

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Depends on the problems of the study, this chapter presents data analysis and result based on the procedures described in previous chapter. The data analysis deals with three parts of analysis. They are of (1) the role of SMANJA Radio Station in improving the student's fluency in speaking skill at SMA Nurul Jadid (2) the problems faced by the students when using SMANJA Radio Station in improving students' fluency in speaking skill at SMA Nurul Jadid (3) the students' responses after listening to SMANJA Radio Station in improving students' fluency in speaking skill at SMANJA Nurul Jadid. Researcher collected the data using observation, interview, test and questionnaire. It will be explained below:

A. Research Findings

Research findings that were taken from the observation, interview, test and questionnaire result will be described below:

1. The role of SMANJA Radio Station (SMANJA FM)

The researcher used observation techniques to get the data about the role of SMANJA Radio Station. The researcher observed in broadcast room. The researcher only observed what announcers done when they were broadcasting. The researcher observed on 7 and 10 of June 2011.

a. The first observation

Researcher got the data result when the researcher observed at SMA Nurul Jadid. The observation was done on Tuesday 7 June 2011. The program started at 12 pm till 5 pm. The first program was Curhat SMANJA (interactive and consult). The program was held by Mr. Adi. He is one of teachers at SMA Nurul Jadid. This program used as a place for students to explore their opinion and thought. Students can criticize and give suggestion for the school, and the students sent their opinion in writing text that named (atensi paper). The students wrote in the paper. Then, announcer read and answered directly. There were many papers that sent by the students. The announcer just read some papers because it did not have enough time to read all papers. Also, Mr. Ali played song after reading 2 papers or more.

The second program was Laluna SMANJA. Laluna SMANJA program was entertainment programs. The program started from 2 pm till 3.30 pm. Announcer was the students of SMA Nurul Jadid. They are Honey and Angel. In this program, they talked about news at SMA Nurul Jadid and read some regard from the students. Also, they played Indonesian song as entertainment.

The third program was the real thing in English that was English Interactive. The program started at 3.30 – 4.30 pm. The program was held by Alistair Welsh and Sugiono SS. The program was a conversation with Alistair who was a native speaker from Australia. She was one of the

of kanguru organization. She gave opinion in English. Mr. Sugiono was a teacher of SMA Nurul Jadid. They made a conversation in English. In that time, they talked about education. Also, Mr. Sugiono read some questions from the students that the students had sent. The question was not only about the theme but everything they want to ask. For example, one student asked about how to have good pronunciation in English. The purpose of this program is how to speak well and know new vocabulary and also they are used to listen native speaker's voice.

The last is Kanguru Radio English. It was English broadcast. In this program, the teacher played cassette from kanguru. The cassette was sent by Kanguru every month. The duration was 25 minutes. It discussed about global warming in the world.

b. The second observation

Researcher did the observation on Friday 10 June 2011. The broadcast started from 6.30 am till 4 pm. The researcher came to the broadcast room and directly observed the announcer activity. Also, the researcher observed what the programs broadcast at SMANJA Radio.

The first program is Lalat SMANJA (*Lantunan Sholawat*). The program started at 6.30 - 7.30 am. The program was held by Dainish and Romi. Here, they played an islamic song namely SHOLAWAT. The topic talked about an islamic boarding house information and talk about something easy such as funny story. When the researcher did this research,

the topic was about the development of Nurul Jadid boarding house. There was also new program that is sholawat program. This program was only for students of SMA Nurul Jadid.

The second program was Kanguru Radio English. The program started at 7.30 – 8 am. In this program, teacher just played cassette from Kanguru with that same as last week.

The third was Kopi Mania Indonesia. This program was held by Andre and Tiar. The program started at 8 – 9 am. The program is similiar to Laluna SMANJA. They played indonesian song after reading 2 or more greeting paper. Also, they gave any information about school as like newest news and program run by the radio.

The fourth program that started 9 – 10 am was The Greatest Hits. The announcers was Eka and Ninoy. They just discuss about easy topic and daily information. They inform about one of west artists. Also, they read the paper that sent by the students. They played west songs for the entertainment.

The fifth program was Breakout. The program was held by the SMANJA Crew. In this program, the announcer took a rest for moment. So, crew just played on the music. The music was be combined with Indonesia and west songs. The time started from 10 am till 1 pm.

