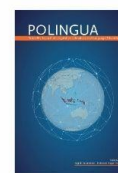




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The Development of Radio Broadcasting Teaching-Learning Materials for Vocational Higher Education

Nini Wahyuni¹, Mutia El Khairat², Novi Fitria³, Titin Ritmi⁴

¹²³⁴English Department, Politeknik Negeri Padang, Limau Manis, Padang, 25164, Indonesia

E-mail: ¹niniwahyuni@pnp.ac.id, ²mutia@pnp.ac.id, ³novipeto@pnp.ac.id, ⁴titinritmi@pnp.ac.id

Abstract— Teaching materials are set of materials arranged systematically and attractively that allows students to learn in higher institution including English Department, Politeknik Negeri Padang. However, there is minor printed references for students which designed and written by using instructional principles to support the teaching-learning process, specifically for radio broadcasting subject. In fact, it has a significant role in facilitate the educator in carrying out learning and assist students in obtaining alternative teaching material which are sometimes difficult to obtain. Therefore, this study aims to develop teaching material for the Radio Broadcasting course. In addition, the materials were made to achieve the expected goals and to enhance students' competencies, especially in Radio Broadcasting. There were several stages in developing the materials such as finding the needs analysis, designing the lesson plan, product development, product validation, and product evaluation. The data collection was obtained through questionnaires and interviews. Then, the data was analyzed descriptively. Based on the need's analysis data, most of students believed that getting appropriate printed references was difficult and required a textbook for the radio broadcasting subject. It then leads to develop a teaching material which was designed and provided based on the students' needs in the form of module. This module was also assessed by the radio expert and considered good enough to assist students in obtaining alternative learning materials as well as improve their comprehension in Radio Broadcasting.

Keywords— Develop; radio broadcasting; teaching-learning materials.

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I. INTRODUCTION

A radio is a basic and an easy-to-use electronic device that is inexpensive and affordable. This electronic media can be adapted to the digital era by developing a variety of platforms and devices. Nowadays, radio becomes a multibillion-dollar entertainment and information business that requires a large number of experts and professionals to run. Many institutions of official and informal education, including the English Department of Politeknik Negeri Padang, taught broadcasting skills, as it still serves an important purpose in the workplace. Radio broadcasting becomes a required topic for 4th semester students and it was designed to help students to be talented and skilled broadcasters. Furthermore, it offers an excellent opportunity for students to learn about the radio industry in which the course is delivered directly by experienced practitioners in radio broadcasting and also English Department lecturers.

Since its inception, radio broadcasting has evolved into a skill that should be mastered; even students are required to create a radio broadcast product in the form of a radio feature, an advertorial, or a documentary as part of their graduation

requirements. However, there is minor printed references for students which designed and written by using instructional principles to support the teaching-learning process. Meanwhile, it has a significant role in facilitate the educator in carrying out learning and assist students in obtaining alternative teaching material which are sometimes difficult to obtain. Therefore, it is critical to perform radio broadcasting teaching material development in order to evaluate existing teaching materials and adapt them to the needs of students and the radio broadcasting industry.

Lewis (2019) defines teaching and learning material as “a variety of educational materials used in the classroom by teachers to support specific learning objectives outlined in the lesson plan.” Meanwhile, Kapur (2020) stated that teaching-learning materials are materials used by instructors to impart information to students in terms of academic topics and ideas. The teaching materials can be produced by evaluating, adapting, supplementing, and creating their own material (Harsono, 2007). The development of teaching and learning materials assists teachers in understanding and implementing teaching theories, as well as achieving personal and professional growth (Thomlison, 2013).

According to Howard and Major (2004), some factors should be considered when producing learning material. To begin, when choosing instructional materials, it is critical to consider the curriculum and the context. Second, in the preceding contexts, the teacher-designer's resources and facilities are outlined. Third, personal confidence and competence decide an individual teacher's willingness to take on material growth. Some guidelines for designing teaching and learning materials include the following: they should be contextualized, stimulate interaction, and be generative in terms of language; they should encourage learners to develop learning skills and strategies; they should allow for a focus on form as well as function; they should offer opportunities for integrated language use; they should link to each other to develop a progression of skills, understandings, and language items; and they should be linked to each other to develop a progression of skills, understandings, and language items.

