DEVELOPING ENGLISH JOURNALISTIC LEARNING MATERIAL FOR ISLAMIC BROACASTING COMMUNICATION STUDENTS OF IAIN PALOPO

A THESIS

Submitted to the English Education Program of Tarbiyah and Teachers Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of Requirements for S.Pd Degree in English Education

TINMALASARI
15 0202 0001

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019

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Supervised By:

1. **Amalia Yahya, SE., M.Hum**
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ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2019

THESIS APPROVAL

This thesis, entitled "**Developing English Journalistic Learning Material for Islamic Broadcasting Communication Students of IAIN Palopo**" written by **Tinmalasari, Reg. Number 15.0202.0001**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, September 5th 2019 M**, coincided with **Muharram 6th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 5th, 2019 M
Muharram 6th 1441 H

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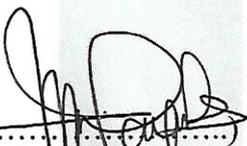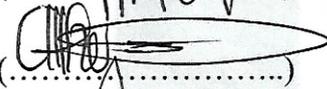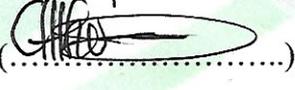
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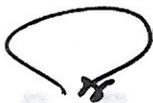
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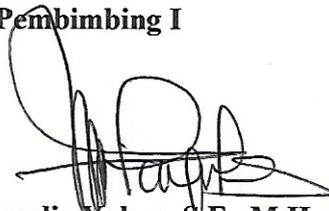
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EXAMINER APPROVAL

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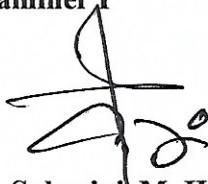
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With all awareness and consciousness, the research who signed below, pronounces that this is literary work of research herself. If it is proven that this Thesis is duplicated, copied or made by other people as whole or partially, it causes this thesis is invalid for law.

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Researcher

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ABSTRACT

TINMALASARI, 2019. "Developing English-1 Learning Material for Islamic Broadcasting Communication Students of Iain Palopo"**. A Thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Under supervisor Amalia Yahya, SE., M.Hum as the first consultant and Wahibah, S.Ag., M.Hum as the second consultant.**

The students of Islamic Broadcasting Communication majority are expected to know the Basic English used in journalistic. This research aims to develop the English learning material for Islamic Broadcasting Communication (IBC) students of IAIN Palopo. Then, the researcher applied Research and Development (R&D) method to analyze the students' problems toward their English learning materials obviously and what are their learning needs. Further, 44 students of Islamic Broadcasting Communication majority at Institut Agama Islam Negeri Palopo were involved as the subject of this research. In addition, three instruments were applied to collect the data; 1) an observation in order to know the latest condition of students in learning process; 2) a questionnaire covering some questions dealing with the students' needs; and 3) a direct interview to get information about their understanding in Basic English used. Furthermore, the findings indicated that all students were in basic-lower level. Then, Students' **Necessities** are**:** 1) They need to communicate and access the English information that relevant toward their majority 2) They need to use English to communicate for their future job especially in broadcasting. Then, the students' **Lacks** are: 1) They lack of vocabularies and their English level were still in *Basic lower*. 2) They never join TOEFL test before. 3) They are difficult to express their ideas and understanding the content of English material, 4) They are difficult to arrange the sentence and understanding what they have heard in listening session. Meanwhile. The students' **Wants** are: 1) They want topics which are relevant to personal communication or based on their profession in journalistic. 2) They want to understand and explains the most the meaning of the text of English news. 3) They want to be able to write the English news with a correct sentences and paragraph, 4) They want to use the vocabulary based on the content and most frequently used words. 5) They want to have a good English pronunciation with a good intonation.

Keywords: *Basic English, English learning material, IBC students*

CHAPTER I

INTRODUCTION

A. Background

An important principle of English for Specific Purpose (ESP) approaches teaching is that the purposes for which a learner needs a language rather than a syllabus reflecting the structure of general English should be used in planning an English course, rather than developing a course around an analysis of the language, an ESP approaches starts instead with an analysis of the learner's need (Jack C. Richard, 2001). That is why, having a proper learning materials will help the students to be more focus on their majority. In this case, it is really needed to increase the proficiency in English especially for the students who are studying about journalism. However, the primary goal of the students is they are expected to speak through the mass media besides the students are able to write them as well.

The researcher has observed the situation of the students at the first semester of Islamic Broadcasting Communication (IBC) department on August 6th, 2018. It was found that there are some difficulties faced by the students in understanding English for journalism. The students are confuses in understanding the content of journalism even they did not know their objectives learnings. Besides, the students are not able to express their idea and have limited words in English. Further, it also supported by the unclear curriculum in IBC majority. The students are only study about English beyond their majority's

vision and mission. That is why, this research develops the appropriate English learning journalism materials for IBC students of IAIN Palopo by using the Hannifin and Peck Design Model, the researcher used every step to combine and develop previous research till create new product for teaching. In addition, R & D seems really good to develop learning model which is not only for the learning practice but above of all, it will be the way to develop the effectiveness of learning. That is why, the composing English material from the basic low up to the specific purpose for journalism must be considered by the teacher. In fact, the students are very limited on speaking and writing skill. There some difficult English tasks which cannot be answered by the students. Besides, they are also not able to arrange the concept of reporting speech. Therefore, the use of task-based method should be evaluated in order to improve the basic vocabularies of journalism.

Those conditions described above give an overview that the students of IBC need the suitable learning materials of English for journalism that can support the students' learning and teaching process in the classroom. These reasons attract the researcher to develop the learning material in order to support the learning process of IBC students of IAIN Palopo. Therefore, the researcher is motivated to develop this English learning materials under the tittle **"Developing English journalistic Learning Material for Islamic Broadcasting Communication Students of IAIN Palopo"**

B. Problem Statement

The students of Islamic Broadcasting Communication Department in IAIN Palopo does not have the appropriate English learning material for their majority. Most of the students viewed English subject as one of the difficult lessons. Besides that, the English materials seems to be general which is not concentrated to their objectives of learning. These identification of the problems leads the researcher to formulate the problem as a research question as follows:

"What is the appropriate English journalistic learning material for Islamic Broadcasting Communication students of IAIN Palopo?"

C. Objective of the Research

The objective of the research is to develop the appropriate English journalistic learning materials for Islamic Broadcasting Communication students of IAIN Palopo.

D. Significance of the Research

This research gives an insight to the researcher, the teacher, and the higher education students on the way to construct a learning material based on the students' need. Practically. This research is to provide a product of learning materials that can be used by both the students and the teacher of IBC in IAIN Palopo.

E. Scope of the Research

The researcher develop English learning journalism materials for Islamic Broadcasting Communication Students of IAIN Palopo. The researcher use Research and Development (R n D) method to develop the materials on students' English task book. Besides that, the researcher will use Hannifin and Peck design model consisting of three phases. Phase one involves need analysis, phase two is design materials, and phase three is development or implementation. The researcher also conduct instrument and material validation by some experts in order to produce the appropriate product of students' learning material without testing.

F. Operational Definition

1. The development is an activity of arranging English learning materials that did not yet exist to be in accordance with what is needed.

2. English learning material is the whole materials need by the lecturer in implementing teaching and learning activity. It could be written and spoken materials. The written material consisting of analyzing the content of the news, expressing idea through the text, and so forth. Meanwhile the spoken material consisting of self-interview, news reporting, and so on.

3. Islamic Broadcasting Communication (IBC) Department is one of the majority of Islamic Broadcasting and Communication at State Islamic Institute of Palopo. This majority concentrates more on broadcasting and journalism.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are some previous researches related to the learning material design that will be explained here. They are:

1) Achmat Ali, (2013), Designing Learning Material of English for Mathematics for the fourth grade Students Of Pilot International Standard School (RSBI) Bantul Manunggal Elementary School

This research is Research and Development (R&D). The steps of this research consisted of need survey, designing the materials, evaluating the first draft of the materials, revising the first draft, implementing the second draft, and writing the final draft. The instrument of the data collection were questionnaire, interviews, and observation. The types of the date were qualitative and quantitative.

The finding of the research showed that the target of the students in learning English for mathematics was to pass the examination of subject. Automatically, the students have to understand vocabulary and expressions related to the English for mathematics. It was also found that the students used English for mathematics vocabulary and expression when they communicate their ideas with their teacher and friend in the classroom. However, the students were lack of vocabularies and expression of English for mathematics subject to communicate their ideas. They got difficulties in finding the most

appropriate vocabulary to express their ideas and expressing their ideas in a written text.

2) Fadhliyah Rahmah Muin, (2014), Pengembangan Bahan Ajar Bahasa Inggris-2 untuk Mahasiswa Komunikasi Penyiaran Islam Sekolah Tinggi Agama Islam Negeri Palopo

This research is Research and Development (R&D). The steps of this research consisted of conducting need analysis, make a syllabus, design the materials, getting expert judgment, revise the materials, trying-out the materials, evaluating the materials, and writing the final draft of the materials.

The finding showed that the target of the IBC students in learning English is the students are able to communicate on their daily life well. Also, they can access the information which are relevant toward their lesson. Furthermore, the competence of the students' speaking skill which need to be required by the students is they are able to understand and practice the daily conversation with several topics in personal content or professional content. Furthermore, this research have similar purpose with the researcher. That is to find out the appropriate English learning material for IBC students. However, the different is this research is more focus on English-1 for the first semester of IBC Department while Ms. Fadhliyah's research concentrated to English-2 for the second semester of IBC Department.

3) Nawangsasi, (2015), Designing Listening Materials for Eighth-grade Students of SMPN 14 Yogyakarta based on 2013

This research is Research and Development (R&D). It is adapted from R & D model proposed by Jolly and Bolitho in Tomlinson (1998). The steps of this study were conducting needs analysis, developing course grid, designing materials (first draft), expert judgment, and the last is designing final draft. There are two kinds of questionnaires used in this study. First is the needs analysis questionnaire and the second is the expert judgment questionnaire. The data of both of the questionnaire were analyzed quantitatively through descriptive statistics.

This study developed 4 units of materials based on Curriculum 2013. According to Permendikbud No.81/2013, the materials are developed into three main parts. Those are pre-activities, main activities, and closing activities. Considering the students' learning needs, the inputs of the materials are in the form of videos, audios, pictures, explanations, and vocabulary list. The main tasks made by applying five steps: observing, questioning, collecting, associating, and communicating. The materials then were evaluated in the expert judgment process. It was evaluated based on the appropriateness of the content, appropriateness of the language, appropriateness of the presentation, and the last is appropriateness of the graphic.

Those researches above have similar purposes. That is making an appropriate learning material based on their objects of researching. (Achmat Ali, 2014) is focusing on designing material for elementary school students

in addition, (Fadhliyah Rahmah Muin, 2014) is also stating that her research purpose are to know students need and to design an appropriate material for Islamic Broadcasting Communication Students of State Islamic Institute of Palopo. Those two researcher are in line with what Nawangsasi's research purposes. Those are: describe the target needs, describe the learning needs and develop appropriate listening material for the eighth grade of students at SMPN 14 Yogyakarta based on 2013 curriculum. (Nawangsasi, 2015).

However, the researcher also has the similar purposes with those researchers. It is Developing Material especially English for journalism for IBC students. The researcher model of development will use Research and Development (R&D) Model. Furthermore, it will follow some research steps and principle of developing learning material based on R&D Model.

B. English for Specific Purposes

Hutchinson and Waters (1987) defines ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. In addition to the definition above, Strevens (1988 in Gatehouse, 2011) presents definition of ESP by identifying its characteristic. He states that ESP consists of English language teaching which is:

a) Design to meet specified needs of learner

b) Related in content to particular disciplines, occupations, and activities

c) Centered on language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse

Meanwhile, Nunan (2004: 7) stated that English for Specific Purpose (ESP) is not only an approach to language teaching but also servers an important subcomponent of language teaching. Therefore, ESP has its own approaches to curriculum development, material design, pedagogy, testing, and research. Furthermore, Hutchinson &Waters (1987) divide need analysis into two categories, Target need and learning need (Nation and Macalister, 2010:24). In addition, the procedures in conducting need analysis depends on type of procedure selected. Since any one source of information is likely to be incomplete or partial. A triangle approach (i.e collecting information from two or more sources) is advisable (Jack, C. Richards, 2001:59). After collecting the data, the next steps are organizing, analyzing, designing, and reporting the information.

1. Target Need Analysis

Nation & Macalister (2010: 24-25) defines *target needs* as an analysis conducted to know what the learner needs to do in the target situation. The analysis of target needs analyze 1) *Necessities,* the type of need determined by the demands of target situation to know what the learner has to know in order to function effectively in the target situation; 2) *Lack,* refers to the analysis to know what the learners know already; and 3) *Wants,* to know what the learner wants to learn.

Related to designing learning material for journalism for Islamic broadcasting communication, the three aspects of the target need closely

related to the Nunan's task component. Nunan (2004) proposed six elements of tasks components. They *are goal, input and procedures, setting, the role of teacher, and the role of students*. Goal refers to the nessecities in the target needs; input refers to lack and wants. Meanwhile, the other four elements refers to the domain of learning need analysis. The detail orientation of the goal and input analysis framework are as follow:

1. A goal analysis framework

   1) What is the purpose of studying English?

   2) What skill is really needed?

2. An input analysis framework

   1) What level of proficiency are the students now?

   2) What topics are do the like?

   3) How long the text do they like?

   4) What is the significant of the studying vocabulary for them?

2. Learning Need Analysis

Learning *needs* refers to what the learner needs to do in order to teach (Nation & Macalister (2010: 24). The learning need is closely related to activities which the learners need to do to achieve the abilities which are required by the learners in order to be able to perform the required degree of competence in target situation. To construct the learning materials, it is important to analyze the students' learning need to decide an engaging teaching and learning process which the students wish. This analysis is connected with activities, setting, the role of teacher, and the role of students.

To meet the good composition of learning task, the other elements of the four tasks component are applied into this research.

1. An analysis framework to find activity

   1) What learning activities do the students think effective for studying English?

   2) What is the effective arrangement of the activities do they prefer?

   3) What difficult activities do the students meet in studying English?

2. An analysis framework to find setting

   1) What setting of place do the students prefer in?

   2) What setting of activities would the students like to be?

   3) How long do the students want to per activities?

3. An analysis framework to find learners' role

   1) What do the students want to be in progress of teaching and learning?

4. An analysis framework to find teacher's role

   1) What do the students wish their teacher to be in progress of teaching and learning?

C. Type of Developing Model

   1. Task-based Language Teaching (TLBT)

      a. Theory of Language in TLBT

Richards and Rodgers (2006: 226) stated that TBLT is not linked to a single model of language but rather draw on structural, functional, and interactional model of language. Structurally, in discussing the criteria of determining linguistic complexity of the tasks, language is simply seen as less-to-more complex in fairly traditional ways. Furthermore, in recent assumption underlying TBLT, vocabulary has been considered to play a more central role in second language learning. Vocabulary here does not only mean of word as significant units of linguistic, lexical analysis, and language pedagogy, but also the consideration of lexical phrases, sentence stems, prefabricated routines, and colocation. (Richard and Rodgers, 2006: 227). The last, Task-based shares the nature of the language learning underlying communicative language teaching. (Richard and Rodgers, 2006: 228). It is activities involving real communication; carrying out meaningful tasks and using language which is meaningful to the learner promote learning. (Nunan, 2004: 182)

b. Language Learning Theory in TLBT

Task-based language teaching share the nature of language teaching underlying Communicative Language Teaching (Richards and Rodgers, 2006: 228). It is activities involving real communication; carrying out meaningful tasks; and using language which is meaningful to the learner promote learning (Nunan, 2004: 182).

However, Richards and Rodgers (2006:228) propose additional learning principles that play a central role in task-based language teaching. The principles affirms that task should provide both input and output processing necessary for language acquisition; task activity and achievement are motivational; and learning difficulty can be negotiated and find-tuned for particular pedagogical process. Although comprehensibly input is necessary criterion for successful language acquisition, it cannot guarantee the full language development of the learners. There must be adequate opportunities for productive use of language (Richards and Rodgers, 2006:228). Task provide full opportunities for both input and output requirement which are believe to be key processes in language learning. Further, Richards and Rodgers (2006:229) state that task improve learner motivation and therefore promote learning. Through task learner will be exposed to the use of authentic language in variation of format and operation. Besides, tasks typically include physical activities, involve partnership and collaboration, and call on the learner's past experiences.

c. Learner and Teacher's Roles in Task-based Language Teaching

Richards and Rodgers (2006: 235) propose three primary roles of learner that are implied by task. The roles are group participant, monitor, risk-taker, and innovator. As group participant, the learner should take a part in a group pairs to finish the task, such as in role-play or pair works activities. Further, as a monitor, the learners have the opportunity to notice how language is used in communications. Therefore, the learners need to

"attend" not only to the message in task work, but also to the form in which such messages typically come packed. Risk-taker and innovator role require learners to create and interpret messages for which they lack linguistic sources and prior experience.

Furthermore, Richards and Rodgers (2006: 236) also propose roles of the teacher. In Task-based language teaching, the roles of the teachers are selector and sequencer of tasks, preparing learners for tasks, and conscious-raising. As selector and sequences of tasks, teacher has central role of selecting, adapting, and creating the tasks then forming them into instructional sequence based on the learners need, interest, and language skill level. The teachers also need to raise the students 'consciousness by employing a variety of form-focusing technique including attention-focusing, pre-task activities, text exploration, guided exposure to parallel tasks, and use highlighted materials.

D. Literature Review

1. English Subject at Islamic Broadcasting Communication Department of IAIN Palopo

   a. Curriculum

   The current curriculum applied in Islamic Broadcasting and Communication Department is adopted from the competence of IBC study program which has developed from their vision and mission, the expert qualification of the alumni, and the purpose. It has been clearly explained that there is no any official curriculum utilized by this department.

