

LEARNING DESIGN OF ENGLISH FOR BROADCAST THROUGH COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH

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Abstract. English broadcast should be conducted in a communicative language to maintain the existence and quality of campus radio. Based on the facts found, the broadcasters of IAIN Salatiga campus radio do not come from the Department of English Education, which then make them difficult in doing English broadcast and it needs solution. Empowerment is done on qualitative research; with the subjects are twenty (20) broadcasters on IAIN Salatiga campus radio. The data collection is done in three ways, namely: observation, questionnaire and Focus Group Discussion (FGD). From the data obtained, there are facts that 100% of the broadcasters have never experienced English language training for Broadcast, 80% get difficulties in doing communicative English broadcasts, and 100% are very often to find certain things to broadcast. The design of English learning for Broadcast is as follows: viewing factual conditions, learning by approach of Communicative Language Teaching (CLT), and output (implementation of communicative English in broadcasting)

Keywords: Design, English Broadcast, ESP, CLT, Empowerment

INTRODUCTION

English learning for campus broadcasters is needed in order to improve the competitiveness and existence of campus radio. The era of globalization has defined English as an international language and a basic need for media in Indonesia to exist, not least for radio, moreover for campus radio, as it is a means of education for students and society that cannot be separated from intellectuality. Campus radio for a university is indispensable as a place for creativity and learning tools (Sari, et al: 2014). Qualified English language will ease the broadcasters to learn new things as well as to convey the materials well and easily understood.

Communicative English learning model is needed for English learning to achieve its goal i.e. to create reliable communicative broadcasters in English language. Communicative learning model will also foster the spirit of beginner English broadcasters because for sure it will suit their needs. The model will be effective and not boring. Hence, campus radio managers should pay attention, especially with the holding of trainings for the implementation of good broadcasts.

The preliminary observation reveals that the ability of English campus radio broadcasters at IAIN Salatiga is still low because the broadcasters come from non-English Department. Through the results of questionnaires and interviews, they are still weak both in speaking, listening, reading and writing. Speaking comes into the weakest among other skills with only 0% is very good. They also have not got adequate trainings, both in terms of methods and materials that lead to communicative English in broadcast style.

Based on the description above, it can be inferred that they an English learning for broadcast purposes by using Communicative Language Teaching (CLT) approach for broadcasters on campus radio at IAIN Salatiga is necessary.

ENGLISH FOR BROADCAST AS A PART OF ENGLISH FOR SPECIFIC PURPOSES (ESP)

English teachers and lecturers, especially non-native ones, who are not experts in a particular field like this broadcast, of course will have time-consuming in recalling specific vocabularies in the field. Departing from here, it appears that English for Specific Purposes requires special skill skills compared to English for general purposes.

English for Specific Purposes (ESP) classes in a foreign language context can be distinguished from English for General Purposes (EGP) in that English for Specific Purposes

aims directly to the professional or academic demands and applicable situations. It is not a straightforward task to give one overall definition for this area of teaching-learning to cover all of the courses offered today given the development of research and theory, and ever-diversifying and expanding range of purposes. This perception is complicated by the fact that there are differences between English for Specific Purposes in English as foreign language context compared to English as second language context. (Laborda and Litzler, 2015: 40).

Many descriptions provided in the literature relate to the broad distinction of ESP versus EGP. Richards & Schmidt (2010: 2) define Languages for Specific Purposes as languages “used for particular and restricted types of communication (which is in this context will be focused on broadcast) and which contain lexical, grammatical, and other linguistic features which are different from general language”. Then, they give additional information that “the contents and goals of the English for Specific Purposes course are fixed by the specific needs of a particular group of learners” (2010: 181).

They then give additional information that the new developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to the learning (e.g. Rodgers, 1969). Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which match to the learners’ needs and interests was paramount. The standard way of achieving this was to take texts from the learners’ specialist area - texts about Broadcast for broadcasters in this context. The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners’ motivation and thereby make learning better and faster.