In developing the teaching-learning material, This research was conducted based on the following questions: (1) What are the significant necessities of the students in learning Radio Broadcasting?; (2) What is the relevant teaching-learning material which can be developed for Radio Broadcasting subject/ course?

II. METHOD

This is a research and development (R&D) study used to create a radio broadcasting teaching-learning material or enhance an existing one. There are several models of multimedia development in the relevant literature. First, the development that was proposed by Dick, Carrey, and Carrey (2001). They divided the development into 10 steps, namely assess needs to identify goals, conduct instructional analysis, analyze learner and contexts, write performance objectives, develop assessment instrument, develop instructional strategy, develop and select instructional material, design and conduct formative evaluation of instruction, revise instruction and design and conduct summative evaluation. Meanwhile, Alessi and Trollip's (2001) development model provides a framework for creating multimedia materials with three constant attributes and three phases, each of which includes a variety of issues to be addressed and actions to be done. The attributes are standard, ongoing evaluation and project management while the phases are planning, design and development. In the other hand, Lee and Owen's (2004) development model consist of five cyclic phases; *analysis, design, development, implementation, and evaluation*.

According to the theories, teaching-learning materials development models typically consist of four phases: designing, developing, evaluating, and implementing the product. Each segment includes several development steps. It refers to those theories, the development process of making the materials are carried out through some stages, namely finding the needs analysis, designing the lesson plan, product development, product validation, and product evaluation. The needs analysis consists of student's needs and learning needs. The data were collected through questionnaires and interviews. Then, the data were analyzed by using the descriptive statistics analysis. According to Borg and Gall (1983: 356) descriptive statistics is used to describe the data that are collected on a research sample. It used to indicate the mean

score in the variability of scores for the sample. The analysis result was followed by designing lesson plan. Then, the assessments, suggestions, and comments from the content and media expert are used to revise the learning material therefore the product can be developed in the following stage. The material was validated by expert and revised based on the comments and suggestion. Finally, it can be published as teaching-learning material.

III. RESULT AND DISCUSSION

This study aims finding the needs of students in learning Radio Broadcasting subject and developing the appropriate teaching learning materials of the course. It was compiled based on research and development steps: finding needs analysis, designing lesson plan, product development, product validation, and product evaluation.

A. Needs Analysis

The findings were obtained from questionnaire which compiled from second year students (fourth semester) of English Department, Politeknik Negeri Padang, who belong to Radio Broadcasting class. The students are divided into three different classes (2A, 2B, and 2C) with 75 members in total. The questionnaire means to describe students' need as primary background in developing the Radio Broadcasting teaching and learning material for students. There are 29 questions which were separated into two parts; target needs and learning needs. The results addressed the research question; what do students need in learning Radio Broadcasting subject and how to formulate the appropriate teaching materials for the subject.

1) *Target Needs*. The target needs data related to what the learner needs to do in the target situation. The questionnaires were used to find out the students' needs. Mean and percentage for each aspect of the needs were first calculated and it was used to determine the students' needs in learning radio broadcasting. The students were given 18 questions in target needs concerned which intended to find what the students demands in learning and teaching Radio Broadcasting. From 75 participants, 89,3% students stated that they are interested in learning this subject and 72% of them consider to work in Radio Broadcasting field. This percentage indicates that most of students have target to apply the Radio Broadcasting knowledge after completing their study, yet they do not listen to the radio in their daily activity. Concerning these two contradictory facts, the phenomenon is quite interesting because the students include radio broadcasting as one of their necessity in their educational part. The statements are strengthened by the reason why they need to learn Radio Broadcasting as shown in the following chart.

