMISTRY" Radio English Program in Ramapati 93 FM? I know from...		
	a. Friends	52	43
	b. Lecture	42	35
	c. Radio Station	16	13
	d. Do Not answer this question	11	9
	Total	121	100

The second question was about how they got to know to "CHEMISTRY" Radio English Program in Ramapati 93 FM. This question affects the students in participating "CHEMISTRY" Radio English Program. 52 students (43%) said that they knew this program from their friends. There were 42 students (35%) answered that they knew this program from their lecturer, 16 students (13%) said that they knew from the radio station. While the rest, 11 students (9%) did not answer this question because they never knew this program.

The third question dealing with the students' frequency in listening "CHEMISTRY" Radio English Program in a month. There were three option of answer in this question. The first was 1-2 times in a month, 54 students (45%) chose this answer. 28 students (23%) chose the second answer that was 3-4 times in a month. 39 students (32%) chose the third option which admit that they never listen this program.

For the next question, that was the fourth questions, the question was about the

way in joining “CHEMISTRY” Radio English Program. There are two ways of joining this program that was by calling to the radio and by sending message to this program. 16 students (13%) chose the first choice that was by calling to the radio. 94 students (78%) chose the second option that was by sending message. The others 11 students (9%) did not answer this question because they never knew and never joined this program.

Table 3
The Students’ Participation in
“CHEMISTRY” Radio English Program

No	Question and Students’ Answer	Frequency	Percentage (%)
5	Why do you prefer to join by calling to the radio?		
	a. Directly practice speaking	9	8
	b. I want to increase my self confidence	3	2
	c. Do not answer this question	105	87
	Total	121	100

The fifth question was given to know why the students preferred to join this program by calling to the radio than sending message. Here, on the fifth question there were three options. The first option was directly can chat with the broadcasters. There were 4 students (3%) who chose this option. 9 students (8%) answered that they preferred join by calling to the radio because they could directly practice speaking. 3 students (2%) chose the third option that was to increase their self confidence. For the students who preferred to join by sending message, they who did not have to answer this question but directly answered number 6. There were

105 students (87%) did not answer this question.

The sixth question was given to know why the students preferred to join this program by sending message than by calling to the radio. There were also three options answers to this question. 26 students (21%) stated that they prefer join by sending message because they did not have self confidence in calling. 43 students (36%) stated that they were afraid of making mistake if call directly. 25 students (21%) stated that they preferred join by sending message because it was difficult to join online. 27 students (22%) did not answer this question.

The Student’s Intention in Listening and Joining “CHEMISTRY” Radio English Program

The question number seven was given to know the students intention in listening and joining “CHEMISTRY” Radio English Program. There were 36 students (30%) that joined “CHEMISTRY” to practice speaking. 27 students (22%) stated that they joined “CHEMISTRY” to listen to the English song. Another 15 students (13%) stated that they wanted to practice listening by listening to “CHEMISTRY”. There were also 14 students (12%) joined “CHEMISTRY” because they wanted to send greeting. Another 14 students (12%) stated that they wanted to get more score in speaking and listening class. 2 students (1%) admitted that they joined “CHEMISTRY” because they were the broadcaster. 2 students (1%) stated that they were interested in the topic that was discussed in “CHEMISTRY”. The rest 11 students (9%) did not have any reason in join “CHEMISTRY”.

Table 4
The Students' Intention in Listening and
Joining "CHEMISTRY" Radio English
Program

No	Question and Students' Answer	Frequency	Percentage (%)
8	What is your favorite topic in this program?		
	a. About love	51	42
	b. About friendship	20	17
	Other:		
	- About teenagers' problem	17	14
	- About related event: Lebaran, etc	10	8
	- About tourism object	10	8
	- About College	2	2
	Do not answer this question	11	9
	Total	121	100