The growth of ESP, then, is caused by a combination of three main factors: the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology. All three factors seemed to point towards the need for increased specialization in language learning. (Hutchinson & Waters, 1987: 8)

Popescu (2015:61) says that methods of translation as well as designing appropriate courses that could ensure success in acquiring knowledge in a foreign language and increase students’ motivation in learning are important points of debate. An investigation of the purposes of the learners and the set of communicative needs arising from those purposes will guide teachers in designing different course materials, in choosing the kind of English to be taught, the topics and themes through which it will be taught, the skills and activities they will make use of. All these aspects could be perceived as a real challenge for both teachers and learners of esp.

At the end, it is concluded that in teaching ESP efficient development of basic communicative skills is harnessed to the skill of terminology translation, which including considerable cognitive effort and significant amounts of time spent by the teachers, especially when they are neither native speakers nor experts in different fields of activity, on preparation for activities aimed at describing students’ own political, economic or legal systems as well as comparing and contrasting them between different countries. A need analysis can give instructors two kinds of information. On one hand, there is the learners' current level in their second language ESP, field knowledge in first language and/or second language, motivation, methods of learning they have experienced, etc. On the other hand, there is valuable information on what learners want to achieve. Teaching and learning ESP materials should always engage the learners in a process of developing skills for evaluating their own speaking or writing in order to allow them to become independent learners in their workplace (2015:67). An expert of ESP, Upton (2012: 14) says that some researchers have focused specifically on four perspectives of ESP: needs, language analysis, materials and methods, and focus.

These perspectives from experts are used throughout this research as guidance in making questionnaire and doing focused group discussion in order to highlight the broadcasters' needs, and followed by empowerment based on the data.

COMMUNICATIVE LANGUAGE TEACHING

Broadcast requires the existence of an active and communicative language. Thus, of course, the learning must refer to the ability of students to be able to communicate well. Communicative language teaching can be used in forming competent and communicative English broadcasters because according to Freeman (2000: 121), Communicative Language Teaching (CLT) aims to apply the communicative approach by promoting communicative capabilities as the ultimate goal.

In their book, Richard & Rodgers (1981: 71) mention some characteristics of communicative language, namely: Language is a system for the expression of meaning, the primary function of the language reflects its functional and communicative uses, the categories of functional and communicative meaning as exemplified in discourses.

METHOD

The type of this research is qualitative, with research subjects are 20 broadcasters of IAIN Salatiga radio campus. Due to qualitative use, this study has 5 characteristics as described by Bogdan and Biklen (2007: 70), namely: 1). The source of qualitative research data comes from the natural setting and the researcher as the key instrument; 2). The research is descriptive so that the data collected is more explanatory, not numerical; 3). Qualitative research is concerned with processes rather than products; 3). Inductive which means that the study does not seek data to prove hypothesis, but to arrange the abstraction; and 5). Qualitative research focuses on the implied meanings not just explicit behavior.

The data collection is done in three ways, namely: observation, questionnaire and Focus Group Discussion (FGD). The details of each are as follows:

1. Observation

This observation is conducted to observe directly how the process of campus radio broadcast takes place, in order to answer the question how the English language ability of the campus radio broadcasters in doing the broadcast, especially in English or slightly using the English term. The results of observations indicate the potential already owned by the broadcasters and the shortcomings that will be fixed.

2. Questionnaire

Questionnaires are given to IAIN Salatiga radio campus broadcasters to find out their need for communicative English language learning related to broadcasts, to know the extent of the ability and use of English in broadcasts, and the interests from broadcasters of IAIN Salatiga campus radio to engage in English training.

3. Focus Group Discussion (FGD)

Focus Group Discussion, which is a focused discussion, is one way of researcher to get closer to finding information from broadcasters of IAIN Salatiga radio campus as the research subjects. In addition to digging information, this activity is also intended to get input of the concept of good English learning from the broadcasters.

RESULTS OF EMPOWERMENT

Based on the data obtained from field observations of broadcasters on campus radio, the researcher finds the real condition of English language abilities of IAIN Salatiga broadcasters presented in Table 1. Then, researcher designs an activity that will become an the learning model of English for broadcast given to broadcasters through communicative language teaching as listed in table 2.