However, since the development of technology, the students of Islamic broadcasting communication have to fulfill the standard of the content and basic competence of English for IBC students. Meanwhile, the curriculum are still not relevant toward the students' needs. That is why, the students should be given a proper learning material as well.

b. Syllabi of Islamic Broadcasting Communication Department Curriculum

In this part the researcher presents the syllabi of Islamic Broadcasting Communication Department Curriculum used in IAIN Palopo. Basic English or English-1 is one of subjects of first semester of IBC Department students at IAIN Palopo. At the end of the course, the students are expected to have the ability of: (1) Understanding the structure of the grammar used in journalism, (2) Speaking with a good structure of grammar, (3) Understanding the kinds and grammatical concept, (4) Understanding the structure and vocabulary of basic English , (5) Writing news based on the grammatical concept, and (6) Speaking with a good pronounciation. The method that used on this syllabus are Communicative Learning, and Critical Thinking.

2. Objectives

English for IBC students is adopted from *General English* which includes the Basic English knowledge. It taught by the lecturer in order to give the skill and communicative qualification for the students as the international language and to get the global information in the future. Besides, it more

focused on reading aspects and the capabilities in understanding and re-explaining the material for written or spoken materials.

3. Competency

English subject is a kind of general course which needs to be taught to the students of first until the third semester of IBC Department. The standard of competence of this subject is to understand the meaning of the text in form of journals or articles in English. The students also are expected to express the meaning of the text in spoken and written materials.

4. Indicator

The students are expected to identify the main idea of the paragraph, to look for the meaning of the words in the text, and to identify the meaning of the text. Besides that, the students are expected to be able in using the correct grammar, vocabularies, punctuation, syllables, and so forth.

5. Leaning strategy

This English subject is applied about 80% in the classroom with Direct-method, group discussion and quiz, and 20% held in laboratory for listening section. Then, the subject is conducted through assignment and exercise. The assignment is focused on finding out the English text while the exercise is focused on reading and writing.

6. Evaluation

The process of evaluation implemented for English subject is the students' attendance should be eighty percent to pass the course. The students' participations in the classroom become the main important point of their

assessment. In addition, there will be group assessment, individual assessment, middle semester test, and final semester test.

E. Instructional design models

In the literature, there are models of instructional design which are often implemented in field of research. Among of them are Borg and Gall's and Hannafin and Peck's design models.

a. Borg & Gall design model

Borg & Gall (1987: 775) develops a procedure containing tens steps in developing learning materials. These steps can be grouped into three steps. The first step is pre study: *research and information collection*. The second steps is developing the product which contains six steps. They are *planning, developing preliminary product, preliminary field testing, main product revision, main field testing, and operational product revision*. The last steps validation of the product, namely *operational field testing, final product revision, and dissemination and implementation*.

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┌─────────────────────┐
│      Step 1:        │
│                     │
│  1. Research        │
│     and             │
│     informatio      │
│     n collection    │
└─────────────────────┘
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Step 2: Development process

2. Planning
3. Developing preliminary product
4. Preliminary field testing
5. Main product revision
6. Main field testing
7. Operational product revision

Step 3: validation

8. Operational field testing
9. Final product revision
10. Dissemination and implementation
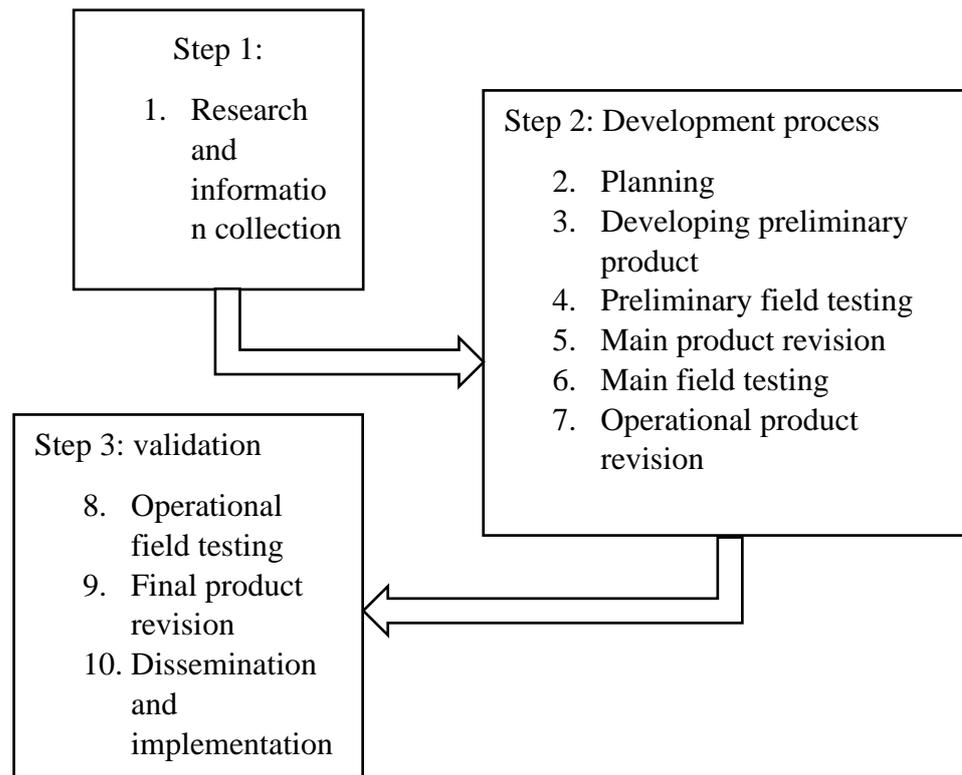
Chart 2.1: Borg & Gall design model

b. Hannifin and Peck design model

The design model differs from those of the previous design model in that it uses a three phases approach. Phase one involves a need assessment being performed. This is followed by a design phase, and phase three where the development and implementation of the instructions are performed. All phases include a process of evaluation (Hannifin and Peck, 1988).

Hannifin and Peck design model of materials development can be seen on the chart as follows:

```
                    START


   Phase 1:
   Need assess                          Evaluation
                                        and
                                        revision
   Phase 2:
   Design


   Phase 3:
   Develop/
   implement
```
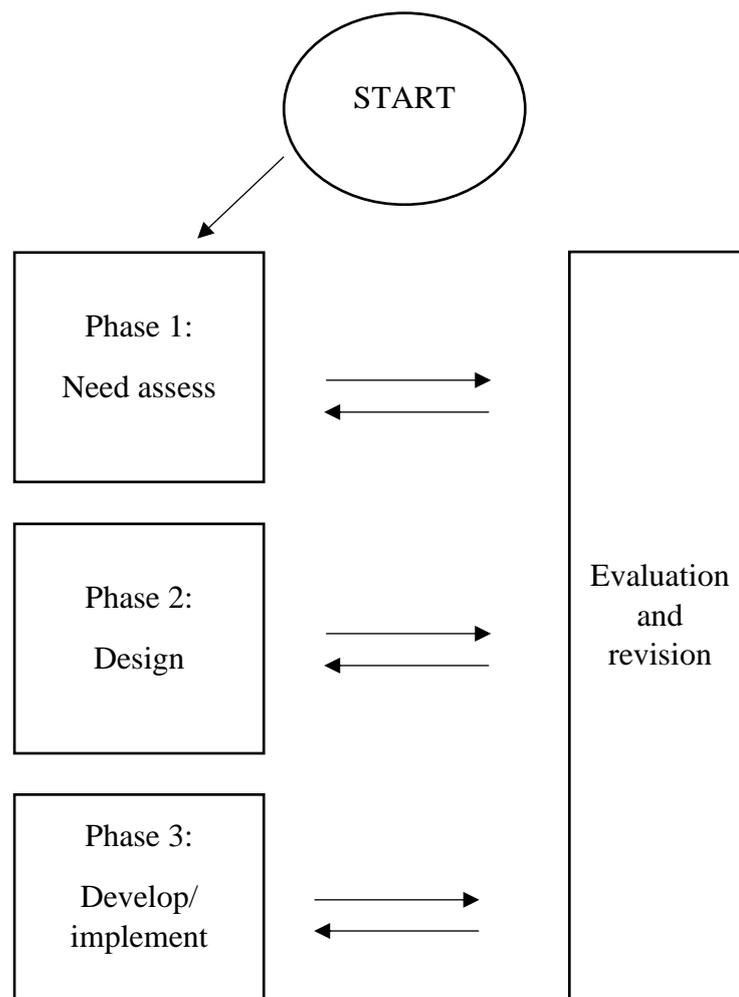
Chart 2.2: Hannifin and Peck design model

F. Conceptual framework

Tasks of the English learning material for Islamic broadcasting students have developed into some criteria. The researcher uses six components of task which is suggested by Nunan (2004). They are *goal, input, procedure, teacher, learner role, and setting*. Meanwhile, in order to know the proper design material which have fulfill the students need, the researcher will do an evaluation on at the end of design. Furthermore, the researcher put a combination development design model between Borg and Hannifin. The first step the researcher take Borg's steps in order to collect the information from the students, then the next

step the researcher take Hannifin' phases in conducting the design and development material.

```
┌──────────────────┐                    ┌──────────────────┐
│  Knowing need    │  ───────────────▶  │   Make course    │
│    analysis      │                    │      grid        │
└──────────────────┘                    └──────────────────┘
                                                 │
                                                 ▼
                                        ┌──────────────────┐
                                        │ Designing the first │
                                        │   draft material  │
                                        └──────────────────┘
        ┌──────────────────┐                     │
        │ Material validation │                   ▼
        └──────────────────┘           ┌──────────────────┐
                                        │ Material revision │
                                        └──────────────────┘
                                                 │
                                                 ▼
                                        ┌──────────────────┐
                                        │ The second draft │
                                        │    material      │
        ┌──────────────────┐           └──────────────────┘
        │     Revision     │                    │
        └──────────────────┘                    ▼
                                        ┌──────────────────┐
                                        │  Final material  │
                                        └──────────────────┘
```
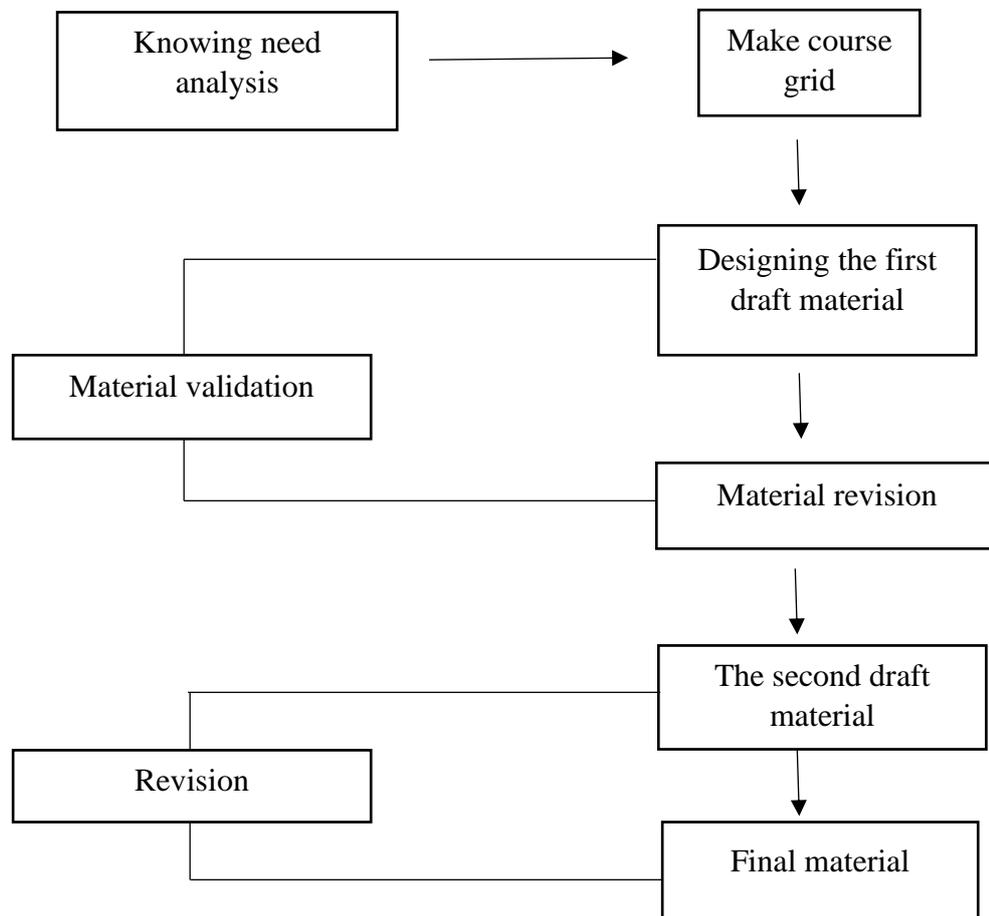
Chart 2.3: Conceptual framework

CHAPTER III

RESEARCH METHOD

In this research, the researcher utilizes Research and Development (R&D) methodology in developing English-1 learning material for Islamic Broadcasting Communication Students of State Islamic Institute of Palopo.

A. Development Model

In this research, there are three phases in developing the English learning material for IBC students that adopted from Hannifin & Peck design model. It becomes researcher's guide in developing the materials. Hannifin & Peck consists of need assessment, design, and development or implementation.

B. Research procedures

As started before, Hannifin and Peck has three phases (Taylor, 2006).They are need assessment, design, and development or implementation. The flow of research is present on the figure below:
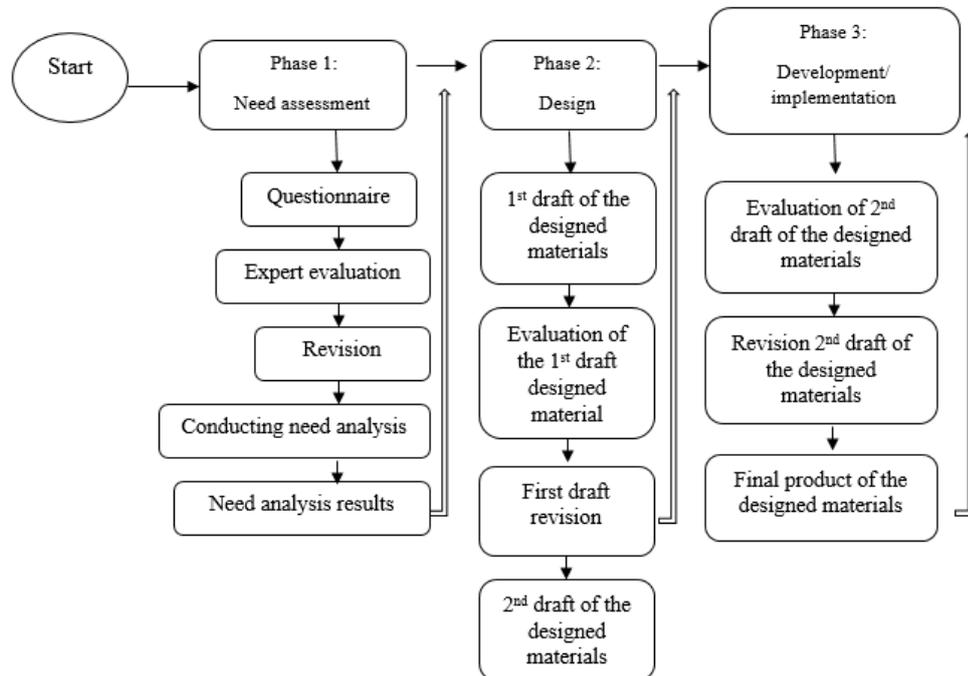
Chart 3.1: The steps of the Research procedure

Phase one: researcher conducts need analysis in order to know students' lack, want and necessity. Therefore, those three components contain in the questionnaire that the researcher gave. The questionnaires also must be validate by the experts in order to make sure that it covers all information need by the researcher. In addition, the questionnaire also aimed to know about students' competence, students' learning capability, and students' knowledge in understanding the use of Basic English.

Phase two: researcher designs a course grid as the planning of learning study for IBC students. The course grid contained of the need and target of the learners. The specific skills wanted by the students, how the materials will be delivered and measure the appropriating English learning

material for IBC students based on their level. Furthermore, the draft will be revised by some expert to have a proper materials as well.

Phase three: this step focus on developing the material. Development here consists of: 1.Evaluating the second draft of the design material, 2.Revising the second draft of the design material, and the last there will be final product the design material. In addition, the books has validated from experts and it is ready to implement in the class.

C. Technique and Data Collection

In this research, the data collected two times by using questionnaires. First is questionnaire of need analysis, second is questionnaire of expert validation.

1. Data Analysis Technique

a. Data Analysis in Questionnaire

Data analysis use descriptive analysis by calculating the percentage of the answer. Result of the need analysis from the questionnaire used the pattern below:

$$X = \frac{\Sigma X}{N} 100\%$$

N   = score

ΣX = a number of students who has the same answer

N   = total of students

Students' choices (Necessity, lack and want) are becoming researcher background in designing the learning material. Below is the example of table of need analysis.

No	The Item of Questions	Response	Percentage (%)

b. Data Analysis of expert judgment

This analysis used Likert-Scala as the measurement. The results of the questionnaires used a pattern proposed by Suharto (2006:52-53).

$$R = \frac{Xh - Xl}{5}$$

R = Range

Xh= The highest score

Xl = The lowest Score

5 = The Range of Liker-Scale

Then, the result of data will be converted in descriptive analysis. The indicator in measuring the result is the Mean (X). The Means will be used by using conversion pattern data:

$$Mn (X) = \frac{\Sigma fx}{n}$$

Data Conversion Table (Suharto, 2006:52-53)

Scales	Interval	Descriptive Categories
1	$1.0 < X \leq 1.7$	Very Poor
2	$1.8 < X \leq 2.5$	Poor
3	$2.6 < X \leq 3.3$	Fair
4	$3.4 < X \leq 4.1$	Good
5	$4.2 < X \leq 5.0$	Very Good

The example of table Expert Judgment

No.	Indicators	Score	Expert Suggestion

The example of table Students' perception

No.	Indicators	Score	Categories

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research findings

1. The Result of Need Analysis

In this chapter, it provides the result of need analysis of IBC students of IAIN Palopo consisting of students' profiles, target need, and learning need. Furthermore, it also provides the course grid, the first draft of material, result of expert judgment, and final material.