After taking rest, the program continued with Gado – gado SMANJA program. The program was announced by Julia and Bian. In this

program, they talked about many kinds of topic. They talked about what favorite music and singer right now. For the music, they played all kinds of music. Also, they read the regard paper from the students. The program started at 1- 2 pm.

The seventh program was Popi SMANJA. The program started at 2 – 3 pm. The program was held by Jessika and Nova. Here, they read the paper that contain about the regard from the students for their friend. For the entertainment, they played Indonesia music.

The last program was Western Music. The program was held by Lexa and Chova. The program was started from 3 – 4 pm. This program was also for entertainment. Announcer played western songs so the listeners could listen the western music combining by read regard paper.

2. Interview

To get the data, researcher conducted interview with the teacher and the students of SMANJA Nurul Jadid. From the interview, the researcher knew that the students found problems listening to SMANJA Radio Station. The interview was done on 6 – 15 of June 2011. The researcher interviewed 4 students of SMA Nurul Jadid, 2 students were from both Bahasa 2 and Bahasa 3 class. The result can be seen in appendix V. The researcher also interviewed with one teacher of SMA Nurul Jadid named Mr. Ali Ishaq (Appendix VI).

3. Oral test

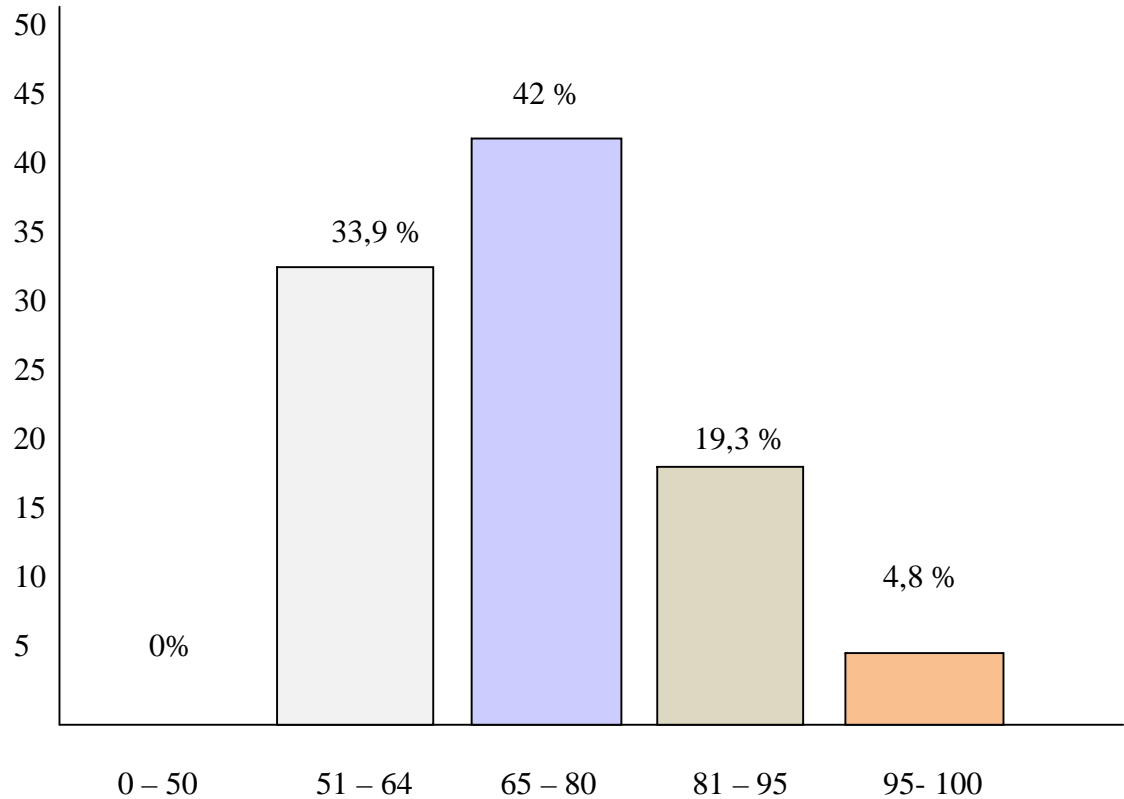
Researcher conducted oral test in Bahasa II and III class. The oral test was conducted on Saturday 11 June 2011. Test was done at 8 am. The researcher divided students in 14 groups consisted 2 students and 1 group consist 3 students. The researcher asked students to make conversation in group and called one by one of groups to make conversation in front of class. They discussed about what they have discussed. Then, the researcher gave scores depends on the score catagorized helped with a teacher of SMA Nurul Jadid. The purpose of this test was to know the students' improvement in speaking skill. The result of the test can be seen in appendix VII.