Table 1: Recapitulation of questionnaire results on the real conditions of broadcasters' English competence

No	English Skill	1	2	3	4
1	Listening	10%	20%	30%	40%
2	Speaking	0%	20%	30%	50%
3	Reading	30%	55%	10%	5%
4	Writing	15%	35%	30%	20%

Description: (1) Excellent, (2) Good, (3) Fair (4) Poor

Based on the above data, it can be seen that the majority of English proficiency of the broadcaster is still low. Reading becomes the most mastered skill with an excellent 30%. While speaking skill becomes the most skill in training with only 0% excellent and only 20% good. In fact, 50% of broadcasters have poor speaking skills. From the table above, it can be concluded that special training for broadcasters is needed.

Table 2: The design of English for broadcast learning activities with communicative language teaching approach

No	Program	Empowerment effort	Follow up
1	Preparation of English for broadcast module according to need based on real condition	Researchers and broadcasters will jointly search for terms in the English for broadcast that suits their needs for later use in learning	Creation of modules that suit the needs of the broadcaster to be used in learning English and in accordance with the communicative language teaching approach
2	English for broadcast training with communicative language teaching approach	Teaching accompaniment in accordance with the material required by the broadcaster is done through the method of communicative language teaching involving English education experts	The campus radio broadcasters are expected to use English terms for broadcast which is communicative and applicable as needed by broadcast that they do
3	Implementation in real broadcast	Broadcasters and researchers collaborate on English broadcast	Broadcasters can directly apply what is learned in English broadcast

Based on a questionnaire distributed to broadcasters on IAIN Salatiga campus radio, data on the constraints faced by broadcasters, broadcasters' needs, and broadcasters' interest in English for broadcast training through communicative language teaching are available.

Table 3: Constraints faced by broadcasters in doing English broadcast

No	Questions	1	2	3	4
1	Have you ever studied english specifically for broadcast?	100%	0%	0%	0%
2	Have you ever had difficulty in doing English broadcast	0%	0%	20%	80%
3	Have you ever had trouble finding the right vocabulary when broadcasting	0%	0%	0%	100%

Description: (1) never (2) rarely (2) often (4) very often

Based on the above table, 100% of broadcasters on IAIN Salatiga radio have never experienced English for Broadcast training, 100% very often find difficulty in finding vocabulary related to English for broadcast, and 80% very often encountered difficulties in English broadcasting.

Table 4. The broadcaster's need for learning English

No	Questions	1	2	3	4
1	Do you need English related to broadcast?	80%	20%	0%	0%
2	Do you need speaking skills related to their activities as a broadcaster?	85%	10%	0%	5%
3	Do you need listening skills related to their activities as a broadcaster?	80%	15%	5%	0%
4	Do you need reading skills related to their activities as a broadcaster?	80%	15%	5%	0%
5	Do you need writing skills related to their activities as a broadcaster?	75%	20%	5%	0%
6	Do you need specific materials to learn English for broadcast?	80%	20%	0%	0%
7	Do you need specific handbook to learn English for broadcast?	80%	15%	5%	0%
8	Do you need specific tutor to learn English for broadcast?	70%	20%	5%	5%
9	Do you need a specific method to learn English for broadcast?	75%	25%	0%	0%
10	Do you need a specific medium to learn English for broadcast?	90%	10%	0%	0%
11	Do you need a specific room to learn English for broadcast?	70%	25%	5%	0%
12	Do you need specific training to learn English for broadcast?	85%	15%	0%	0%
13	Do you need specific time to learn English for broadcast?	80%	15%	5%	0%

Description: (1) do not need (2) less need (3) need (4) really need

From the table above, it is found that 80% of broadcasters really need English, 85% really need speaking skills related to their activities as broadcaster, 80% really need listening