1) Students' Profiles

This research, the populations are of 44 students consisting 32 females and 12 males of IBC students. Their ages are around 17 years old up to 20 years old. The result table as follow:

Islamic Broadcasting Communication Students													
Gender		Ages											
		16		17		18		19		20		21	
Males	Females	M	F	M	F	M	F	M	F	M	F	M	F
12	32	2	-	1	5	5	22	3	3	2	-	-	1

2) Result of Questionnaires

   a. Target Need

      1. Necessities

The data shows that the final purpose of the students in learning English can be seen in this following chart as follow:
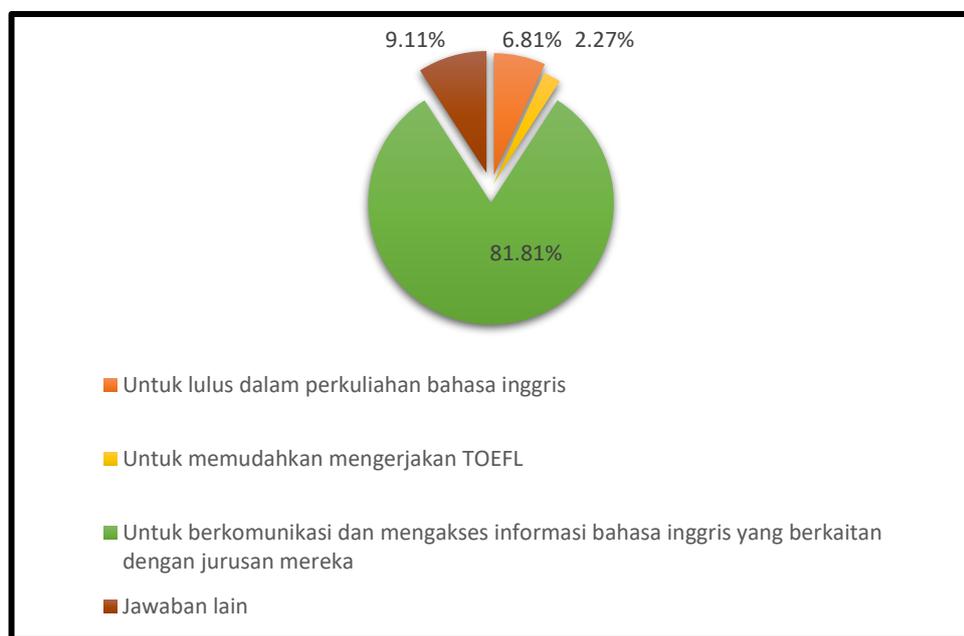
Chart 4.1. Result of the Students' Purpose in Learning English

The chart above shows that the final purpose of the students in learning English is to make them pass the English course (6.81%), to make them easier in doing TOEFL test (2.27%), to communicate and access the English information that relevant toward their majority (81.81%) and other option (9.09%).

Furthermore, the students answered the questionnaire related to the advantages in learning English after graduated. The answer result as follow:
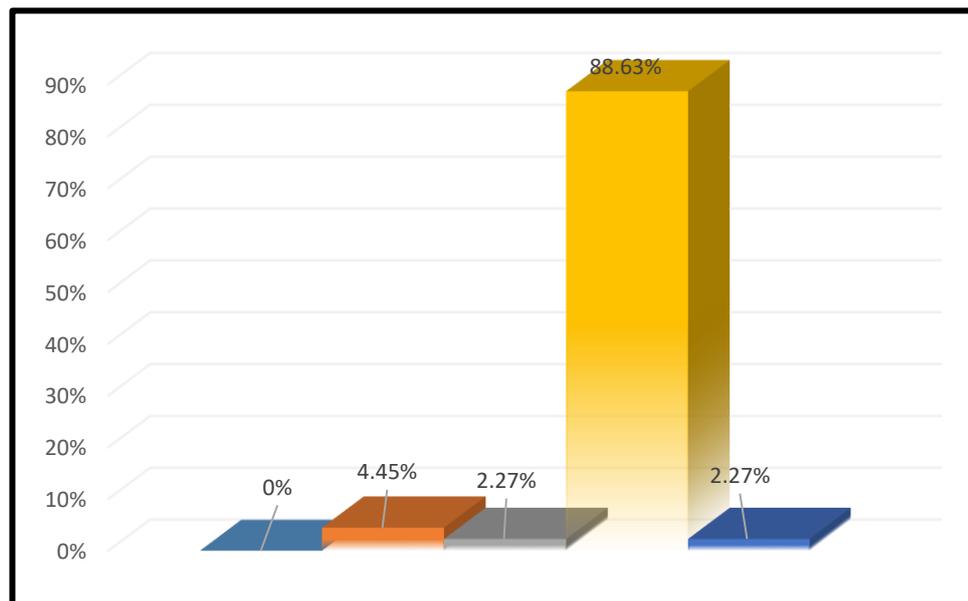
Chart 4.2. Result of the Students' Necessities on TOEFL Test

The chart above shows that the answer of the students who are wanted to get a good score of TOEFL test (0%), to make it as their career-support (4,54%), to access the English information (2.27%), to communicate by using English for their job (88.63%), other option (2.27%).

2. Lacks

The data that are related to the lack of the students shows that the mastery rate of IBC students are in Basic Lower 81.81%, Basic Upper 4.54%, Intermediate Lower 13.63%, Intermediate Upper 0%, and Advanced 0%. Look at the chart below:
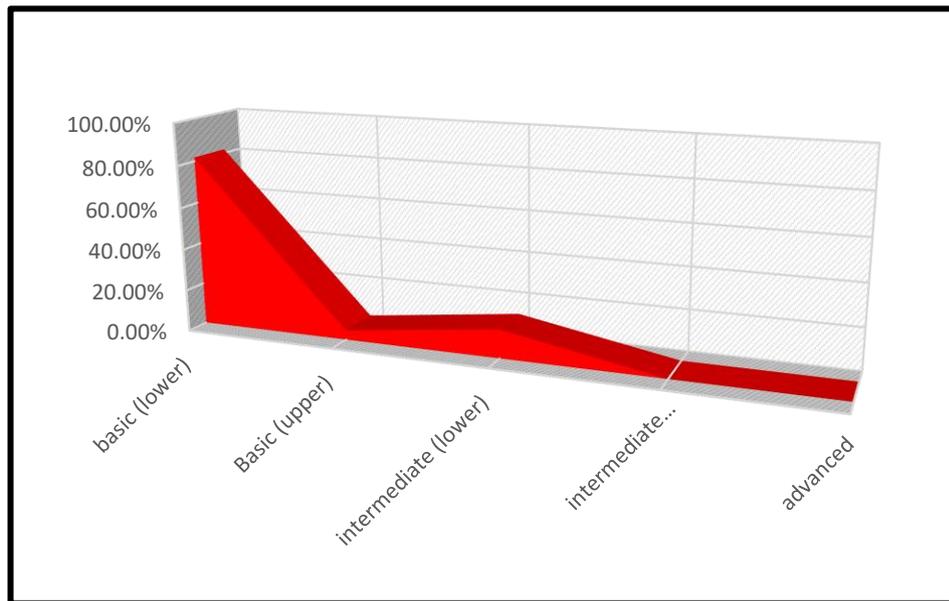
Chart 4.3. Result of the Students' Level Ability

Meanwhile, to answer the TOEFL score of IBC students can be seen as follow:
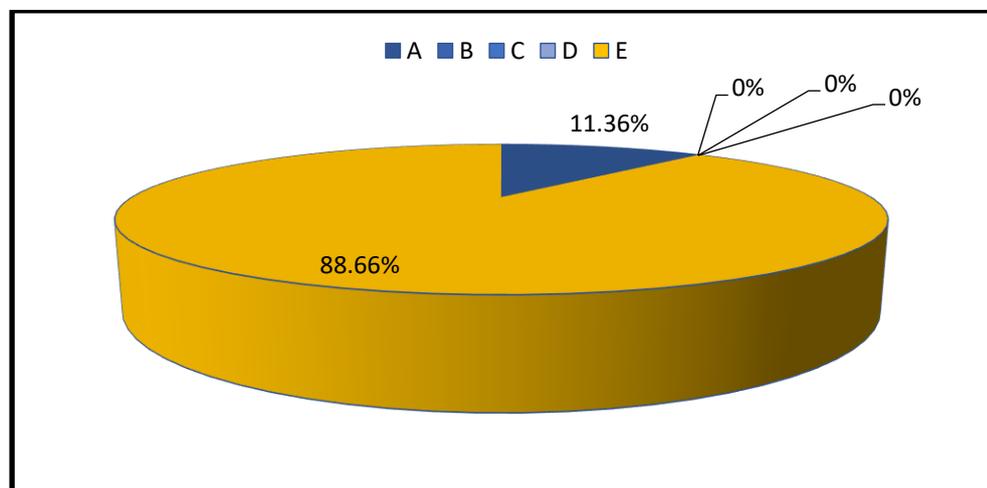
Chart 4.4. Result of the Students' Lacks on TOEFL Test

The chart above shows that the students have never join the TOEFL test 88.66%, the TOEFL score result less that 450 11.36%, the 450 score 0%, the score between 451-499 0% , the 500 score 0%.

When students learning speaking skill. The students face some difficulties. The answer can be seen as follow:
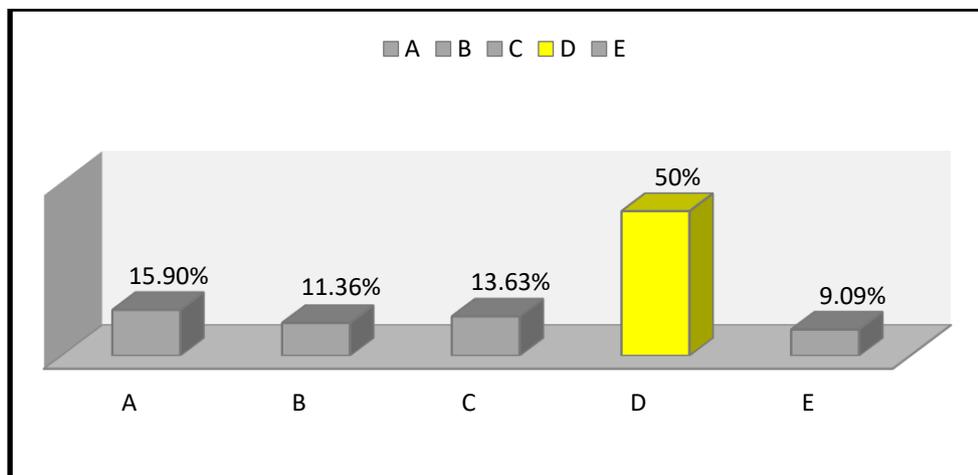
Chart 4.5. Result of the Students' Lacks in Speaking Skill

The chart shows that the students are difficult in expressing their ideas because the lack of vocabulary 50%, they are difficult to pronounce the English words 15.90%, they are difficult to understand their partner's conversatio11.36%, the are difficult to use the correct grammar 13.63%, other option 9.09%.

Furthermore, the difficulties faced by the students in reading English passages can be seen as follow:
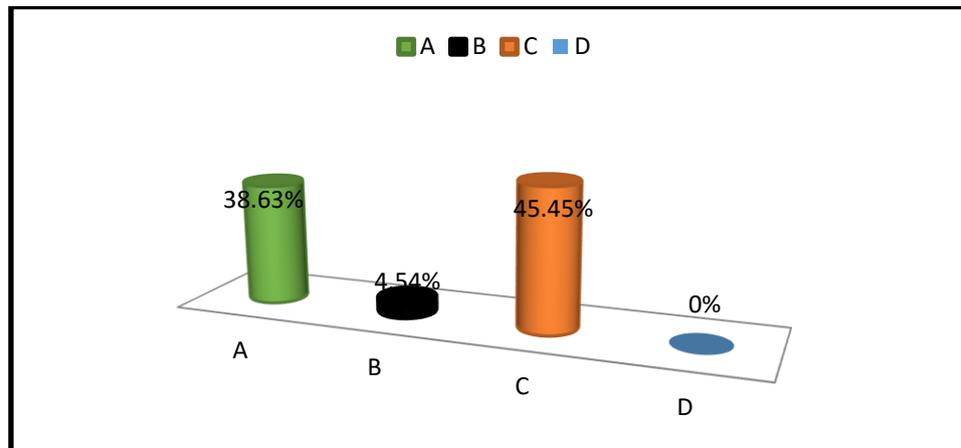
Chart 4.6. Result of the Students' Lacks in Reading Skill

The chart shows that the students are difficult in understanding the meaning of each words in the text 38.63%, the students are difficult to find the main idea in the text 4.54%, the students are difficult to understand the content because the lack of vocabularies 45.45%, other option 0%.

After that, the difficulties faced by the students in writing English passages can be seen as follow:
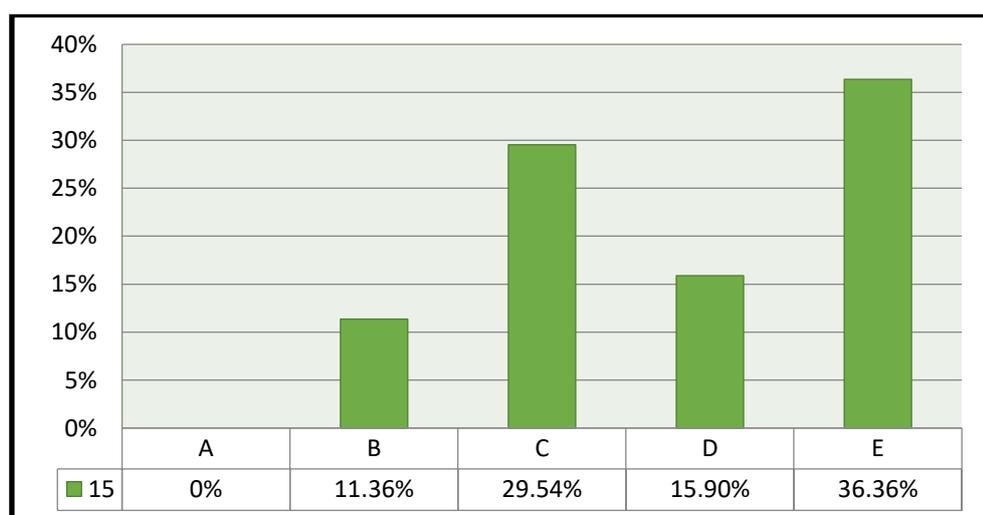
Chart 4.7. Result of the Students' Lacks in Writing Skill

The chart above explains that most of the students of IBC answered that they are difficult to use the punctuation 0%, they are difficult to put the correct words 11.36%, they are difficult to use the correct grammar 29.54%, they are difficult to use the correct words or dictions 15.90%, and they are difficult to arrange the sentence, clause, or a good paragraph 36.36%.

Meanwhile, the difficulties faced by the students in listening skill can be seen as follow:
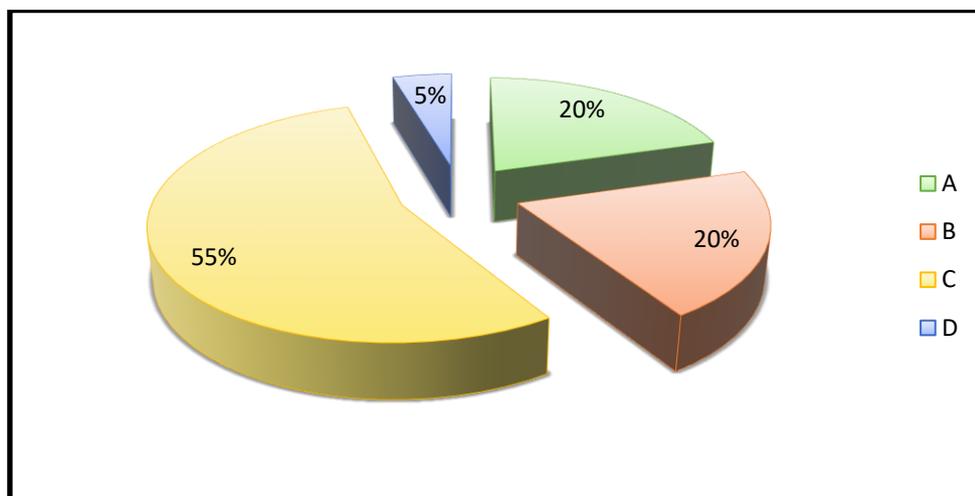
Chart 4.8. Result of the Students' Lacks in Listening Skill

The chart above shows that most of the IBC students answered that they are difficult in understanding the information they heard 20.45%, they are difficult in differentiating the native speaker's pronunciation 20.45%, they are difficult in understanding what they have heard because the lack of vocabularies 54.54%, and other option 4.54%.

3. Wants

It is related to the question on how the students want to have the standard competency after learning English course, these are the following result of the questionnaires:

The questions about the competency of speaking skill that the students wanted to have after learning English have different result.
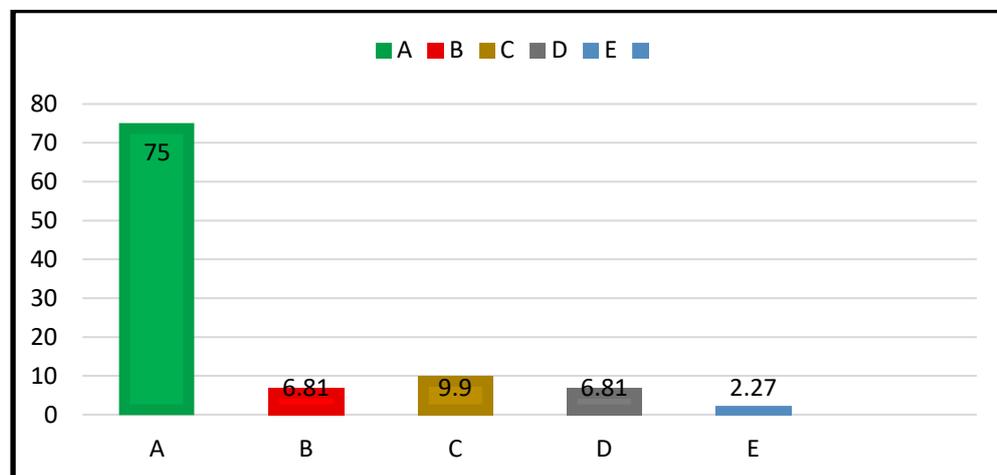
Chart 4.9. Result of the Students' Wants in Speaking Skill

The chart above shows that most of the students answered that they are able to understand and practice the daily conversation with many kinds of topics which are relevant to personal communication or based on their profession in journalistic 75%, they are able to understand and use the expressions which are relevant to the contents 6.81%, they are able to communicate with the speaker from abroad 9.9%, they are able to deliver the news in English 6.81%, and other option 2.27%.