Score description:

- 0 – 50 = no fluent (less grammar, bad intonation, very slow and no accuracy)
- 51 – 64 = fluent enough (less grammar, bad intonation, slowly, no accuracy)
- 65 – 80 = fluent (less grammar, enough intonation, fluent, accuracy)
- 81 – 95 = very fluent (less grammar, good intonation, fluent, accuracy)
- 96 – 100 = perfect (good grammar, good intonation, very fluent and accuracy)

Also, researcher divided the students' scores in percentage. It will make easier to know students average that they have achieve. It will explain below:

Diagram 4.1



The percentage above showed that the result of the oral test. None students got score 0-50 points. It showed that almost students had good enough scores. So, from the result, researcher concluded that students' fluency was good. The next is 33,9 % of students got 51-64 points. It showed that their fluency was fluent enough meant students' fluency was less grammar, bad intonation, slowly, and no accuracy as explained in score description. The next percentage was for about 42 % of students. They got 65-80 point meant that they had fluent in speaking skill. Then, 19,3 % of students got 81-95 points. From the result showed that students' fluency had

very fluent in speaking skill. The last was 4,8 % of students meant they got perfect point. So, it showed that their fluency was perfect.

4. Questionnaire

To know students' responses, researcher conducted questionnaire. The questions were connected to SMANJA Radio Station. The researcher spread the questionnaire paper for the students of Bahasa II and III class. The questionnaire result are:

Table. 4.1

No.	Question Statement	Students' Response	Equals	Percentage (%)
1.	Do you know Smanja radio?	Yes, I do	62	100
		No, I do not	-	-
Total			62	100

Based on the first question, 100% students said that they knew about SMANJA radio. It means that almost all students of SMA Nurul Jadid knew SMANJA radio program.

Table. 4.2

No.	Question statement	Students' Response	Equals	Percentage (%)
2	Where do the students know SMANJA radio?	Friends	40	64,6
		Teachers	22	35,4
Total			62	100

From the second question, it showed that 64,6% students knew the SMANJA radio from their friend, in contrast, 35,4% students knew from the teacher. It means that teacher did not give announcement directly to the students.

Table. 4.3

No.	Question Statement	Students' Response	Equals	Percentage (%)
3.	Do you listen to SMANJA radio?	Never	10	16,1
		Seldom	16	25,8
		Often	21	33,9
		Always	15	24,2
Total			62	100

The result of the third question is 16,1% which mean that they never listen to the radio. While, 25,8% of students seldom listen to the radio. And 33,9% of students often listen to the radio. The last, 24.2% of students always listen to radio. From this result, It showed that most of students of SMA Nurul Jadid had listened to SMANJA radio.

Table. 4.4

No.	Question Statements	Students' Response	Equals	Percentage (%)
4.	How many times do you listen to SMANJA radio?	Once	23	37
		Twice	28	45,2
		Never	11	17,8
Total			62	100

In fourth question asking about the frequency of students listens to SMANJA radio. The result is 37% of students listen to radio once week. And 45,2% of students always listen to SMANJA radio twice in a week. The last, 17,8% students never listen to SMANJA radio. In fact, many students listen to radio twice in a week.

Table. 4.5

No.	Question Statement	Students' Response	Equals	Percentage (%)
5.	Do you participate actively in SMANJA radio broadcast?	Always	10	16,1
		Seldom	17	27,4
		Often	19	30,6
		Never	16	25,8
Total			62	100

The next question is about students' participation in SMANJA radio. The result, 16,1% of students always participate in SMANJA radio. The next is 30,6% of students often participate in SMANJA radio. Then, 27,4% of students seldom participate in SMANJA radio. The last, 25,8% of students never participate in SMANJA radio. From the result, researcher concluded that most of students had participated in SMANJA radio broadcast.