The next question was aimed to know the students favorite topic in "CHEMISTRY". This question was given because the researcher wanted to know whether the topic was affecting the students in participating in "CHEMISTRY" Radio English Program or not. 51 students (42%) stated that their favorite topic was about love, while topic about friendship was being liked by 20 students (17%). 17 students (14%) liked to discuss about teenagers' problem and 10 students (8%) liked to discuss about related events such as

Lebaran Day, Valentine Day, etc. 10 students (8%) preferred to discuss about tourism object while 2 students (2%) preferred to discuss about college. The rest 11 students (9%) did not answer this question

The ninth question was about the reason why the students did not join "CHEMISTRY" Radio English Program. 57 students (47%) admitted that they could not listen and joined "CHEMISTRY" because they had another activity on Sunday while 26 students (21%) stated that they forgot the day and time of broadcaster. Other reasons were divided into: could not reach the radio wave-15 students (12%), lazy-10 students (8%), did not know the telephone number-4 students (3%), did not have radio-3 students (3%), the topic was not interesting-3students (3%) and 3 students (3%) said that they had no reason in not joining "CHEMISTRY".

The Benefits that The Students Get in Joining "CHEMISTRY" Radio English Program

The finding of the benefit that the students get in joining "CHEMISTRY" Radio English Program was taken from the questionnaire number 10 up to number 13.

Question number 10 was asking about the benefit that the students get in join this program. 68 students (56%) said that the benefit was that they could practice speaking and listening through "CHEMISTRY". More confident in speaking English was the benefit that being gotten by 28 students (23%). Other reasons were divided into: add knowledge-10 students (8%), add vocabulary 2 students (2%), and get more score from listening and speaking class-2 students (2%). The rest 11 students admitted that they got no benefit from this program.

Talking about the benefit that the students got, the researcher also needed to know what the students' opinions about "CHEMISTRY" Radio English Program. Here, in question number 11, the researcher got various answers. 106 students (88%) admitted that "CHEMISTRY" was good program with various reasons, that was: to

practice and increase listening and speaking skill-58 students (48%), to develop self confidence-21 students (17%), to promote STKIP-PGRI Pasuruan-17 students (14%), other people could listen to me-6 students (5%), 4 students (3%) who said that "CHEMISTRY" was a good program but did not give reason.

Table 5
The benefit that the students get from joining "CHEMISTRY" Radio English Program

No	Question and Students' Answer	Frequency	Percentage (%)
12	Do you think this place can be a good place to practice speaking?		
	a. Yes:	110	91
	• The communication is in English	58	48
	• Can practice pronunciation	20	17
	• Can develop self confidence	16	13
	• Can add vocabulary	6	5
	• Do not give reason	10	8
	b. No :	11	9
	• There is no native speaker	5	4
	• Some broadcaster are unnatural in	3	2
	• The caller already write the opinion	1	1
	• Do not give reason	3	2
	Total	121	100

On the next question, 110 students (91%) stated that "CHEMISTRY" Radio English Program could be a good place for

them to practice speaking. The 110 students had different reasons, they were: the communication was in English-58 students (48%), could practice pronunciation-20 students (17%), could develop self confidence-16 students (13%), could add vocabulary-6students (5%) and 10 students (8%) who agreed that "CHEMISTRY" Radio English Program could be a good place for them to practice speaking but did not state the reason. On the other hand, there were 11 students said that "CHEMISTRY" Radio English Program could not be a good place for them to practice speaking. They also had different reasons, which were: there was no native speaker-5 students (4%), some broadcaster were unnatural in speaking-3 students (2%), the caller already wrote their opinion-1 student (1%) and 3 students who said that "CHEMISTRY" Radio English Program could not be a good place for them to practice speaking but did not state the reason.

The Problems that The Students Face in Joining "CHEMISTRY" Radio English Program

Question number 14 deals with the problem that the students faced in joining "CHEMISTRY" Radio English Program. There were many problems that the students faced in joining this program. 58 students (41%) stated that they had other activity on Sunday, so they could not join this program, 33 students (23%) stated that they had difficulty in joining online, 14 students (10%) stated that they could not reach the radio wave, 12 students (9%) said that they were lack of vocabulary, 11 students (8%) said that the topic was not interesting, 11 students (9%) said that they got difficulty in hearing the broadcaster's voice and 2 students (1%) admitted that they had no difficulty in joining this program.