The students also answered about what competency they wanted to have in listening skill. It can be seen as follows:
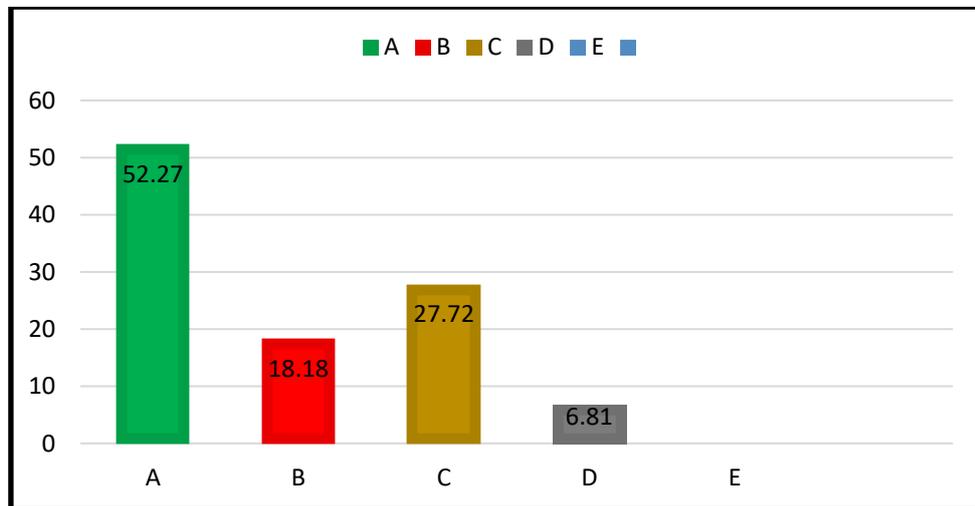
Chart 4.10. Result of the Students' Wants in Listening Skill

The chart shows that most of the students are able to listen and understand the speaker's instructions in English 52.27%, they are able to understand the speaker's explanations in English 18.18%, they are able to understand and differentiate the similar vocabularies of journalistic 27.72%, and other option 6.81%.

Furthermore, the students answered about what competency they wanted to have in reading skill. It can be seen as follows:
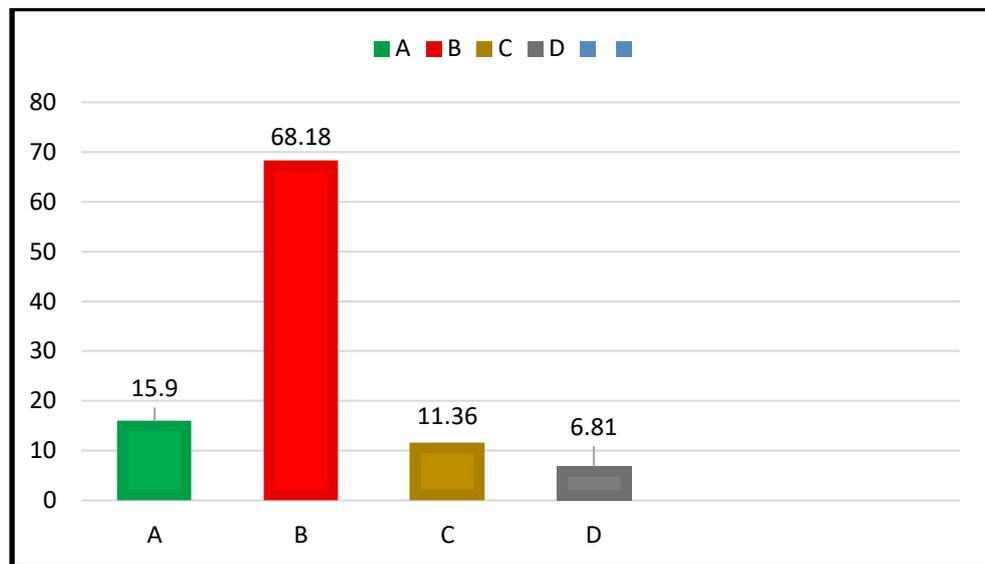
Chart 4.11. Result of the Students' Wants in Reading Skill

The charts above shows that most of the students are wanted to understand and explains the most of the students want to understand and explain the meaning of the text of English news 68.18%, they want to understand the short text of English news 15.9%, they want to know the main idea of the text and answer all the questions 11.36%, and other option 6.81%.

After that, the students answered about what competency they wanted to have in writing skill. It can be seen as follows:
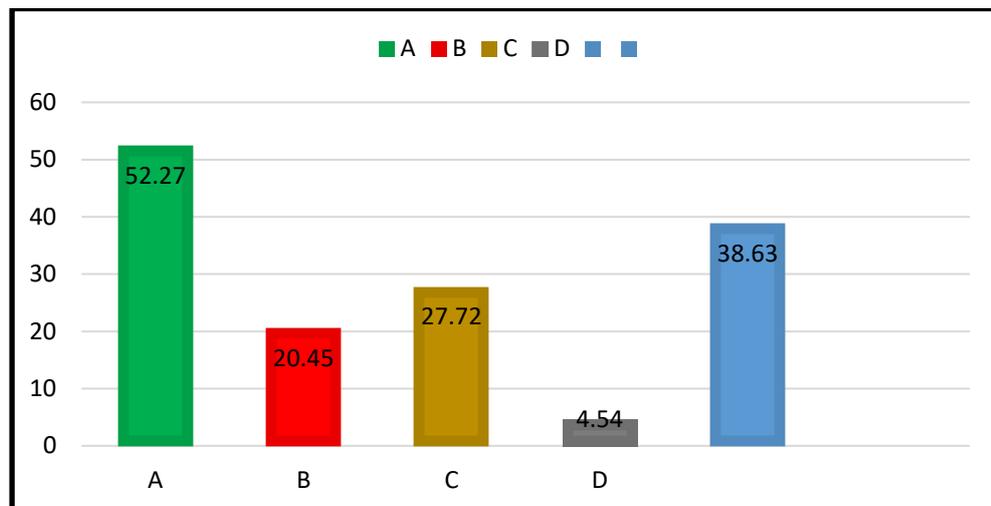
Chart 4.12. Result of the Students' Wants in Writing Skill

The chart above shows that most of the students are wanted to be able to write the news with a correct sentence or paragraph in English 52.27%, they are able to use a correct vocabulary or diction in writing an English news 20.45%, they are able to arrange a formal or informal news text 27.72%, they are able to write a foreign news in English 4.54%, and other option 38.63%.

Meanwhile, the students answered about what are the aspects of vocabulary they wanted to know. It can be seen as follow:
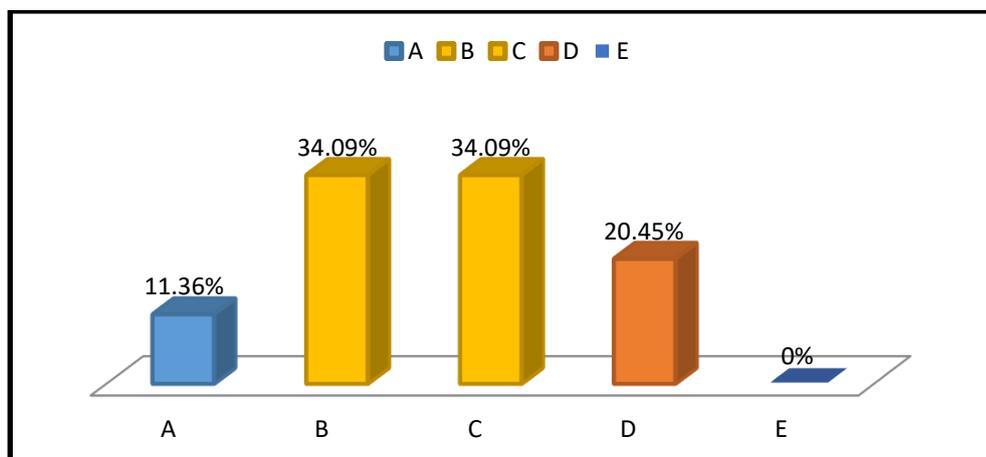
Chart 4.13. Result of the Students' Wants on Vocabulary Aspect

The charts shows that the students are wanted to use the vocabulary based on the content and the most frequently words 34.09%, they wanted to know the meaning of the words or journalistic vocabulary 11.36%, they wanted to spell the correct words about journalistic 20.45%, and other option 0%.

Besides that, the students answered about what are the aspects of grammar they wanted to know. It can be seen as follow:
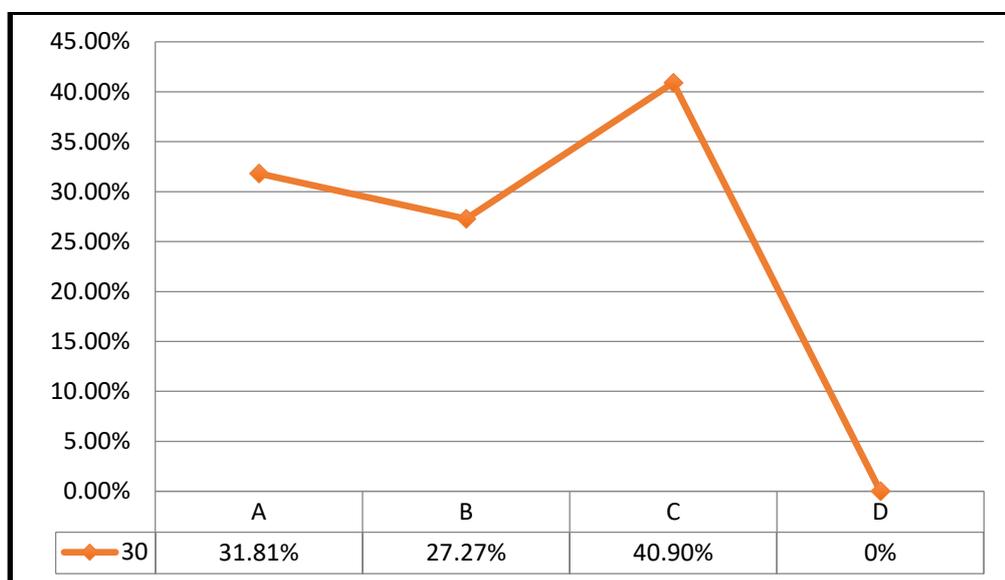
Chart 4.14. Result of the Students' Wants on Grammar Aspect

The chart above shows that most of the students are wanted to be able to write the news with a correct tenses 40.90%, they are able to know the tenses and arrange the sentences in English 31.81%, they are able to use the pattern based on the content 27.27%, and other option 0%.

Furthermore, the students answered about what are the aspects of pronunciation they wanted to know. It can be seen as follow:
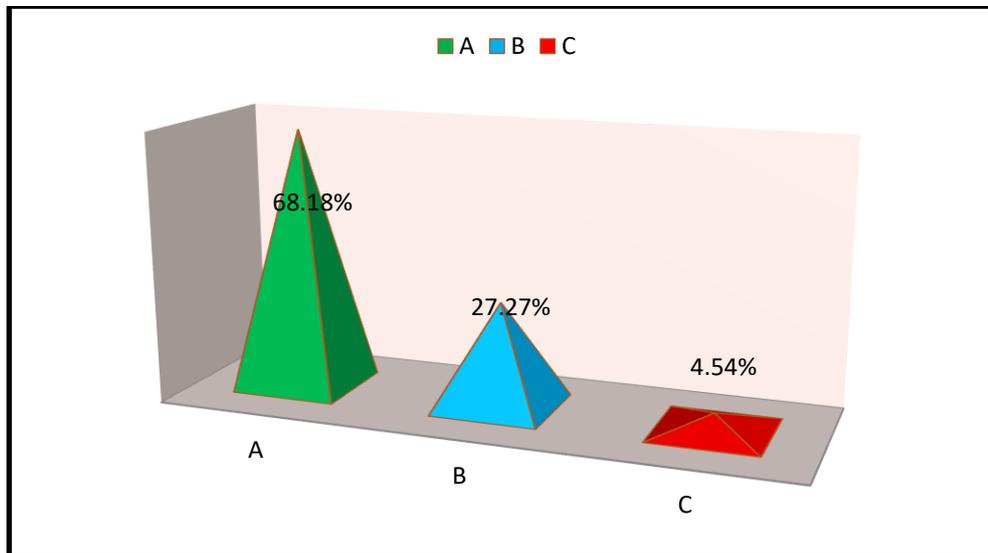
Chart 4.15. Result of the Students' Wants on Pronunciation Aspect

The chart shows that most of the students are wanted to have a good English pronunciation with a correct intonation 68.18%, they wanted to have a good word pronunciation 27.27%, and other option 4.54%.

The next one, the students answered about the correct study sequences for IBC students can be seen as follow:
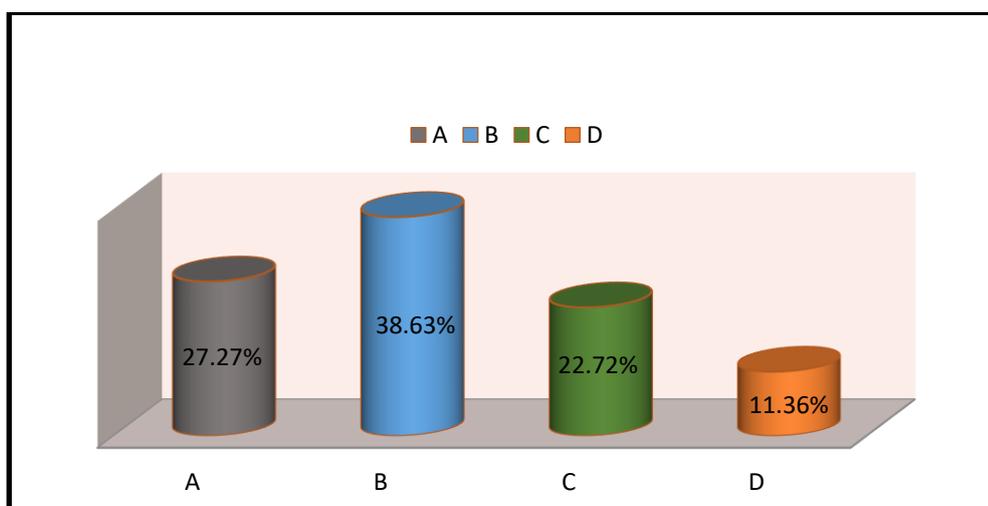
Chart 4.16. Result of the Students' Wants on Study Sequences

The chart above shows that the students study sequences are Speaking, Reading, Writing, Listening (27.27%). Listening, Writing, Reading, Speaking (38.63%). Reading, Writing, Listening, Speaking (22.72%). Writing, Reading, Speaking, Listening (11.36%).

Lastly, the students answered about what skill they need most in their majority. It can be seen as follow:
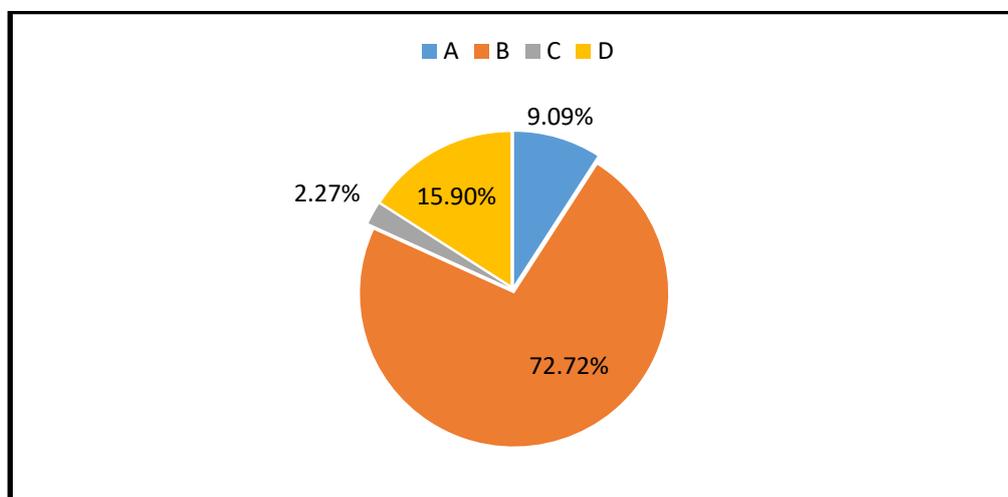
Chart 4.17. Result of the Students' Wants on the Most Wanted Skill

The chart shows that most of the students choose Speaking 72.72%, listening 9.09%, writing 2.27%, and reading 15.90%.

b. Learning Need

1. Input

Based on the questionnaire's result of need analysis, the students answered what's topics do the students need to be improved in journalistic. It can be seen as follow:
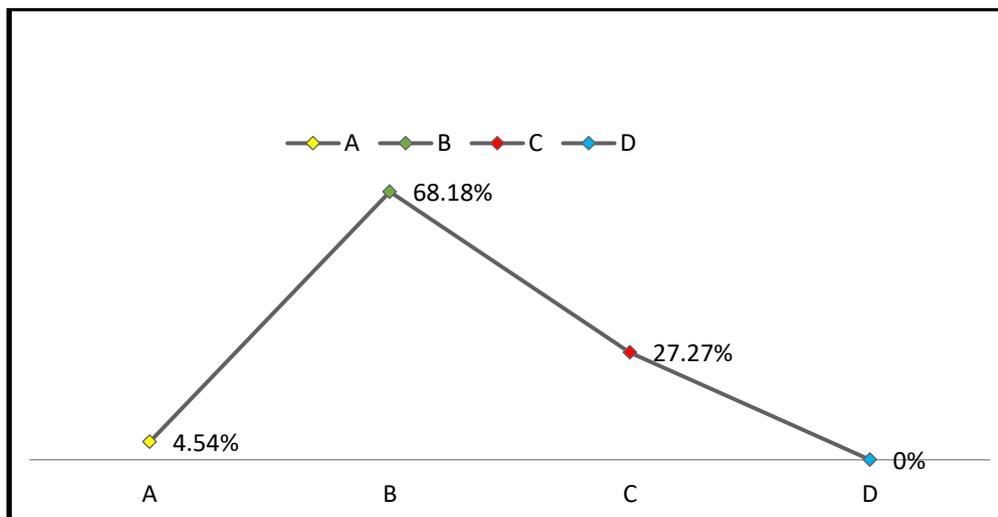
Chart 4.18. Result of the Students' Input in Journalistic Topics

The chart above shows that most of the students wanted to have topics about electronic media such as Television, Radio, Film, etc 68.18%, they wanted to have topics about printed media 4.54%, they wanted to have topics about mass media 27.27%, and other option 0%.