Table. 4.6

No.	Question Statement	Students' Response	Equals	Percentage (%)
6.	Do you know all programs of SMANJA radio?	Yes, I do	23	37,1
		Yes, some programs	29	46,8
		Nothing	10	16,1
Total			62	100

The sixth question is about the programs of SMANJA radio. 37.1% of students know all of the programs. Then, 46,8% of students just know some of the programs. And last, 16,1% of students do not know the programs of SMANJA radio. It means that some of the students has known the programs.

Table. 4.7

No.	Statement Question	Students' Response	Equals	Percentage (%)
7.	Do you listen all programs of SMANJA radio?	Yes, I do	26	41,9
		Some programs	13	21
		Nothing	23	37,1
Total			62	100

The next 41,9% listened to all programs, just 21% of students listened to just some of the programs. And 37,1% never listened the program broadcast, it means just some students listened to programs in SMANJA FM.

Table. 4.8

No.	Question Statement	Students' Response	Equals	Percentage (%)
8.	Do you know that one of the programs in SMANJA radio is listening to Native speakers?	Yes, I do	48	77,4
		No, I do not	14	22,5
Total			62	100

The result of this question, 77,4% of students know that SMANJA radio had native speaker program. In contrast, 22,5% of students do not know the native speaker program. It means that most of the students at SMA Nurul Jadid know the native speaker program.

Table. 4.9

No.	Question Statement	Students' Response	Equals	Percentage (%)
9.	Do you listen to native speakers?	Never	9	14,6
		Seldom	12	19,3
		Often	23	37,1
		Always	18	29
Total			62	100

The ninth question, it shows that 14,6% of students never listen to native speaker program. While, 19,3% of students seldom listen to native speaker program. Then, 37,1% of students are often listen to native speaker. And the last, 29% of students never listen to native speaker. So, It shows that many students were not interested in listening to the native speaker program.

Table. 4.10

No.	Question Statement	Students' Response	Equals	Percentage (%)
10	Do the native speakers have good effect in your skill?	No, It do not	12	19,3
		Yes, It is influence enough	21	33,9
		Yes, It is very influence	29	46,8
Total			62	100

The result for the last question is 19,3% of students answer that native speaker program is not influence their skill. While, 33,9% of students is influence enough their skill. Last, 46,8% of students said that native speaker program is very influence. It means that SMANJA radio broadcast has influenced the students' fluency in speaking skill.

From the explanation above, the researcher concluded that SMANJA radio broadcast got good response from the students. Many students listened to the radio and knew the programs broadcasted in SMANJA radio. Also, the

students were interested in listening to native speakers. According to students, native speakers program could improve their speaking skill.

B. Discussion

1. The Role of SMANJA Radio Station (SMANJA FM).

SMANJA FM station was one of programs that organized by the teacher. SMANJA FM was an interactive radio of SMA Nurul Jadid Paiton Probolinggo as life skill to improve the students' skill in communication especially in broadcast and pers. SMANJA FM was a part of language laboratory broadcast in 93,8 MHz. frequency. SMANJA FM station was used as one of media that became a place of students' creativity. Radio either directly or indirectly encourages the creativity of the learners in the field of music, drama, poetry, and so on. They get the opportunity to listen to various creations of others. Their power of creativity will arise based on their talent and interest³⁶. The students could explore their opinion, thought and argument by this SMANJA FM station. Also, the students could give some comments to the school to get better. Students could get a lot of information about education and etc.

SMANJA FM station organized for students of SMA Nurul Jadid especially for language class. So, the students of language class would be easier to explore their opinion and thought. Members of SMANJA FM station for

³⁶ Ahmad Rohani, *Media Instruksional Edukatif...* 88

about 95% are students of SMA Nurul Jadid and 5% from others schools. However, the active ones who always participate and listen to SMANJA FM station are not only from the language class but also from other classes for example IPA and IPS class.

SMANJA FM station was a radio cooperated with kanguru. SMANJA FM station had a program using English broadcasting. The program that listeners would listen to the native speaker for about 30 minutes. Beside that, there was an interactive program with native speakers. There, students could give some opinion about the topic talking in English language. So, SMANJA FM had programs both educational program special for studying English and entertainment. As stated by Ahmad Rohani radio is an audio electronic media that can catch a particular sound so the information can be affordable by the community and have a practical educational in non-formal or formal learning.³⁷ So, students could learn in out of the class that is from SMANJA FM and may be more enjoying.