Table 6
The problem that the students faced in joining "CHEMISTRY" Radio English Program

No	Question and Students' Answer	Frequency	Percentage (%)
15	What suggestion would you like to give to this program?		
	a. Add quiz and prizes	36	23
	b. Make an English club	31	20
	c. Add newest song	25	16
	d. Invite native speaker	19	12
	e. Keep up the quality	18	11
	f. Make longer duration	15	9
	g. Add grammar and idiom	15	9
	Total	159	100

The last question would be about the students' suggestion toward this program. There were many suggestions that the students gave to this program. 36 students (23%) said that "CHEMISTRY" Radio English Program should add quiz and prizes, 31 students (20%) said that "CHEMISTRY" Radio English Program should make an English club, 25 students (16%) said that "CHEMISTRY" Radio English Program should add newest song, 19 students (12%) wanted "CHEMISTRY"

Radio English Program to invite native speakers, 18 students (11%) suggested to keep up the quality of the show, 15 students (9%) wanted longer duration and 15 students (9%) suggested "CHEMISTRY" Radio English Program to add some grammar and idiom.

Discussion

The students preferred to join "CHEMISTRY" Radio English Program through SMS line better than online by calling to the radio. This condition happened may be because the students had no confidence in speaking in public, also because they were afraid of making mistakes, nervous and lack of vocabularies.

As the researcher had stated in chapter II, lack of confidence, afraid of making mistakes, nervous and lack of vocabularies are the problem of speaking. These problems made the students stop speaking. Here, the researcher suggests the students to be more active in participating online to practice their speaking.

From the finding that was stated in the subchapter before, it was known that most of the students in second semester have already known about "CHEMISTRY" Radio English Program. However, there were also small amount of students who still did not know about the existence of "CHEMISTRY" Radio English Program. Some of the students knew "CHEMISTRY" Radio English Program from their friends or classmates, some knew from the lecturer and the other knew from the radio.

There are two ways for the students to join this program, the first is by calling to the radio and directly chat with the broadcaster and the second is by sending message to the radio. The message can be their opinion about the topic that is being discussed or it can be their regards to friends or just request song.

Based on the questionnaire, there were only few students who preferred to join online by calling to the radio than join through SMS line. Moreover, the weekly broadcasting agenda also stated that most of the students participated through SMS line

than to directly call to the radio and practice their speaking.

Those who preferred to join online wanted to directly chat with the broadcasters and practice their speaking. Also they said that by calling, they wanted to increase their self confidence in speaking.

In the contrary, there were many students who were still afraid to join online and chose to join in SMS line. According to the questionnaire, the students chose to join by sending message because they were afraid to make mistake if they joined online. The students were ashamed and did not have self confidence to speak in public.

As stated in chapter II, afraid of making mistake is one of the problems in speaking English. Students are afraid to be laughed when they are making mistakes. Here the researcher suggests the students have to start thinking that making mistake is normal. So, stop seeing mistake as something unchangeable, practice speaking more and more so the students can minimize the mistakes that they make.

This lack of confidence syndrome must be gotten rid of as soon as possible. As stated in chapter II, lack of self-confidence is characterized by: self-doubt, passivity, sensitivity to criticism, and distrust. Students stop speaking English because they do not trust himself, afraid to be laughed and afraid to be criticized if they misspell words.

According to the questionnaire, most of the students listened this program only once up to twice a week. However, there were some students who faithfully joined this program. Many reasons made them join this program. Most students stated that they wanted to practice speaking, some students said they wanted to listen to the English song, and a few students admitted that they wanted to practice listening, to send greeting, to get more score in speaking and listening class, and because the topic was interesting.