After that, the students answered about the ideal text of speaking skill. It can be seen as follow:
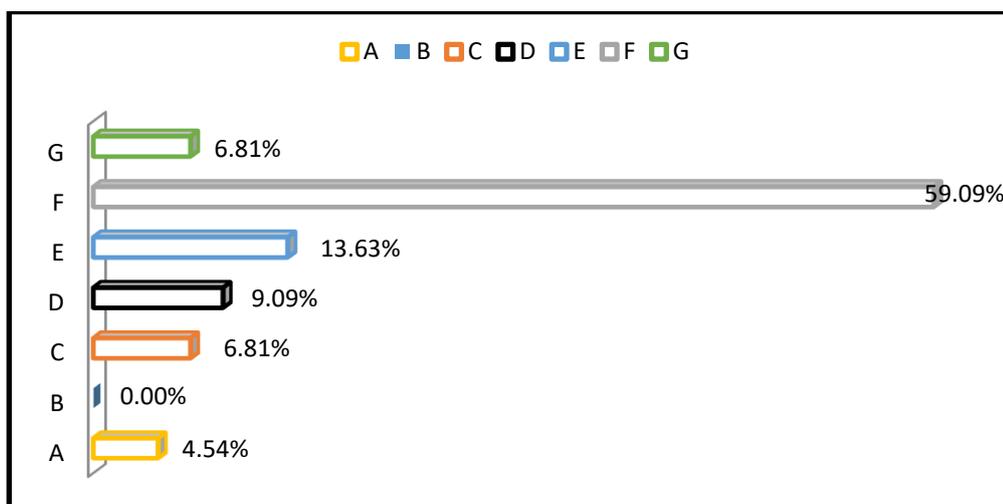
Chart 4.19. Result of the Students' Input in Speaking Text

The chart above shows that the students have an extensive of the text more than 300 words 4.54%, they have more than 300 words includes picture or video 0%, they have 200 up to 250 words 6.81%, they have 200 up to 250 words includes picture or video 9.09%, they have 150 up to 200 words 13.63%, they have 150 up to 200 words includes picture or video 59.09%, and other option 6.81%.

Meanwhile the students answered about the extensive of the text which are suitable for English reading skill. It can be seen as follow:
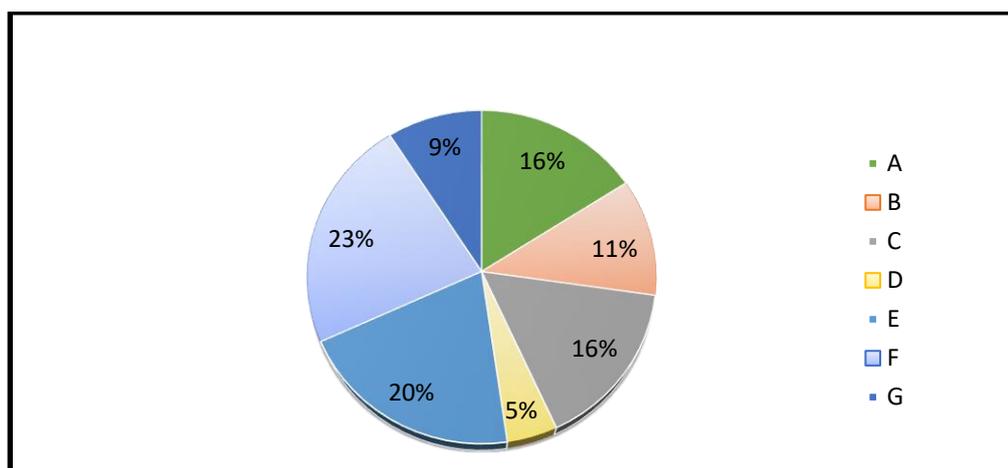
Chart 4.20. Result of the Students' Input in Reading Skill

The chart shows that the students choose the text consisting more than 300 words 16%, they choose more than 300 words includes picture or video 11%, they choose 200 up to 250 words 16%, they choose 200 up to 250 words includes picture or video 5%, they choose 150 up to 200 words 20%, they choose 150 up to 200 words includes picture or video 23%, other option 9%.

The question about what's the teaching media that could support the students in learning process. It can be seen as follow:
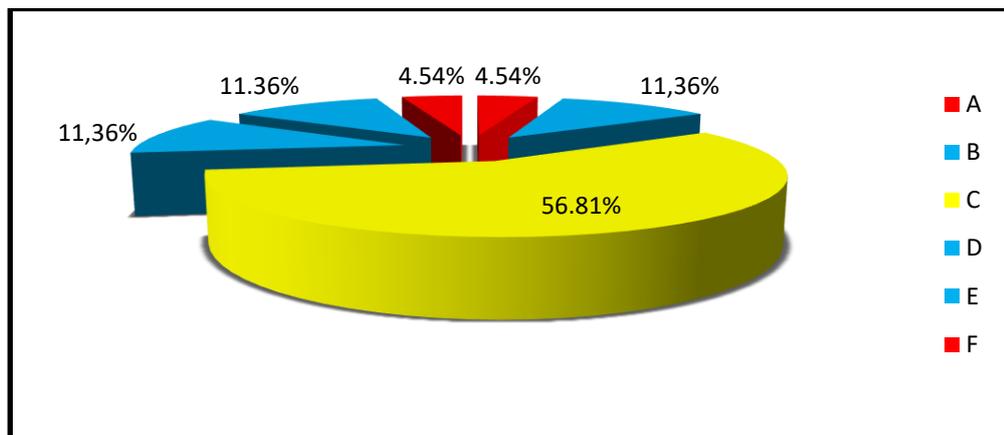
Chart 4.21. Result of the Students' Input about Teaching Media

The chart above shows that most of the students answered audio-visual (TV news, talk show, film, etc) 56.81%, some of them answered audio (audio recording, radio, song, etc) 4.54%, some of them answered visual (pictures or writing text) 11.36%, some of them answered printed media (book, newspaper, etc) 11.36%, some of them answered reality (real or fake object) 11.36%, other option 4.54%.

2. Activity

The data shows that the most wanted activities by the students in order to improve their speaking skill can be seen as follow:
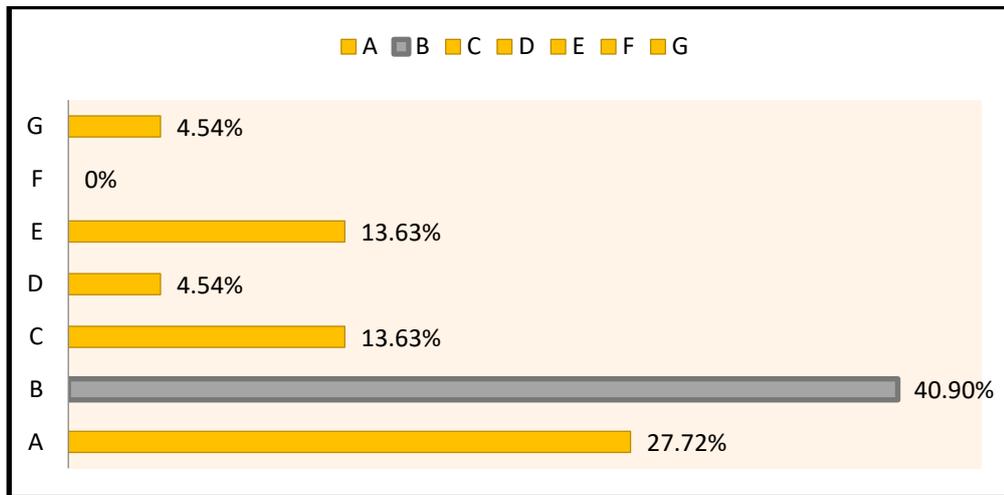
Chart 4.22. Result of the Students' Activity in Speaking Skill

The data shows that most of the students wanted to improve their speaking skill in many ways such as Drama 27.72%, Discussions 40.90%, Debate 13.63%, Interview 4.54%, Dialog 13.63%, Monolog 0%. And other option 4.54%.

Meanwhile, the most wanted activities by the students in order to improve their reading skill can be seen as follow:
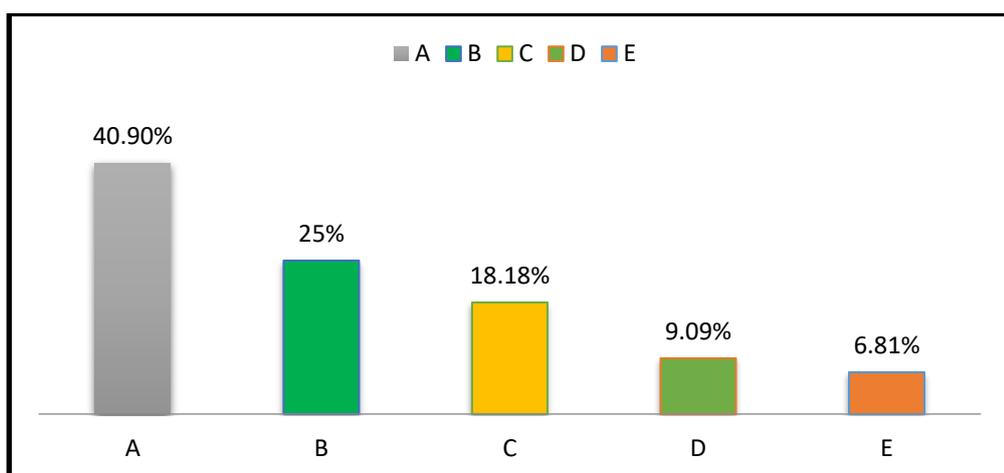
Chart 4.23. Result of the Students' Activity in Reading Skill

The data shows that most of the students wanted to improve their reading skill in many ways such as translating the difficult vocabulary about journalistic 40.90%, reading the main idea and understanding the specific words in journalistic 25%, reading the news text and concluding the news 18.18%, identifying the right and wrong answer based on the news content 9.09%, other option 6.81%

3. Setting

Based on the questionnaire's result of need analysis, the students answered the most favorite places in learning English can be seen as follow:
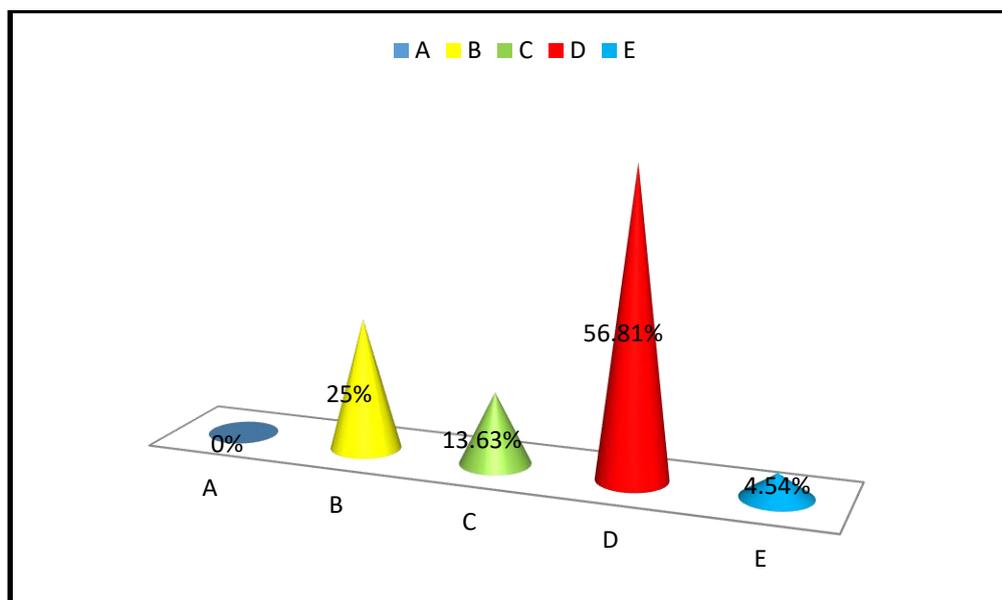
Chart 4.24. Result of the Students Most favorite Place

The chart above shows that most of the students are like to study in outdoor 56.81%, some of them are like to study in classroom 25%, some of

them are like to study in library 13.63%, some of them are like to study in laboratory 0%, and other option 4.54%.

4. The Role of Lecturer

Based on the questionnaire's result of need analysis, the students answered about what's the lecturer role in learning process. It can be seen as follow:
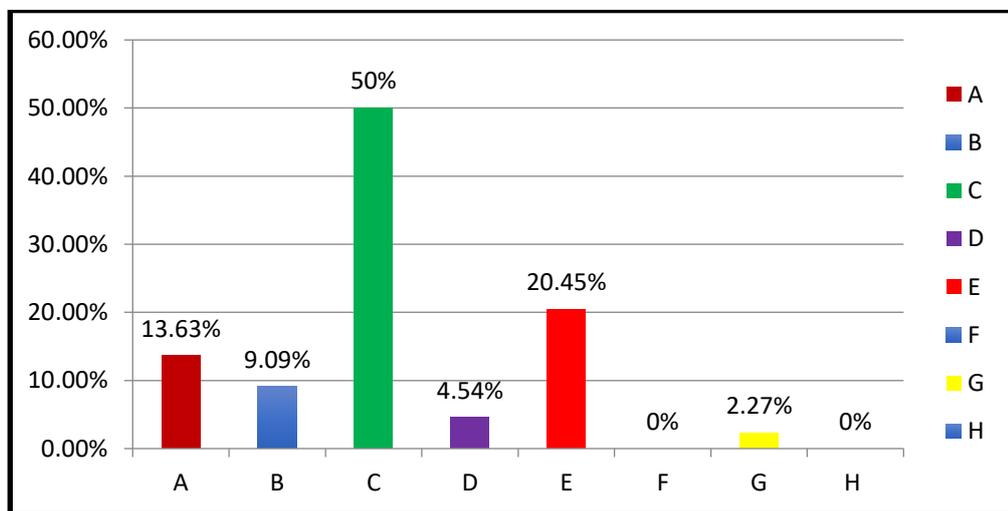
Chart 4.25. Result of the Lecturer' Role

The chart above shows that the students answered they prefer English as learning guide 13.63%, lecturer as an organizer that implicate students and learning activities 9.09%, lecturer as prompter who gives chunks 50%, lecturer implicates students in controlling learning activities 4.54%, lecturer as resources in giving facilities and improving students works 20.45%, lecturer as participant who are not monopolize and dominate the conversation 0%, lecturer as feedback provider 2.27%, and other option 0%.

5. The Role of Students

The role of students in learning English can be seen as follow:
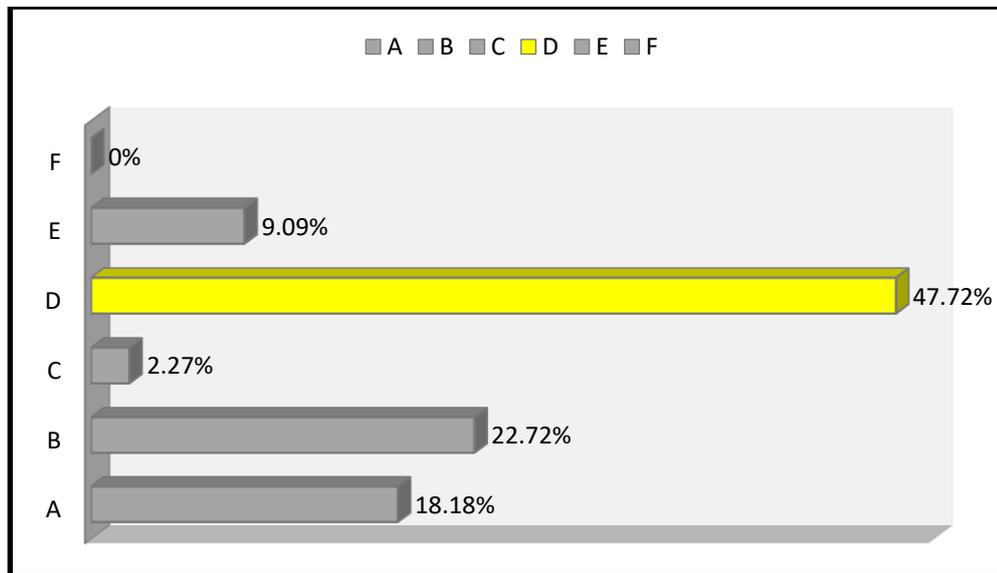
Chart 4.26. Result of the Students' Role

The students answered to work in pairs 18.18%, group 22.72%, as an individual 2.27%, small group (two until three people) 47.72%, big group (four until six people) 9.09%, and other option 0%

2. The Course Grid

The course grid is made based on the previous need analysis. The material is designed by taking up the highest percentage of students' learning needs and target needs from the questionnaire. This course grid is made as the guidance to develop English-1 learning material for Islamic Broadcasting Communication Students of IAIN Palopo.

The course grid also consisting of two units which are integrated four skills in English such as speaking, reading, writing, and listening. The researcher arranges the course grid based on TBLT (Task Based Language Teaching) which is designed from the easiest part to the most difficult test. For the details, the course grid appeared in appendix.