Mengapa Anda butuh mempelajari Radio Broadcasting?
75 jawaban

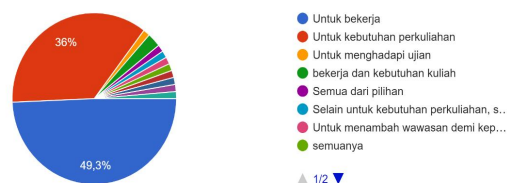


Fig 1. The students reason in learning Radio Broadcasting

This result presents the requirement of Radio Broadcasting as the students' skill. For about 49,3% of participants conceive Radio Broadcasting as their future job. They also believe that Radio Broadcasting basic, such as announcing skill, can facilitate them in getting a job since it can increase their public speaking ability. It is illustrated by their 61,3% answers which agree that the course helps them in practicing their public speaking skill and 24% took it to improve their confidence level up.

Moreover, the students also gave ideas regarding all topics which have been learned in the class, such as characteristic of Radio, broadcasting law and ethic, radio program and production, script of radio, basic announcing skill, journalistic of radio, marketing, advertisement, and voice over. The result proves more than 90% of students admit the essential of learning all of the topic to support their cognition towards Radio Broadcasting. It will be the fundamental in developing teaching and learning material for Radio Broadcasting subject. The topics provided will be included to module which in accordance with learning outcome. It was validated by the question "What is your issue in Radio Broadcasting subject and how to overcome the problem?"

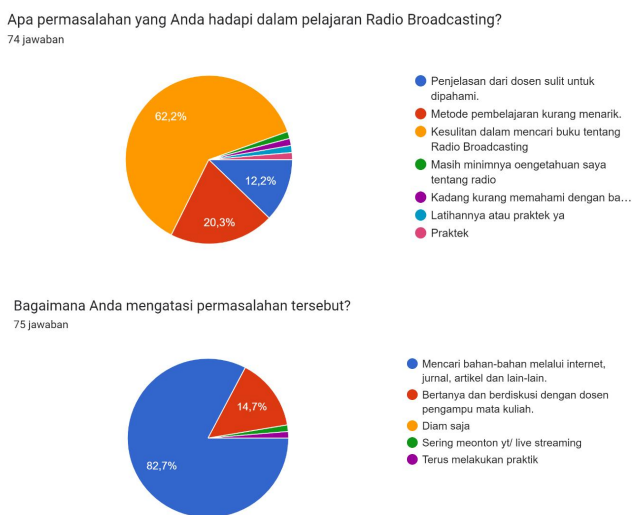


Fig 2. The difficulties in learning Radio Broadcasting

The questions lead to the result around 62,2% of students believe that getting appropriate printed references are their biggest difficulty in learning Radio Broadcasting. Then, 82,7% of students solve the case by searching and utilizing online materials. In fact, the situation can be disturbed by unexpected matters, for example device availability, signal trouble, resources validity, and many more. This problem, then, becomes another main point for developing module as the learning materials of Radio Broadcasting.

2) Learning Needs. The learning needs related to what the students need to do in order to learn. The data consist of the reading topics, length of the text, text authenticity, and others aspects. In this second part, the students were provided with 11 questions which aims at finding the urgency of having learning and teaching materials for radio broadcasting class.

From the students' answer, it was found that 77% of students require a textbook for Radio Broadcasting subject and 79,7% stated that it is really important for their learning process as shown in the following chart.

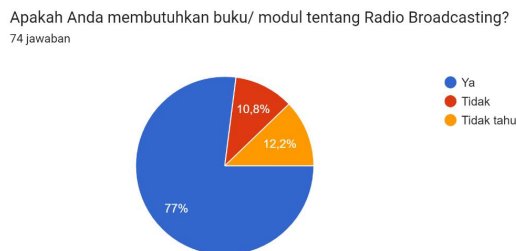


Figure 3. The learning material needs

Most of them also agreed that the module should be completed with exercise, task, and illustration.