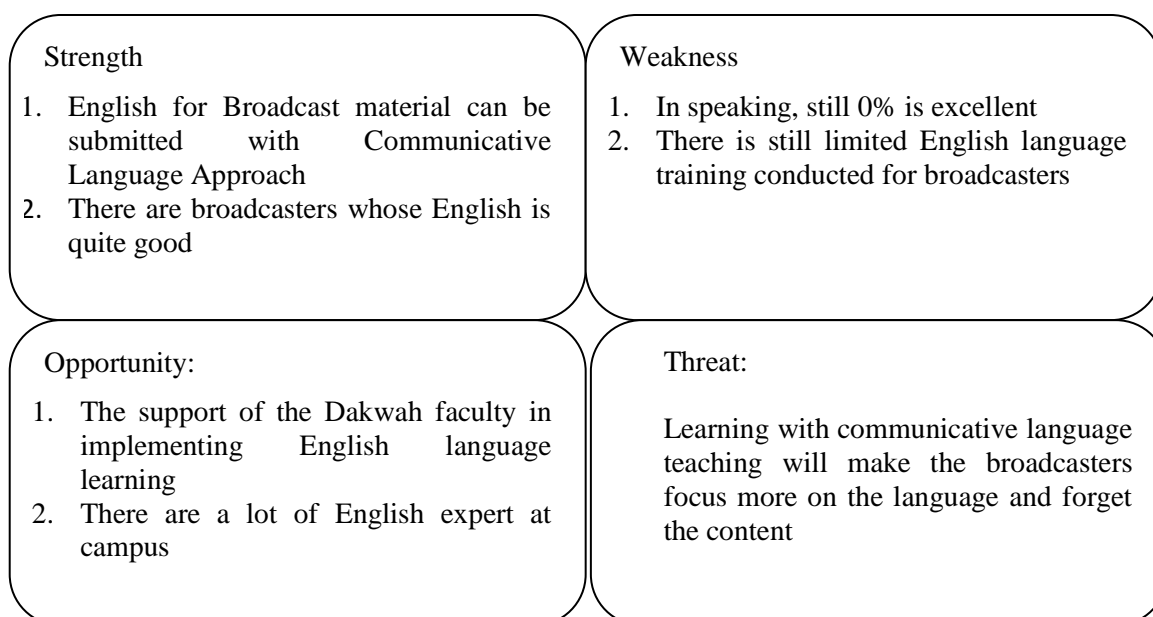
skills related to their activities as broadcaster, 80% really need reading skills related to their activities as broadcaster, 75% really need writing skills related to their activities as broadcaster, 80% really need specific materials in English for broadcast, 80% really need specific handbook to learn English for broadcast, 70% really need specific tutor to learn English for broadcast, 75% really need a specific method to learn English for broadcast, 90% really need a specific medium to learn English for broadcast, 70% really need a specific room to learn English for broadcast, 85% really need specific training to learn English for broadcast, 80% really need specific time to learn English for broadcast. Based on the above need analysis, it can be concluded that the broadcasters of IAIN Salatiga radio campus are really in need of English for Broadcast training.

LEARNING MODEL

In designing learning English for specific purpose, researchers use SWOT (strength, weakness, opportunity, and threat) analysis. SWOT analysis evaluates the internal strengths and weaknesses, and the external opportunities and threats in an organization's environment. The internal analysis is used to identify resources, capabilities, core competencies, and competitive advantages inherent to the organization. The external analysis identifies market opportunities and threats by looking at competitors' resources, the industry environment, and the general environment. The objective of a SWOT analysis is to use the knowledge an organization has about its internal and external environments and to formulate its strategy accordingly. This article provides a toolkit of templates to conduct a SWOT analysis and discusses practical insights on how to formulate strategic decisions (Sammut-Bonici & Galea, 2015: 1).