3. The First Draft of Material

The material design made by researcher is based on the Course Grid that consists ten tasks in every unit. Here, the researcher use teaching technique in designing the material. The technique contains of three parts. They are Present (Pre activity), Practice (Main Activity) and Produce (Post Activity). Each of parts has different activities.
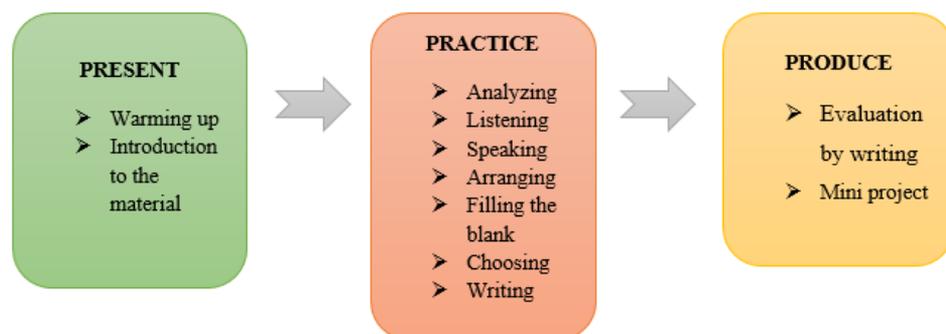
However, this Task Book consists of two units. Each units consisting of ten tasks which are classified into some different task based on the skill. In addition, the goals of each units are:

a. Unit 1 (The Introduction of Interview)

   – Students are needed to pronounce the common words in a job interview

‒ Students are needed to introduce themselves well

‒ Students are needed to prepare themselves for a job interview

‒ Students are needed to write Curriculum Vitae (CV) properly

‒ Students are needed to apply tips and tricks to answer the question from the interviewer

b. Unit 2 (What is Journalistic?)

‒ Students are needed to analyze the current news

‒ Students are needed to pronounce the common words in journalistic

‒ Students are needed to look for the latest information

‒ Students are needed to write a short news

‒ Students are needed to be a good journalist

4. Material Validation

a. Expert Judgment

There are 5 experts who validated the instrument and learning material. Those experts are *Lay-Out, language* and *material Expert.* They are Wahyuni Husain, S.Sos., M.I.Kom, Aswan, S.Kom., M.I.Kom, Dr. Masruddin, M.Hum, Sukirman, S.Pd., M.Pd, and Fadliyah Rahmah Muin, S.Pd., M.Pd. Here are the results of experts Judgments:

1) Expert's Judgment on Instrument

   a. Material Expert (Aswan, S.Kom., M.I.Kom)

Question Number	Score	Question Number	Score
1	4	7	4
2	4	8	4
3	4	9	5
4	4	10	5
5	4	11	5
6	4	12	5
Total Score			52

Mean= $\frac{52}{12}$ = 4.33

   a. Language Expert (Sukirman, S.Pd., M.Pd)

Question Number	Score	Question Number	Score
1	5	7	5
2	5	8	5
3	5	9	5
4	5	10	5
5	4	11	5
6	5	12	5
Total Score			59

Mean= $\frac{59}{12}$ = 4.91

These tables above shows that the instrument designed by the researcher is already qualified to take the sample in the IBC class. It is proven from the score of the *Language Expert* gives 59 and *Material Expert* gives 52. Then, the average of Mean is **4.62.** In the interval, this category gets "**Very Good**". It can be seen as follow:
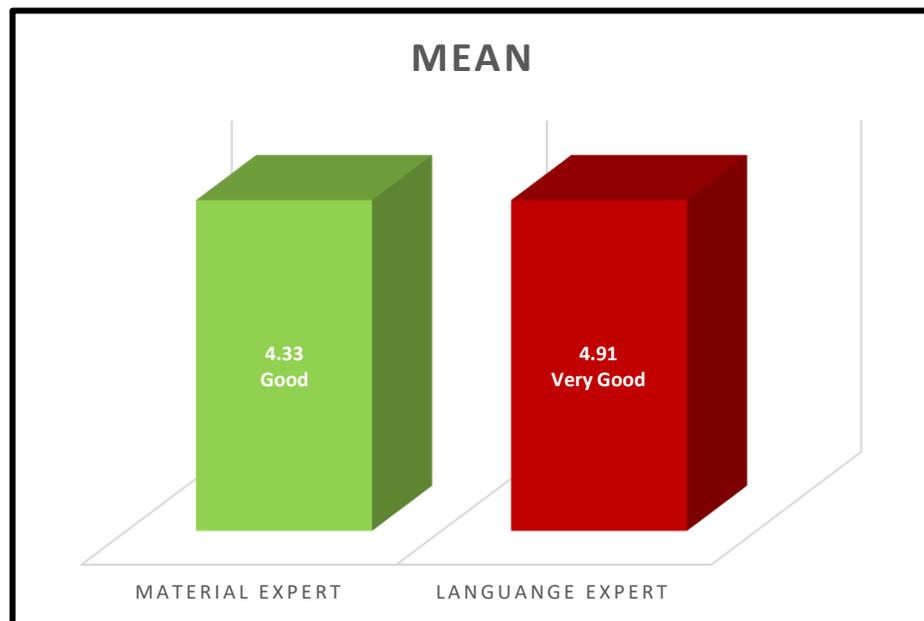
Chart 4.27. Result of the instrument validation

2) Expert's Judgment on Learning Material

   a. Lay-Out Expert (Fadhliyah Rahmah Muin, S.Pd., M.Pd)

Question Number	Score	Question Number	Score	Question Number	Score	Question Number	Score
1	5	11	4	21	5	31	4
2	5	12	5	22	4	32	4
3	5	13	4	23	5	33	4
4	4	14	4	24	5	34	4
5	5	15	3	25	3	35	4
6	4	16	5	26	5	36	4
7	4	17	4	27	4	37	5
8	4	18	5	28	5	38	5
9	5	19	3	29	5	39	5
10	5	20	4	30	4		
Total Score							**171**

Mean= $\frac{171}{39}$ = 4.38

b. Material Expert (Wahyuni Husain, S.Sos., M.I.Kom)

Question Number	Score	Question Number	Score	Question Number	Score	Question Number	Score
1	5	11	5	21	5	31	5
2	5	12	4	22	4	32	5
3	4	13	5	23	4	33	5
4	5	14	5	24	5	34	5
5	5	15	5	25	5	35	5
6	4	16	5	26	5	36	5
7	5	17	5	27	4	37	5
8	5	18	4	28	5	38	5
9	5	19	5	29	5	39	5
10	5	20	5	30	5		
Total Score							**188**

Mean= $\dfrac{188}{39}$ = 4.82

c. Language Expert (Dr. Masruddin, SS., M.Hum)

Question Number	Score	Question Number	Score	Question Number	Score	Question Number	Score
1	5	11	4	21	5	31	5
2	5	12	5	22	5	32	5
3	4	13	5	23	4	33	5
4	5	14	5	24	5	34	5
5	5	15	4	25	5	35	5
6	5	16	4	26	5	36	5
7	5	17	5	27	4	37	5
8	5	18	5	28	4	38	5
9	5	19	4	29	4	39	5
10	5	20	5	30	4		
Total Score							**185**

Mean= $\dfrac{185}{39}$ = 4.74

These tables above show that the English learning material designed by the researcher is already qualified to apply in the class. It is proven from

the score of the *Lay-Out Expert* gives 171, *Language Expert* gives 188 and *Material Expert* gives 185. Then, the average of Mean is **4.64.** In the interval, this category gets "**Very Good**". It can be seen as follow:
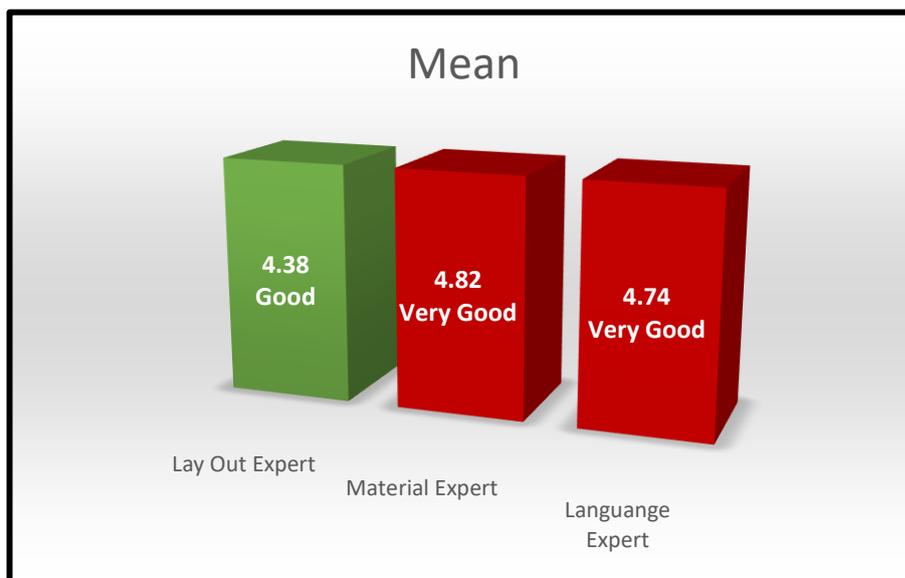
Chart 4.28. Result of the material validation

5. The Second Draft of Material

After doing validation for the first draft of material, then the researcher obtained some corrections from the experts. These are the correction from Learning Material Experts. Therefore, the final product of material can be seen in appendix.

a. Language Expert Correction

	Part of the unit	Point to Revise	Revision
UNIT 1	Task 5	Dialog conversation between Fatimah and Ali	Waalaikumslam is a mistyping from waalaikumsalam

		An activity to make a Curriculum Vitae	It should only write the abbreviation of Curriculum Vitae. That is **CV**
	Task 8		
	Task 10	Writing your own Curriculum Vitae	It should only write the abbreviation of Curriculum Vitae. That is **CV**
UNIT 2	Task 1	Study these picture below!	It should use the plural form of picture. That is **pictures**
		A question part	It should use the plural form of picture. That is **pictures**
	Task 3	An activity to answer the question	The word **above** should replace with **in task 3**
	Task 9	Capitalization of "Attach The Questions With The Correct Answers Below!"	It should begin with capital alphabet and followed by normal alphabets. "Attach the questions with the correct answers below!"

b. Material Expert Correction

	Part of the unit	Point to Revise	Revision
UNIT 1	Task 5	The dialog about journalistic experiences	It should elaborate more the journalistic experiences (position, job desk, etc)
UNIT 2	Task 6	The activity about how to be a good journalist	It should add an activity for the students about how to be a news anchor

		After writing a short news, it should be practiced by the students in form of mini video project of news reporting.
Task 10	The activity to write a short news	

c. Lay-Out Expert Correction

	Part of the unit	Point to Revise	Revision
UNIT 1 & UNIT 2	Material design	Background and shape color	It should change the background based the content of unit. The color also should be more colorful and not monotone.
	Task book Cover	The details of picture	It should be more attractive by adding some details on the picture
	Cover pictures	The sources of picture	It should add the sources link of each pictures

6. Result of Interview

After doing interview to the representatives of IBC students, then the researcher find that:

a. Most of students are difficult to understand the English material because they did not understand the instructions and the contents well.

b. Most of students are lacks of vocabulary, and they are difficult to find the topic of the text.

c. Some students like to work in pairs and a small group to finish the assignment. Besides that, some of them like to work individually to finish the assignment.

d. The English course are only hold once in a week. So, the students are not intensively learn English.

e. Only some of the students who have learn English obviously (high school, English course, etc)

f. All of the student are really interested in learning English

g. Some of the students expect that those English materials will be beneficial toward their future career in journalistic.

7. Students' Perception on Learning material

The students' perception was conducted to make sure that the material is truly appropriate to apply at the first semester of IBC majority. The result of students' perception can be seen as follow:

No	Statement	Students' perception (Mean Average)				
		Strongly Agree	Agree	Doubt	Did not Agree	Strongly did not Agree
1	The materials are suitable to basic lower level	4.67	-	-	-	-
2	The materials are based on students' need in IBC majority	-	4.5	-	-	-
3	The materials can improve students' English skill in IBC	-	4.33	-	-	-
4	The input materials are varied	-	4.5	-	-	-
5	The materials are interesting and understandable	4.67	-	-	-	-
6	The topics of material are based on IBC majority	-	4.33	-	-	-
7	The length and materials 'sources are	-	4	-	-	-

	based on student's need in IBC					
8	The learning activities are varied	-	4.16	-	-	-
9	The exercises are arranged from easiest to the most difficult task	-	-	3.33	-	-
10	The materials instructions are understandable	-	4.5	-	-	-
11	The exercises consisting of Individual, pairs , and group assignment	4.67	-	-	-	-
12	The activities make the students become active in the classroom	4.67	-	-	-	-

The data above shows that the English learning material designed by the researcher is already qualified to apply in the class. It is proven from the score of the students' perception which answered *Strongly Agree* 4.67, *Agree* 4.33, and *Doubt* 3.33. Then, the average of Mean is **4.11.** In the interval, this category gets "**Good**". It can be seen as follow:
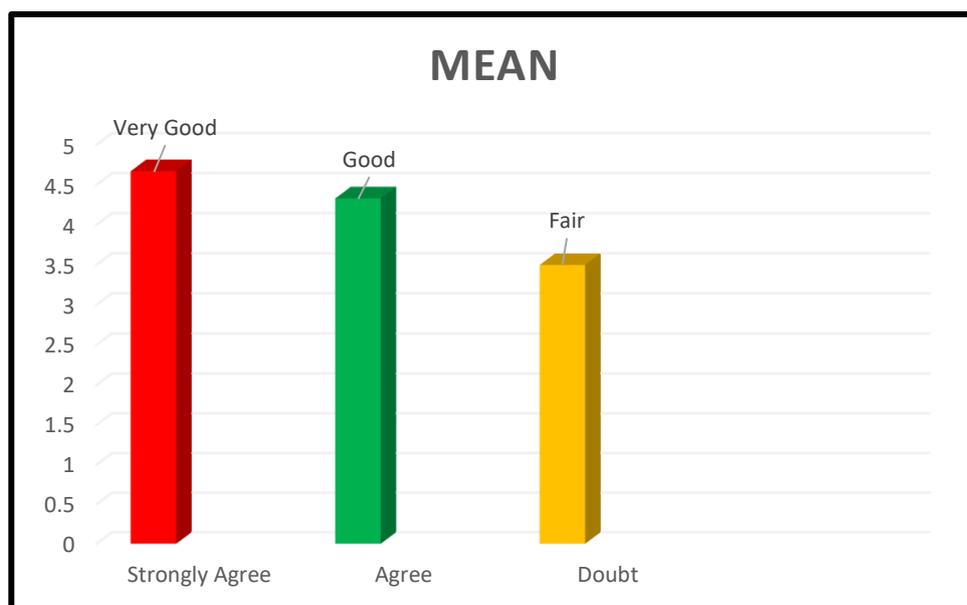
**Chart 4.29.** Result of the Students' Perception

B. Discussions

This research aims to design an appropriate English learning material for IBC students of IAIN Palopo. There are several steps used to develop the materials. The steps done by the researcher were based on the development model of Hannifin and Peck which has been state on the chapter three on research procedures. Therefore, The first step done by the researcher was conducting needs analysis. The needs analysis is presented in the form of questionnaire which contains of students' *Necessities, Lack,* and *Wants.*

From the result of the needs analysis, the researcher found out that Students' **Necessities** are**:** 1) They need to communicate and access the English information that relevant toward their majority 2) They need to use English to communicate for their future job especially in broadcasting. Then, the students' **Lacks** are: 1) They lack of vocabularies and their English level were still in *Basic lower*. 2) They never join TOEFL test before. 3) They are difficult to express their ideas and understanding the content of English material, 4) They are difficult to arrange the sentence and understanding what they have heard in listening session. Meanwhile. The students' **Wants** are: 1) They want topics which are relevant to personal communication or based on their profession in journalistic. 2) They want to understand and explains the most the meaning of the text of English news. 3) They

want to be able to write the English news with a correct sentences and paragraph, 4) They want to use the vocabulary based on the content and most frequently used words. 5) They want to have a good English pronunciation with a good intonation.

Based on the data above, the researcher also did an interview toward the students of IBC in order to know the factors behind the need analysis result and also to strengthen the result of questionnaires previously. ***First***, the *lack* factors of need analysis result happened because those students were coming from different background of education. It is less than 10% of the students who had an English course before. That is why, they were capable to understand the content of materials. Meanwhile, the other students were never got any course and less interest in learning English. Most of them viewed English course as a stressful and difficult course. ***Second***, some of the students are only learning English to pass the English course in the 1st semester so that they could continue the material to next semester. ***The last***, the *wants* factors of need analysis showed that all of the students are expected to be able to speak English with a good pronunciation and grammar. They thought that it would be helpful for their future career in journalistic or broadcasting.

After the needs analysis was conducted, the next step was designing the course grid. It is the guideline of the materials which were developed. The course grid consist of seven aims which divided into two units. The aims of the first unit are pronouncing the common words in a job interview, introducing themselves well, and writing Curriculum Vitae (CV) properly. Moreover, the aims of the second unit are pronouncing the common words in a journalistic, conducting an

interview session, writing a short news, and analyzing the news content. The task book consists of two units. The theme of the first unit is "The introduction of interview" and the theme of the second unit is "What is journalistic?" Those two units are completed by additional exercises in the beginning of the unit (Pronunciation exercise and Vocabulary List). For those seven exercises are Checking Understanding, Matching, Re-telling, Filling the Gap, Writing, Listening the Audio, and so forth.

Then, the researcher design the material based on need's analysis. After that, next step was conducting the expert judgment. In this Expert Judgment, there are 5 experts who validated the material. Those experts were divided into two categories, expert judgment on instrument (*Language and Material validation*) and expert judgment on learning material (*Lay-Out, Language, Material validation*). Finally, the draft result shows the mean range was 4.64 categorized as "very good" although there are still some revisions need to be improved to get a better task book before applying the English material to the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research is develop the English learning material for Islamic Broadcasting Communication (IBC) students of IAIN Palopo. However, there are many steps of research that have been done by the researcher in order to find the final product. Besides that, the aim of this research also to get the information about the students' need analysis, target needs, learning needs, and the developing components of learning material for IBC students.

1. Target Needs

The targets needs of the students are to communicate in English well, and get the information which are relevant toward their majority. Furthermore, they want to have a good competency in four skills which are speaking, reading, listening, and writing. For example, they are able to use a daily conversation with different topics that are related to daily communication or professional communication of journalistic. The students also expect to understand the monolog and dialog after listening to the audio, understanding the content of the text, arranging the paragraph, having a good pronunciation, and being able to report and write the news correctly.

2. Learning Needs

> The most activities that the students want in learning process is practice the English daily conversation such as doing an interview, reading the news, watching news in electronic media, reviewing the news, and writing the news or articles in mass media or electronic media. Meanwhile, the students also are needed to improve their vocabularies and pronounce the English words correctly.