The students also stated their reasons why they rarely joined this program. They said they had other activity on Sunday. Here, the researcher suggests the students to spare a few of their time to

listen and join "CHEMISTRY" Radio English Program. Although they have other activities, at least they can listen to this program while doing other activities if it is possible. If it is impossible to listen to this program while doing another activity, they still can join this program through SMS line. They may ask their friends what is topic then they can send their opinion through SMS line.

Forget the broadcaster time and day also became a reason why the students seldom joined the "CHEMISTRY" Radio English Program. To solve this, the researcher suggests the broadcasters to remind their friends about the program, it can be through SMS or Facebook. Also for the students who already know this program they also can remind their friends to join and share their ideas, practice speaking and listening through "CHEMISTRY" Radio English Program.

Other factors that made the students not joining this program was from the technical problem which was the radio wave could not reach a certain place farther which could be the place where some students live. Here, the researcher suggest the radio station to enlarge the radio wave throughout Pasuruan municipality and regencies in order the students who lives in regencies can participate this program.

The vital equipment to join the "CHEMISTRY" Radio English Program is radio. If the students do not have the radio, they can be lazy and have no clue about "CHEMISTRY" Radio English Program. The researcher suggests the students to have radio. If they do not have the radio, they cannot join this program, because they will not know the time duration of this program, when is the time to receive caller, to play the commercial and to play the songs.

Another factor in not joining this program was because the students who thought that the topic was not interesting. According to the questionnaire, most of the students interested when the topic discussed about love, friendship and teenager's problem. Other students also liked the topic when it talked about tourism object and college. So, the suggestion is directly

dedicated to the broadcaster in order to choose interesting topic for each week. By doing so, the students may interested in join online or join through SMS line.

There are many benefits that the students could get by joining "CHEMISTRY" Radio English Program. Most students said that they could practice their speaking and listening. They could practice listening by listen to the broadcasters' conversation and listen to the English songs. They could practice speaking if they join online. If the students joined this program regularly, slow but sure they will get used to speak English and it could increase their ability in speaking. They also said that they could be more confident in speaking English because this program asked them to communicate in English.

Other benefits that they got from "CHEMISTRY" Radio English Program were adding knowledge and adding vocabularies. As stated in chapter II, our vocabularies could show our ability in speaking. So, when the students got difficulty in expressing their ideas by words, it could be caused by their lack of vocabularies. By starting to participate "CHEMISTRY" Radio English Program, the students could add their vocabularies. A few students admitted that by joining this program they could get more score from the lecturer in the speaking and listening class.

The researcher also needed to know the opinion of the students about "CHEMISTRY" Radio English Program. Their opinions about this program influence their participation in this program and the benefits that they got by joining this program. Most of the students agreed that this program was good but there were also some students that disagreed and said that this program was less good.

They, who were agree that this program was good, stated different reasons. Most of them said that this program was good to practice speaking and listening skill so they could increase their speaking ability. They also said that this program was good to develop their self confidence in communicating in English. As stated in chapter II, self confidence referred to

having a positive perception of our ability. By joining this program the students could practice their English regularly and it could add their self confidence.

Other students said that this program was good to promote STKIP PGRI Pasuruan. Other people who listen to Ramapati 93 FM would know that the students of STKIP PGRI Pasuruan were able to communicate in English, and who knew they interested to send their son, daughter, niece, nephew or maybe themselves to study in STKIP PGRI Pasuruan.

There was a few students said that "CHEMISTRY" Radio English Program was less good. They said so because they never knew and never heard this program. Lack of promotion could be one of the problems that made the students have no clue about "CHEMISTRY" Radio English Program. The researcher suggests the students to help the promotion by inviting or asking their friends to participate to this program. Some students admitted that they started know and join "CHEMISTRY" Radio English Program because the lecturer asked them to do so, it means that the lecturer also took a significant part in promoting this program.