The place of SMANJA FM station was located at SMA Nurul Jadid building. The programs of SMANJA FM station run well. SMANJA FM station broadcasted twice a week; on Tuesday and Friday. On that day was holiday so students were free to use radio, and they could listen to radio. On Tuesday, SMANJA FM broadcasts from 12 pm till 5 pm and on Friday is full day that is from 6.30 am till 5 pm.

³⁷ Ibid, 87

There were many programs of SMANJA Radio broadcasting. The programs are Kopi Mania Smanja, Curhat Smanja, Laluna Smanja and etc. The announcers of SMANJA FM station were from the students of SMA Nurul Jadid. The school done a competition to get the best announcer. So, they had a good skill to present the programs. The result, all programs of SMANJA FM run well.

J.B Wahyudi said that radio news is processed and presented to the public in the form of an audio (sound) which can be heard from radio³⁸. The news broadcasted was the newest information right now. It could be about around of boarding house and what happening in the world. As explained that the information should be actual and factual.³⁹ It was as the characteristic of radio that the news had been the actual and factual.

From this observation showed that SMANJA FM had been run well at SMA Nurul Jadid. The program was appropriate with students. For example, native speaker program was broadcasted to help students' speaking skill.

2. The students' problems faced of listening SMANJA Radio Station.

The variation media was used by teacher to improve students language skill such as: LCD, TV, RADIO, cassette, picture, magazine, laboratory, etc. While the variation of interaction learning such as discussion, pair or group

³⁸ J.B. Wahyudi, *Dasar-dasar Jurnalistik Radio dan Televisi...* 36

³⁹ Masduki, *Jurnalistik Radio...* 12

work, etc. All of them included one of ways used by teacher to improve the students language skill. They could improve their speaking skill because they would practice English habitually in the class and outside. SMANJA radio was one of programs at SMA Nurul Jadid that the radio broadcasted native speakers. By this program, teacher hopes that students will be common to listen to native speaker. According to Jeremy Harmer, receptive skills are the ways in which people extract meaning from the discourse they see or hear⁴⁰.

To know the students' problems of SMANJA radio broadcast, the researcher interviewed with the students and teachers of SMA Nurul Jadid directly. The students were very excited with the SMANJA radio broadcast. According to the students, SMANJA radio gave many advantages to their English learning process. As said by Ahmad Rohani that radio had many advantages in learning process⁴¹. For example, Radio could add knowledge, experience, skills and so on. Students would often exercise in second language so students could express their English in SMANJA Radio. It needed habitual action to listen native speaker. When the students listen to native speaker frequently, it helped students in improving their English. Because they got many vocabularies and knew how to pronounce English word. Therefore, it

⁴⁰ Jeremy Harmer, *The Practice of English Language Teaching...* 199

⁴¹ Ahmad Rohani, *Media Instruksional Edukatif...* 89-90

helped students to speak English. But in fact just some students listened to native speaker.

From the interview result, students got difficulties when they listened to native speaker program. Almost students said their problems that many students did not have radio. So, many students did not listened to SMANJA radio especially in native speaker program.

Also, students found some problems when they listened to native speaker. Sometimes, they got difficulty to understand what the native talked about because they had limit vocabulary. Having limited vocabulary was also barrier for the learners to learn a language⁴². Also, they only listen to native speaker without any discussion after listening to them from the teacher because the program was in out of class meant that SMANJA radio was not lesson teaching in the class. It was just extracurricular program. It means that the teachers let the students thought by them selves. In fact, the teacher cannot be able to create a spontaneous interaction with the learners⁴³. So, the students would be more interested in listening to native speaker if the teacher discussed what native speaker had talked about.

The students were more interesting to listen to the entertainment programs than the native speaker program because they got easily to understand

⁴² Syakur, *Language Testing and Evaluation...* ,5

⁴³ Ahmad Rohani, *Media Instruksional Edukatif...* 89-90

the discussion. They just liked programs that could make them enjoy as like listening song.

Next, researcher conducted interview with teacher. The researcher interviewed one of the teachers, he was Mr. Ali Ishaq who had responsibility to SMANJA Radio. He said that only the students who were active in SMANJA radio would improve their speaking skill. It could know from their speaking when they were as announcer one of English program in SMANJA radio. As observed by Mr. Ali, they would be looked the improvement from the differences when they became announcer at first time. Their English was still good enough. In fact, after cooperating in SMANJA radio, students got improvement in their fluency in English. Also, the researcher asked about the students' responses. He said that students were very excited to SMANJA FM. It showed by many students sent the greeting paper to the radio.