3. The Appropriate English Learning Material for IBC

> The appropriate English learning material for IBC students must be consisting of:

a. Students' need analysis

b. Having many supporting pictures

c. Arranging from the easiest to the most difficult

d. Facilitating the students to communicate and interact with one another in classroom

e. Consisting of individual, pairs, and group assignment

f. Integrating the four skills of language

B. Suggestion

1. To The Lecturer

> The researcher hopes that this researcher will be more beneficial in learning English as well. Also, it will motivate the teacher to make a better learning material ahead which is relevant toward the students' needs. Otherwise, the teacher is expected to be more creative on

modifying the appropriate leaning material based on the students'
majority.

2. To The Other Researchers

The other researchers are expected to design the English material
which has more interesting topics such as topic about education, politics,
economy, and so forth. The researchers should be able to make a task
book from the basic level to the highest level, so the students will be
able to learn the English material continuously and progressively.

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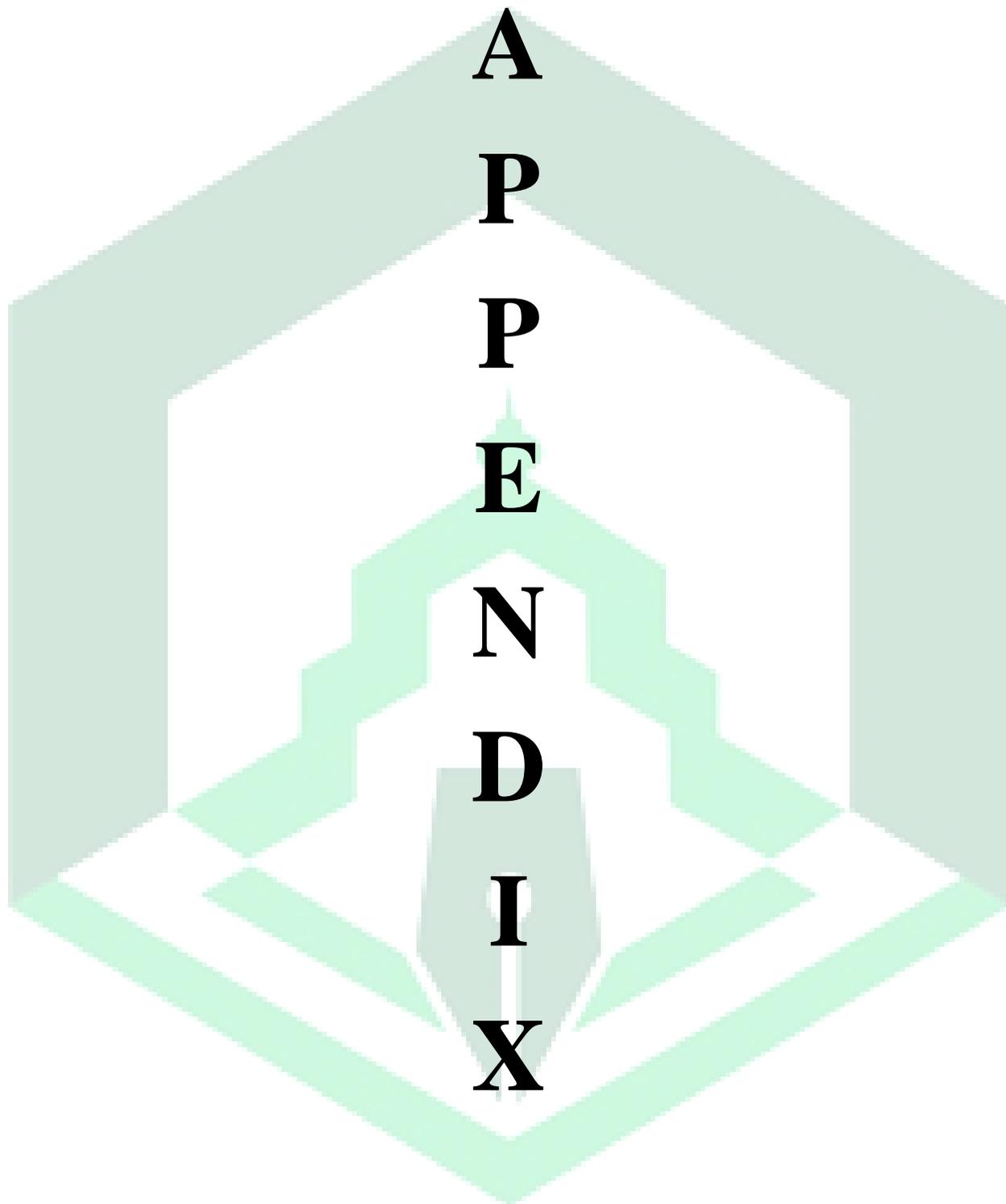
QUESTIONNAIRE

"English for Journalism"

A. Data Responden

Nama   :   (boleh diisi atau tidak)

Usia   :

Jenis Kelamin   :

B. Petunjuk Pengisian

Berilah tanda (√) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan pembelajaran Bahasa Inggris.

1. Mengapa Anda belajar bahasa Inggris saat ini?
   a. Saya belajar bahasa Inggris agar dapat lulus dalam perkuliahan bahasa Inggris
   b. Saya belajar bahasa Inggris untuk memudahkan saya mengerjakan TOEFL
   c. Saya belajar bahasa Inggris untuk dapat berkomunikasi dan mengakses informasi bahasa Inggris yang berkaitan dengan jurusan saya
   d. Lain-lain (sebutkan bila ada)..................................

2. Apa manfaat bahasa Inggris bagi Anda jika lulus nanti?
   a. Untuk mendapat skor yang baik dalam TOEFL
   b. Untuk menunjang profesi saya
   c. Untuk mengakses informasi bahasa Inggris
   d. Untuk dapat berkomunikasi dalam bahasa Inggris dengan baik di dunia kerja
   e. Lain-lain (sebutkan bila ada).................................

3. Urutan belajar bahasa Inggris yang tepat menurut Anda adalah...
   a. *Speaking, Reading, Writing, Listening*
   b. *Listening, Writing, Reading, Speaking*
   c. *Reading, Writing, Listening, Speaking*
   d. *Writing, Reading, Speaking, Listening*

4. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?
   a. *Basic (Lower):* mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
   b. *Basic (Upper):* dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
   c. *Intermediate (Lower):* dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan
   d. *Intermediate (Upper):* meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
   e. *Advanced:* mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

5. Berapa skor TOEFL Anda saat ini?
   a. Kurang dari 450
   b. 450
   c. 451-499
   d. 500
   e. Belum pernah mengikuti tes
6. Kesulitan apa yang Anda rasakan saat berbicara dalam bahasa Inggris?
   a. Sulit mengucapkan kata-kata dalam bahasa Inggris
   b. Sulit memahami informasi yang dibicarakan lawan bicara
   c. Sulit menggunakan tata bahasa yang baik dan benar
   d. Sulit dalam menyampaikan ide karena kurang kosakata
   e. Lain-lain (sebutkan bila ada)............................
7. Kesulitan apa yang Anda rasakan saat membaca dalam bahasa Inggris?
   a. Sulit memahami arti kata-kata atau istilah dalam teks
   b. Sulit mendapatkan ide pokok dalam teks
   c. Sulit memahami bacaan karena keterbatasan kosakata
   d. Lain-lain (sebutkan bila ada)............................
8. Kesulitan apa yang Anda rasakan saat menulis dalam bahasa Inggris?
   a. Sulit menggunakan tanda baca
   b. Sulit menempatkan kata-kata
   c. Sulit menggunakan tata bahasa yang baik dan benar
   d. Sulit menentukan kata-kata yang tepat
   e. Sulit menyusun kalimat, klausa atau paragraf dengan baik
9. Kesulitan apa yang Anda rasakan saat mendengar bahasa Inggris?
   a. Sulit memahami informasi yang didengar
   b. Sulit membedakan pengucapan kosakata orang asing (*native speaker*)
   c. Sulit mengerti apa yang didengar karena kurangnya kosakata
   d. Lain-lain (sebutkan bila ada)..............................
10. Topik-topik apa yang Anda inginkan dalam pembelajaran bahasa Inggris untuk dikembangkan dalam bidang jurnalistik?
    a. Topik yang membahas tentang media cetak (buku, *periodical*)
    b. Topik yang membahas tentang media elektronik (televisi, radio, film, dll)
    c. Topik yang membahas tentang media massa (cetak, elektronik)
    d. Lain-lain (sebutkan bila ada) ....
11. Menurut Anda, panjang teks dialog yang sesuai untuk menunjang keterampilan *Speaking* dalam pembelajaran bahasa Inggris Anda adalah...
    a. Teks yang lebih dari 300 kata
    b. Teks yang lebih dari 300 kata disertai gambar atau video
    c. Teks yang berkisar antara 200-250 kata
    d. Teks yang berkisar 200-250 kata disertai gambar atau video
    e. Teks yang berkisar antara 150-200 kata
    f. Teks yang berkisar antara 150-200 kata disertai gambar atau video
    g. Lain-lain (sebutkan bila ada)..................................

12. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran *Reading* dalam bahasa Inggris Anda adalah...
    a. Teks yang lebih dari 300 kata
    b. Teks yang lebih dari 300 kata disertai gambar atau video
    c. Teks yang berkisar antara 200-250 kata
    d. Teks yang berkisar 200-250 kata disertai gambar atau video
    e. Teks yang berkisar antara 150-200 kata
    f. Teks yang berkisar antara 150-200 kata disertai gambar atau video
    g. Lain-lain (sebutkan bila ada)...........................

13. Aktivitas apa yang Anda sukai dalam meningkatkan keterampilan *Speaking*?
    a. Drama (tentang perkembangan politik, pendidikan, teknologi, dll)
    b. Diskusi (tentang menyusun berita, cara wawancara, dll)
    c. Debat (tentang *pers* atau media cetak, dll)
    d. Wawancara (tentang kronologi suatu peristiwa, mencari narasumber, dll)
    e. Dialog (bercerita tentang berita banjir, kebakaran, dll)
    f. Monolog (membuat berita tentang korupsi, dll)
    g. Lain-lain (sebutkan bila ada)............................

14. Aktivitas apa yang dapat membantu Anda dalam meningkatkan keterampilan *Reading*?
    a. Menerjemahkan kata-kata yang sulit saja tentang jurnalistik
    b. Membaca ide pokoknya dan memahami istilah bahasa Inggris tentang jurnalistik
    c. Membaca teks tentang berita lalu menyimpulkan
    d. Mengidentifikasi isi pernyataan benar atau salah berdasarkan isi yang ada dalam teks
    e. Lain-lain (sebutkan bila ada)............................

15. Pengetahuan kebahasaan apa yang Anda butuhkan untuk meningkatkan kemampuan *Speaking* dalam bahasa Inggris?
    a. *Grammar* atau tata bahasa dalam bahasa Inggris
    b. *Pronunciation* atau tata cara pengucapan/pelafalan kata bahasa Inggris
    c. *Vocabulary* atau kosakata dalam bahasa Inggris
    d. *Accent* atau tekanan bunyi pada suku kata (logat)

16. Pengetahuan kebahasaan apa yang Anda butuhkan untuk meningkatkan kemampuan *Reading* dalam bahasa Inggris?
    a. *Grammar* atau tata bahasa dalam bahasa Inggris
    b. *Vocabulary* atau kosakata dalam bahasa Inggris
    c. *Pronunciation* tata cara pengucapan/pelafalan kata bahasa Inggris

17. Kompetensi *Speaking* yang ingin Anda kuasai setelah belajar bahasa Inggris adalah...
    a. Mampu memahami dan mempraktekkan percakapan sehari-hari dengan berbagai topik yang berkaitan dengan komunikasi personal maupun profesional (dalam bidang jurnalistik)
    b. Mampu memahami dan menggunakan ungkapan-ungkapan yang sesuai dengan konteks

c. Mampu berkomunikasi dengan narasumber luar negeri dalam berbahasa Inggris

d. Mampu menyampaikan berita dalam berbahasa Inggris

e. Lain-lain (sebutkan bila ada)................................

18. Kompetensi *Reading* yang ingin Anda kuasai adalah...

a. Memahami teks bacaan yang pendek tentang sebuah berita dalam bahasa Inggris

b. Memahami dan mampu menjelaskan makna bacaan suatu berita yang berbahasa Inggris

c. Mengetahui ide pokok bacaan dan menjawab pertanyaan yang ada dalam bahasa Inggris

d. Lain-lain (sebutkan bila ada)...........................

19. Aspek *Vocabulary* yang ingin Anda kuasai adalah...

a. Arti kosakata atau istilah dalam jurnalistik

b. Penggunaan kosakata yang sesuai dengan konteksnya

c. Jenis-jenis kata (kata benda, kata kerja, kata sifat, dsb)

d. Mengeja kata-kata yang tepat, khususnya tentang istilah jurnalistik

e. Lain-lain (sebutkan bila ada).......................

20. Aspek *Grammar* yang ingin Anda kuasai adalah...

a. *Tenses* atau rumus-rumus untuk menyusun kalimat bahasa Inggris

b. Mampu menggunakan rumus sesuai konteksnya

c. Mampu menulis berita dengan menggunakan *tenses* dengan benar dalam bahasa Inggris

d. Lain-lain (sebutkan bila ada).............................

21. Aspek *Pronunciation* yang ingin Anda kuasai adalah...

a. Pengucapan bahasa Inggris dengan intonasi yang tepat

b. Pengucapan kosakata yang tepat

c. Lain-lain (sebutkan bila ada)...............................

22. Media apa yang dapat mendukung proses perkuliahan Anda?

a. *Audio* (rekaman kaset, siaran radio, lagu, dll)

b. *Visual* (gambar atau tulisan yang tampilkan)

c. *Audio-visual* (siaran berita TV, talk show, film, dll)

d. Media cetak (buku, koran, dll)

e. Realita (objek nyata yang berupa benda nyata atau tiruan)

f. Lain-lain (sebutkan bila ada)...............................

23. Tempat pembelajaran bahasa Inggris yang Anda sukai adalah...

a. Laboratorium

b. Ruang Kelas

c. Perpustakaan

d. Luar ruangan (taman, kantor pos)

e. Lain-lain (sebutkan bila ada).............................

24. Ketika belajar bahasa Inggris, Anda lebih suka mengerjakan dengan cara apa?

a. Berpasangan

b. Berkelompok

c. Individu
d. Kelompok Kecil (2-3 orang)
e. Kelompok Besar (4-6 orang)
f. Lain-lain (sebutkan bila ada)................................

25. Dalam pembelajan bahasa Inggris, Anda lebih senang apabila dosen bertindak....
   a. Menggunakan bahasa Inggris sebagai bahasa pengantar
   b. Sebagai *organizer* yang melibatkan siswa dan mengukur aktivitas belajar
   c. Sebagai *prompter* yaitu hendaknya member chunks (melibatkan dari kata-kata yang sering muncul dalam percakapan
   d. Melibatkan siswa dalam menagatur aktivitas belajar
   e. Sebagai *resources* yaitu membantu member fasilitas untuk meningkatkan kinerja siswa
   f. Sebagai *participant* yaitu tidak memonopoli atau mendominasi percakapan
   g. Sebagai *feedback provider* yaitu memberi *feedback* terhadap hasil kerja siswa
   h. Lain-lain (sebutkan bila ada)...............................

26. Keterampilan apa yang yang paling sering Anda butuhkan dalam jurusan Anda?
   a. Keterampilan *Listening*
   b. Keterampilan *Speaking*
   c. Keterampilan *Writing*
   d. Keterampilan *Reading*

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama   :

Umur   :

Jenis kelamin   :

Pendidikan   : ☐ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman mengajar   : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥6 thn

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia

Keterangan:

SS   : Sangat Setuju

S   : Setuju

R   : Ragu-ragu

TS   : Tidak Setuju

STS   : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi materi dalam bahan ajar *English 1 for Islamic Broadcasting Communication* sesuai dengan kebutuhan mahasiswa jurusan Komunikasi Penyiaran Islam (KPI).					
2.	Kedalaman materi dalam bahan ajar *English 1 for Islamic Broadcasting Communication* memadai.					

3.	Keaslian isi materi dalam bahan ajar *English 1 for Islamic Broadcasting Communication* memadai.					
4.	Isu-isu terbaru di dalam bahan ajar *English 1 for Islamic Broadcasting Communication* dibahas secara menarik.					
Rangkuman kualitatif:						
B. Bahasa						
1.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan mahasiswa.					
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.					
3.	Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.					
4.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.					
Rangkuman kualitatif:						
C. Aktifitas						
1.	Kegiatan dalam *task* banyak melibatkan mahasiswa.					
2.	Kegiatan dalam *task* bervariasi.					
3.	Kegiatan dalam *task* sesuai topic.					

No.						
4.	Kegiatan dalam *task* menarik bagi mahasiswa.					
5.	Kegiatan dalam *task* dapat memotivasi mahasiswa untuk belajar bahasa inggris.					
6.	Kegiatan dalam *task* berguna bagi kehidupa nyata mahasiswa.					
7.	Kegiatan dalam *task* membantu pemahaman materi.					
8.	Kegiatan disusun berurutan dari mudah ke agak sulit.					
9.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.					
Rangkuman kualitatif:						
D. Input						
1.	Instruksi dalam setiap *task* mudah dipahami.					
2.	Input materi berbentuk gambar dan teks relevan.					
3.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan mahasiswa.					
4.	Input materi berbentuk gambar dan teks menarik.					
5.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan berbahasa mahasiswa.					
6.	Input materi mencakup struktur bahasa yang benar.					

7.	Input berbentuk gambar membantu mahasiswa untuk memahami materi.					
8.	Input materi dapat menambah wawasan mahasiswa.					
9.	Input materi dapat menambah kosa kata mahasiswa.					
10.	Input materi membantu mahasiswa dalam berbahasa.					
11.	Input dan *task* seimbang.					
12.	Pilihan topik sesuai dengan karakteristik mahasiswa.					
13.	Contoh dan ilustrasi membantu pemahaman mahasiswa.					