The students admitted that "CHEMISTRY" Radio English Program was a good place to practice speaking and they also admitted that this program could increase their speaking ability. They said so because the communication in this program was in English which made them could practice their pronunciation, develop self confidence and add their vocabulary. They also said this program could increase their ability in speaking because they could practice speaking so they could be more fluent in speaking English.

As stated in chapter II, to be able to speak English, the students had to master some component of speaking. The components of speaking are pronunciation, fluency and vocabularies. So, when the students admitted that they could practice their pronunciation, vocabularies and fluency through "CHEMISTRY" Radio English Program, they might continue participating this program to increase their

speaking ability. For they who had not joined, they may started to join and make "CHEMISTRY" Radio English Program as a place to practice speaking outside the classroom.

Many problem faced by the students in joining "CHEMISTRY" Radio English Program, this could make them hard to get the benefit to this program. The biggest problem was they have other activity on Sunday. As stated in sub chapter before, the solution to this problem was by spare a few of their time to listen and join "CHEMISTRY" Radio English Program. Although they had other activities, at least they could listen to this program while doing other activities if it was possible. If it was impossible for them for them to listen every week, they may join at least once up to twice a month.

The next problem was difficult to join online. This condition might be happen because the students did not listen to the radio, so they did not know the duration time, when is the time to receive callers, to commercial break, to read a message or to play the songs.

Lack of vocabulary was also significant problem for the students in joining "CHEMISTRY" Radio English Program. Sometimes students were afraid to show their ideas through speaking. Their lack of vocabularies made them think twice before they share their ideas. The researcher suggests the students to add their vocabulary by starting to listen to this program and try to speak words as many as they can.

However, there were few students who did not have problem in joining "CHEMISTRY" Radio English Program. In conclusion, the researcher felt that those entire problems could be solved if the students were willingly to join this program and hardly trying to solve the problems.

Add newest song and invite native speakers are also the suggestion from the students. The next suggestions are keeping up the quality of "CHEMISTRY" Radio English Program and make longer duration. In conclusion, the students care about "CHEMISTRY" Radio English Program and they proofed it by giving their useful

suggestion and it is hoped that the program can fulfill the students' suggestion in order to have a better radio program.

CONCLUSION AND SUGGESTIONS

Conclusion

There were various reasons related to the students' intention in joining "CHEMISTRY" Radio English Program. The students could practice speaking and listen to the English song. The students also could practice listening, send greeting and even got more score for speaking and listening class. The choosing of the topic also influenced the student's intention in joining "CHEMISTRY" Radio English Program. Love, friendship, teenage problem were some of the students' favorite topics. Some students not always joined this program due to several reasons, such as had another activity on Sunday, forgot the day and time, could not reach the radio wave, lazy, did not have radio and because they did not interesting on the topic that was being discussed.

Students of English Department of STKIP PGRI Pasuruan, especially 2010 generation got so many advantages by listening and joining "CHEMISTRY" Radio English Program. The students could practice their listening and speaking skill because this program used English to communicate with the listeners. The students also got more confidence because they could practice their English here. By joining this program, they got more score from their lecturer and increased their ability in speaking English. Besides that, "CHEMISTRY" Radio English Program also good to promote STKIP PGRI Pasuruan, other people who listened to this program would know that the students of STKIP PGRI Pasuruan could communicate in English well. On the other hand, there were a few students who could not get any advantages because they still did not know about "CHEMISTRY" Radio English Program and never heard this program. Some of the students felt that this program could not be a place to practice speaking because there was no native speaker and

some of the broadcasters were unnatural in speaking English.

Suggestions

For the "CHEMISTRY" Radio English Program: they have to increase the broadcaster quality, the broadcaster should practice more to speak more fluently and naturally, Choose an interesting topic every week, Make an English club, Invite native speakers. And for the Students of English Department of STKIP PGRI Pasuruan that they have to Start to join "CHEMISTRY" Radio English Program to increase speaking ability, Don't be afraid to join online and remember that making mistake is okay

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