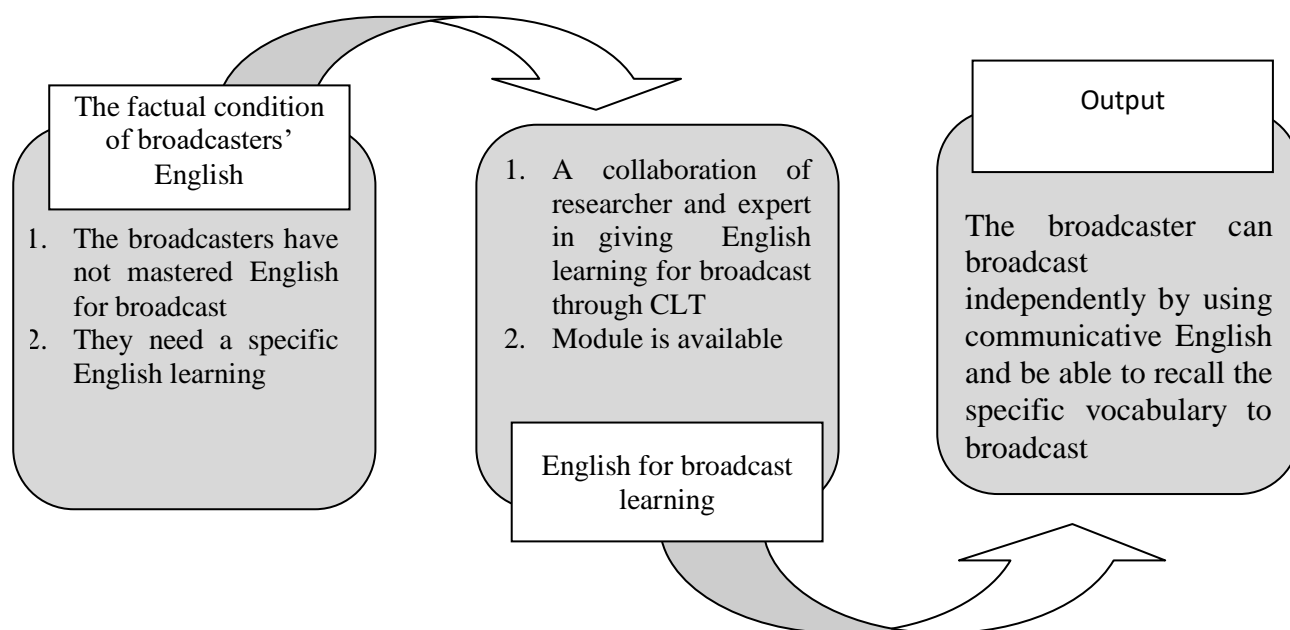
The SWOT analysis method can be considered as the most basic analysis method, which is useful to see a topic or problem from 4 different sides. The results of the analysis are usually directives / recommendations to maintain strength and add advantage of existing opportunities, while reducing shortcomings and avoiding threats (Rangkuty, 2007: 19). The SWOT analysis of IAIN Salatiga radio broadcasters is as in the following chart 1:

Chart 1: SWOT analysis of the broadcasters' English proficiencies



The design of learning arranged and planned by researcher is as follows:

Draft 2: learning design of English for Broadcast through Communicative language teaching



The description of the English for Broadcast learning design through Communicative Language Teaching (CLT) is as follows:

1. The factual condition of the broadcasters' English proficiency
 - a. 80% of them still very often encounter difficulties to broadcast in English and 100% very often find difficulty in finding special terms in broadcast
 - b. They need and are interested in learning English for Broadcast
2. Learning Process
 - a. Researcher, in collaboration with language teaching experts gives a learning of English for broadcast to the broadcasters through communicative language competence.
 - b. The module is available
3. Output
The broadcasters are able to independently broadcast by using communicative English and able to recall specific vocabularies for broadcast.

CONCLUSION

Based on the above results and discussions, it can be concluded that IAIN Salatiga radio broadcasters really need English training for Broadcast through Communicative Language Teaching Approach. It can be seen from the data that 100% of broadcasters on IAIN Salatiga campus radio have never experienced any English training for Broadcast, 100% have found difficulty in finding English-related vocabulary to broadcast, and 80% have difficulty in English broadcast. The factual conditions of the English proficiency of the broadcasters are that 80% of them are still very difficult to broadcast in English and 100% very often find difficulty in finding specific terms in the broadcast. So they need and are interested to learn English for Broadcast. After knowing these conditions, then the learning process is done by collaboration of researcher and language teaching experts to provide English language learning for broadcasters through Communicative Language Teaching (CLT) by using the modules that have been prepared previously. Finally, the output directed

by the researcher is that the broadcaster can broadcast independently using communicative English and be able to recall the specific vocabulary to broadcast.

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