B. Designing Lesson Plan

Before developing the appropriate teaching-learning product, it needs to design the lesson plan as the guideline. Based on needs analysis which was conducted in the previous stage, lesson plan was designed as the early stage for product development. The exist lesson plan was revised by concerning on the students answer in the questionnaire. Some topics were also omitted due to new normal adaptation. The lesson plan consists of 11 topics, those are characteristics and aspects in radio broadcasting, broadcasting law and ethics, radio program and production team, script writing and editing, announcing skill and vocalizing, radio journalistic, music program production, talk show production, marketing, and voice over. The last topic belongs to new material due to students needs other than announcing skills as some of them have intention to work as voice over talent. Radio field trip was also added to give direct experience at the radio station environment.

C. Product Development

Module was chosen since it can cover students' needs towards printed references in Radio Broadcasting subject. It was designed adjusted to the lesson plan. It is composed in English since the students need to preserve the broadcasting terms in English. Indirectly, it can improve their Radio Broadcasting knowledge as well as English vocabularies. There are 10 chapters which completed by the explanation, examples, and exercise to equip the lecturer needs in assessing students' comprehension for each topic. In order to make it more interesting for the students, the module was also decorated with interesting pictures and cover. It can assist the students in elaborating their imagination towards the material. The references were taken from related books, journals, and online sources which compiled become a book with comprehensive knowledge and explanation. Furthermore, the students' needs as describe in the questionnaire were also considered to fulfil the requirements at the end of the semester.



Fig 4. Product Presentation

D. Product Validation

The expert assessment was conducted by radio practitioner who has experience in radio industry for many years. The assessment was used to validate the final product and to know appropriateness of material. The assessment consists of the teaching material compatibility, the material correctness, the material presenting, the material appearance and illustration. The result of the expert assessment was good in which the average score was 3,1. Therefore, it was assumed that the radio broadcasting learning material was appropriate to apply.

E. Product Evaluation

Since the product has been validated by the expert, the module did not need major revision regarding content. The design was modified in some parts based on expert suggestion. It makes the module become better both from its substances and layout.

IV. CONCLUSIONS

There are some conclusion can be drawn from the result of the research. First, this research and development (R&D) study was used to developed appropriate teaching material for Radio Broadcasting subject. The research followed some stages such as finding needs analysis, finding the needs analysis, designing the lesson plan, product development, product validation, and product evaluation.

In the needs analysis, it was found that the students have various needs in learning radio broadcasting. The students chose various broadcasting topics such as Broadcasting Radio, Laws and Ethics in Radio Broadcasting, Radio Program and Production team, Production Technique and Program Planning, Radio Script Writing and Editing, Basic Announcing Technique, Radio Journalism, Radio Music Program, Radio Talk-show, and Voice Over (VO). With this result, the development of the learning material was expected can fulfill the learners' need.

After that, the process of developing the material should consider the target needs and the learning needs. The target needs refers to what the learner needs to do in the target situation. In this research, the target need was about the student's necessity, lacks, and wants. For the necessity, the students learn Radio Broadcasting to get knowledge and job in radio broadcasting industry. Besides, the need is to get a good

score in this course. While for the lack, it was difficult to find the Radio Broadcasting learning material and there is no an appropriate learning material for this subject. And for the wants, the students needed an appropriate learning material in form of book or module.

For the material assessment, the data shows that the teaching material of the radio broadcasting was "good" based on the total mean of 3,1 on a 4-1 *Likert* scale. Based on the results, it can be concluded that the Radio Broadcasting developed materials are appropriate to use as the teaching-learning materials for Vocational Higher Education.

Based on the conclusion, it can be suggested that the lecturer should conduct needs analysis before developing their learning material. It is essential in order to makes the learning more effective and useful for the students. Then, the lecturer should provide the module or book that make students learn and observe the knowledge by themselves. Finally, the lecturer have to use the appropriate and standardized material for Radio Broadcasting in order to help the students achieving their target and mastering the skills in radio broadcasting.

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