From the interview, researcher concluded that the main problems of the students that they could not listen to English broadcasting because they did not have the media. Also, the students did not know and understand what the native speaker discussed. They found difficulty to understand the words or unclear. So, they were not interested in listening to English broadcast.

3. The students' responses after listening to SMANJA Radio station in improving students' fluency in speaking skill.

Based on the questionnaire, researcher conducted, the responses of the students of SMA Nurul Jadid were good enough in listening to SMANJA Radio. It showed from the students' answer in questionnaire. From the result, almost all students of SMA Nurul Jadid had known about SMANJA Radio. It means that SMANJA Radio has been popular at school.

The students' responses in listening to native speaker were good. 23 students answer that they often and 18 students are always listen to native speaker. It showed that 66,1% of students were excited with native speaker program. From the data result, students were excited to listen to native speaker program. Although, they got problems when they were listening to SMANJA radio.

In questionnaire, researcher asked about what native speakers program could improve their speaking skill. The result, 29 students answered that native program has influence their speaking skill. From that program, they had improved their fluency in speaking skill. To know the students improvement, the researcher done the test in language class. Researcher also got data about list of students who were active and not active listening to native speaker. From the result, 41 students are active listening to native speaker showed 37 students

got good score and 4 students got unsatisfied score. In contrast, the students who are not active listening to native speaker got low score. From the test result, almost all students got good score in the test. They got score more than 65. So, the researcher concluded that most of the students who are active listening to native speaker had improved their fluency. They got good score in this test. As a test result, 42% of students got had fluent enough. Then, 19,3% of students had very fluent and the last 4,8% of students got perfect fluent in their speaking skill. The researcher concluded that SMANJA Radio program especially native speaker program had improved students' fluency in speaking skill.

In fact, by listening to native speaker program in SMANJA FM could help their speaking skill. As suggested by Sudha Rani that teacher should make students habit to listen to radio everyday.⁴⁴ As a result, when students were regular and constant listening to radio, it would automatically introduce them to the nounce of it. Students who often listen to native speaker would know how to pronounce words in English. So, it will help them to produce the words easily.

⁴⁴ D. Sudha Rani, *Advanced Communication Skills Laboratory Manual*,...37

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will present the conclusion and suggestion of the study.

A. Conclusion

Based on the findings and discussion, it will be concluded that:

1. SMANJA FM station is one of programs organized by the teacher. SMANJA FM is an interactive radio of SMA Nurul Jadid Paiton Probolinggo as media to improve the students' skill in communication especially in broadcasting and pers. SMANJA Radio offers many programs such as Kopi Mania Smanja, Curhat Smanja, Laluna Smanja and etc. The news broadcasted is the newest information, and it is about the event around boarding house and what happening in the world. From the observation result shows that SMANJA FM run well at SMA Nurul Jadid. The programs are appropriate for students, for example, native speaker program is broadcasted to help students' fluency in speaking skill.
2. Students get difficulties when they listen to native speaker program. The difficulties is to understand the words or unclear words so they often miss the words when the speakers are speaking. so, it makes students do not understand speaker dicussed. This problem is because students have limited vocabularies. It

make students are more interesting to listen entertainment program than native speaker program.

3. Based on the result, SMANJA radio program get good response from the students. It can be proved from the result that 66,1% of students answered often and always listened to native speaker program. It means that the students were excited listening to native speaker program. Although, they have problems when they listened to SMANJA radio. Also, they said that native speaker program can improve their fluency in speaking skill. To know the students improvement, the researcher did oral test. From the result, there are 41 students who were active listening to native speaker. 37 students got score more than 65 and just 4 students got unsatisfied score. It meant that the students who are active listening to native speaker can improve their fluency in speaking.

B. Suggestion

There are some suggestions in learning process:

1. For the teacher: teacher should give more attention to SMANJA broadcasting. Teachers should give new innovation in broadcasting and interesting topic to make the students enjoyable listening to Radio. Also, the teachers have to give solution from the native speakers program because many students do not

understand what the speakers said. It will be helpful if the topic is not only discussed in SMANJA radio but also in the class.

2. For another researcher: the researcher suggests that it is better to continue this research. It can be used for other skills as like listening. Also, they can observe other grades or classes that are not from language class to know their improvement in English.