Rangkuman kualitatif:

E. Desain dan *Layout*

1.	Tampilan materi jelas.					
2.	Tampilan materi menarik.					
3.	Ukuran huruf sesuai.					
4.	Jenis huruf sesuai.					
5.	Jarak spasi sesuai.					
6.	Penggunaan tanda baca benar.					

Rangkuman kualitatif:

F. Evaluasi Umum

1.	Sistematika penyajian runtut.					

2.	Keseluruhan materi sesuai dengan kemampuan berbahasa mahasiswa.					
3.	Penilaian sesuai dengan input yang diberikan.					
Rangkuman kualitatif:						

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo,   Agustus 2019

Penilai Kelayakan

……………………….

KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

A. Data Responden

Nama   :   (boleh diisi atau tidak)

Usia   :

Jenis Kelamin   :

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia

Keterangan:

SS   : Sangat Setuju

S   : Setuju

R   : Ragu-ragu

TS   : Tidak Setuju

STS   : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 1 & Unit 2						
1	Materi yang disajikan sesuai untuk level *basic lower*					
2	Materi telah sesuai dengan bidang dan kebutuhan mahasiswa KPI					
3	Materi ini mampu meningkatkan kemampuan bahasa inggris mahasiswa di bidang KPI					
4	Input materi secara keseluruhan beragam					
5	Input materi menarik dan mudah dipahami					
6	Topic input materi telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang penyiaran islam					
7	Panjang dan sumber input teks keseluruhan sesuai dengan kebutuhan mahasiswa KPI					
8	Kegiatan keseluruhan unit beragam					
9	Latihan-latihannya tersusun dengan baik yaitu dari mudah ke sulit					

10	Perintah dalam keseluruhan unit mudah dipahami					
11	Latihan dalam unit meliputi latihan individu, berpasangan, dan kelompok					
12	Kegiatan dalam unit mendorong mahasiswa berpartisipasi aktif dalam kelas					

Masukan lain:

The course grid of English-1 for KPI students

UNIT	SKILL	INDICATORS	TOPIC	LANGUAGE FUNCTION/SKILLS	GRAMMAR
1	Listening & Speaking	a. Students are able to pronounce the common words in a job interview b. Students are able to introduce themselves well	The introduction of interview	a. Pronouncing the common words in a job interview b. Introducing themselves well	Noun phrase
	Reading & Writing	c. Students are able to write Curriculum Vitae (CV) properly		c. Writing Curriculum Vitae (CV) properly	
2	Listening & Speaking	a. Students are able to Pronounce the common words in a journalistic b. Students are able to conduct an interview session	What is journalistic?	a. Pronouncing the common words in a journalistic b. Conducting an interview session	Saying verb
	Reading & Writing	c. Students are able to write a short news d. Students are able to analyze the news content		c. Writing a short news d. Analyzing the news content	

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Judul: **Developing English-1 Learning Material for Islamic Broadcasting Communication Students of IAIN Palopo**

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
   1: tidak layak
   2: kurang layak
   3: cukup layak
   4: layak
   5: sangat layak
4. Anda dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
I	Aspek Isi	1	2	3	4	5
	a. Tujuan penelitian dinyatakan dengan jelas					
	b. Tujuan kuesioner dinyatakan dengan jelas					
	c. Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam					

	materi baik dan benar.					
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					
III	Aspek Bahasa					
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					
	d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

C. Komentar

....

....

....

....

....

....

....

....

D. Saran

....
....
....
....
....
....
....

E. Kesimpulan
Instrument kuesioner ini (lingkari salah satu pilihan):
1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

....
....
....
....
....

Palopo, ………………
Penilai Kelayakan

_____

Photos' documentation

ENGLISH-1 FOR
ISLAMIC BROADCASTING COMMUNICATION

Written by

TINMALASARI
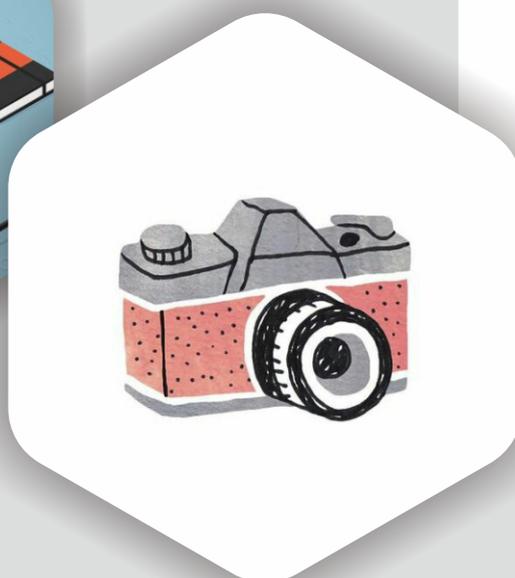
Unit one 1

The Introduction of Interview

In this unit, you will learn how to:

a. Prepare yourself for a job interview

b. Pronounce the common words in a job interview

c. Introduce yourself well

d. Write Curriculum Vitae (CV) properly

e. Apply tips and tricks to answer the question from the interviewer

TASK 1. Study these pictures above!

Questions:

1. What activity are the people doing in each picture?
2. Where do you think the people do the activity?

TASK 2. These are about how to prepare yourself for a job interview, then match the question with your answer!

Study about the background of company

Sleep all day

Be relax and have a good self-confident

Come earlier

What are the things you need for interview?

Wear new uniform

Don't be nervous

Explain your personality

Study all night long

TASK 3. Listen to the audio and repeat the alphabets.

Scan this QR code!

Huruf	Phonetic Symbol	Huruf	Phonetic Symbol
A	/ei/	N	/en/
B	/bi:/	O	/oʊ/
C	/si:/	P	/pi:/
D	/di:/	Q	/kju:/
E	/i:/	R	/a:(r)/
F	/ef/	S	/es/
G	/dʒi:/	T	/ti:/
H	/eɪtʃ/	U	/ju:/
I	/aɪ/	V	/vi:/
J	/dʒeɪ/	W	/'dʌblju:/
K	/keɪ/	X	/eks/
L	/el/	Y	/waɪ/
M	/em/	Z	/zed/

Sumber : https://dindin.id/menguasai-alphabet-bahasa-inggris-cara-pelafalan-dan-tips/

Activity: After listening to the audio above. Please write down one word which represent these alphabets

WORDS	MEANING
A = Awkward (Adjective)	Kaku
C =	
G =	
K =	
L =	
O =	
V =	
M =	
J =	

TASK 4. Work in pairs and pay attention to the dialog then answer the question below!

A: *Good morning, Could you tell me who you are?*

B: *Good morning mam, my name is **Tinmalasari** and I am 21 years old.*

A: *Sorry, could you spell your name please?*

B: *Sure, It is **T-I-N-M-A-L-A-S-A-R-I***

A: Hallo Ms.Tin, with whom do you live here?

*B: Well, I live here with my mother. Her name is **Jumhana**, It is **J-U-M-H-A-N-A***

Activity:

1. List your friends' name and spell their names (please mention 10 names)

No	Name	Spelling
1	Budi	B-U-D-I
2		
3		
4		
5		
6		

2. List the name of your family's name and spell their names (please mention 5 names)

No	Name	Spelling
1	Karin	K-A-R-I-N
2		
3		
4		
5		
6		

TASK 5. Study these vocabularies before you pay attention to the dialog!

Vocabularies:

1. Job = Pekerjaan
2. Advertisement = Iklan
3. Experienced = Berpengalaman
4. Company = Perusahaan
5. Service = Jasa
6. Curriculum vitae = Riwayat hidup
7. Job's qualification = Persyaratan pekerjaan
8. Bachelor's degree = pendidikan strata satu
9. Mass communication = komunikasi massa

Sumber: https://www.jobstreet.co.id/id/job-search/jobs-at-pt-indosiar-visual-mandiri/?ojs=15

Dialog:

Fatimah	: Hello, Assalamualaikum Warahmatullahi wabarakatuh
Muhammad Ali	: Waalaikumsalam Warahmatullahi Wabarakatuh, have a seat please. Do you have any trouble finding the place?
Fatimah	: No, I have not. It is okay
Muhammad Ali	: That is good. So, let's start the interview today. Are you ready?
Fatimah	: Yes, I am
Muhammad Ali	: Firstly, how do you know about this **job** vacancy? What makes you interested to apply as the Finance Manager in this company?
Fatimah	: Well, I was on my way home and I saw the **advertisement** board about this vacancy. I interested to apply as the Finance Manager because I think I am capable to be in that position. Besides, I have **experienced** the same job previously.
Muhammad Ali	: Next, could you tell me your educational background?
Fatimah	: I finished my **Bachelor's degree** at Gadjah Mada University and I took **Mass Communication** major.
Muhammad Ali	: That's good. Well, thank you Ms. Fatimah for your time. We will call you later if you are accepted in to this company

Activity:

Ask and answer these questions below with your seat partner!

Could you tell me about your educational background?

……………………………

How do you know about this job vacancy?

……………………….....................

What makes you interested to this company?

……………………................. ..

TASK 6. In pairs, write dialogues based on the following situations!

1. **You are going to make an appointment to have an interview with Human Recourses Department expert, and he gives a positive response.**
2. **You are going to meet a friend who are looking the same job vacancy as you did.**

TASK 7. Rearrange the following words into a good sentence!

1. Graduated – state – was – Islamic – I – Alauddin – from – university
2. As – work – in – reporters – we – the – Transmedia Corp
3. Relation – public – she – major – took
4. Uniform – white – they – black – and – wear – interview – for – the
5. Relax – feels – and – Karin – comfort
6. Is – he – now – focusing – to – camera – the
7. Later – Mr.Budi – call – will – I – accepted – he – is – if
8. Interested – you – to – job – did – why – this - ?
9. Think – what – you – do – company – this – about - ?
10. Please – give – could – CV – your – me – you

TASK 8. Study this picture below!

Your CV must be consisting of:

1. Personal details/information
2. Educational background
3. Course/training
4. Award
5. Language proficiency

Activity:

Make some questions using 5W+1H based on the CV above!

1. Who has the CV above?
   Answer Ms. Lisda Mutia Maharani, S.Hum
2. …………………………………………………………
   Answer:………………………………………………...
3. …………………………………………………………
   Answer:………………………………………………....
4. …………………………………………………………
   Answer:………………………………………………...
5. …………………………………………………………
   Answer:………………………………………………....
6. …………………………………………………………
   Answer:………………………………………………....

TASK 9. Study the dialog below and put the words from the box to the blank dialog!

Yesterday	Curriculum vitae	Call	An interview
Years	Graduated	Financial	Experience
Accepted	Financial Accounting		

Dialog:

A: Excuse me sir, may I come in?
B: Yes please, have a seat. Your name is Tia, isn't it?
A: Yes sir, I was called by phone ……………in order to have interview today.
B: Yes I have read your applications and your ………………and the owner of this company asked me to………. you and have you in………….. First, I want to know. Please tell me about yourself.
A: Of course sir, my complete name is Atia Gray. I am 25 ……old. I was …………….from University of Indonesia, I took …………………….as my major and graduated with 3.57 GPA.
B: And you apply for the vice Chief …………..Division. What makes you sure you can work as the vice Chief Financial Division, since you are a fresh graduated. You don't have working……………
A: I will do my best sir
B: Okay, I have finished. We will call you back if you were…………...

TASK 10. Write down your own CV

Curriculum Vitae

Unit two 2
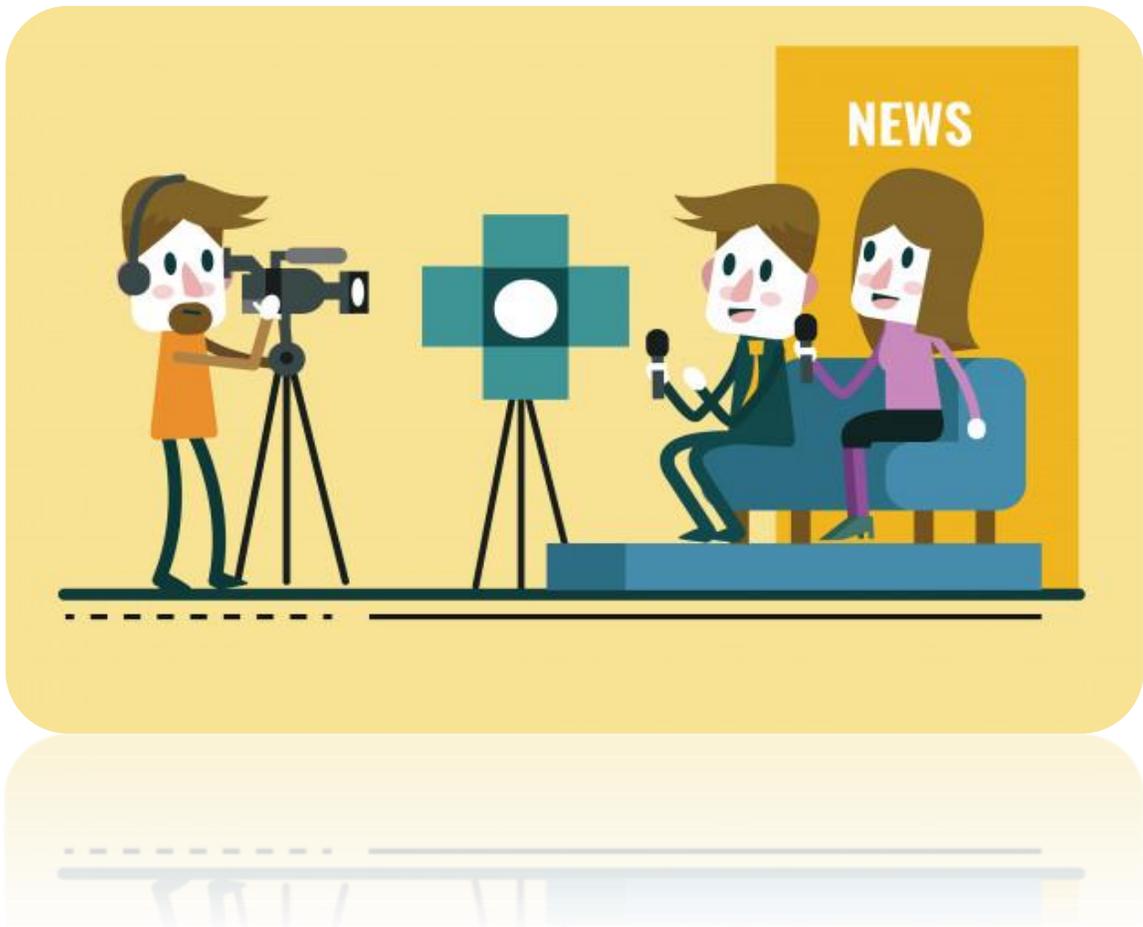
I am a journalist!

In this unit, you will learn how to:

a. Analyze the current news

b. Pronounce the common words in a journalistic

c. Look for the latest information

d. Write a short news

e. Be a good journalist

TASK 1. Study these pictures below!
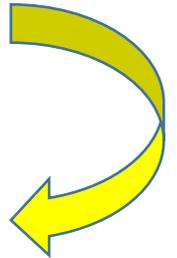
News Broadcast Script

A knockoff of the popular "club drug" Ecstasy is being blamed for the deaths of six young people in Chelmsford and at least three in suburban London since May, law enforcement officials said.

The clusters of deaths in and around Chelmsford, along with sporadic reports of facilities across the nation involving Ecstasy, underscores the dangerous nature of a drug that has been thought to be relatively harmless.

In Chelmsford, the fake Ecstasy, called eZ or ezamphetamine, is killing young people by slowly corrupting and mutilating genes within the body, turning them into a zombie-like state.

Scientists are quickly working on a cure as the drug-induced zombie outbreak increases in intensity.

Officials advised that people steer clear of the drug which unscrupulous dealers will be looking to offload as soon as possible.
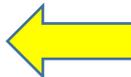
Questions:

1. What activity are the people doing in each picture?
2. What is the name of the job from the pictures?

TASK 2. Read the Current News and write the foreign words!

Jakarta roads to be closed Saturday night for Islamic New Year celebration

News Desk

The Jakarta Post

Jakarta / Fri, August 30, 2019 / 05:47 pm

Source: https://www.thejakartapost.com/news/2019/08/30/jakarta-roads-to-be-closed-saturday-night-for-islamic-new-year-celebration.html

The Jakarta authorities will close several main roads in the capital to make way for hundreds of people taking part in a torch-lit parade to celebrate the Islamic New Year, 1 Muharram 1441 Hijri, on Saturday evening. Some 2,600 people carrying torches will march from the Arjuna Wiwaha traffic circle to Hotel Indonesia traffic circle, both in Central Jakarta, at 7:30 p.m. on Saturday. "The torch-lit parade is part of the Jakarta Muharam Festival and there will be dances, religious songs and chants of praise to Prophet Muhammad," Jakarta city secretary Saefullah said at City Hall on Thursday as reported by Antara. He said there would also be sermons and mass prayers held during the event.

The festival will be held concurrently with the Halal Culinary Festival at two locations namely Jl. Kebon Kacang Raya and Jl. Imam Bonjol. To ensure the event runs smoothly, over 300 officials from the Jakarta Transportation Agency will be deployed to manage the traffic flow during the road closures, Saefullah added. The Jakarta administration will also provide parking

spaces for people looking to enjoy the event. "We strongly suggest residents use public transportation such as the MRT Jakarta, Transjakarta and Commuter Line services and avoid the traffic congestion to and from the locations," he said. Several ambassadors from countries with sister cities to Jakarta are expected to attend the Jakarta Muharram Festival. Around 3,700 personnel from the Jakarta Police and Public Order Agency are being assigned to safeguard the event. (gis)

Activity:

After reading to the news text above. Please write down the difficult words you read.

WORDS	MEANING
Authorities	Yang berkuasa

TASK 3. Listen to the audio carefully!

Scan this QR code!

Vocabularies:

- Explosion = ledakan
- Earthquake = gempa
- Government = pemerintah
- Volcano = volkano
- Disaster = bencana

- Victim = korban
- Loss = kerugian
- Warning = peringatan
- Damage = kerusakan
- Dead = kematian

Activity:

` After listening to the audio in task 3. Please answer the questions below!

1. What is the topic of the news you heard?
2. Where was the location of the event?
3. When the event occurred?
4. What are the geologist says about the volcano?
5. How was the steam explosion occurred?

TASK 4. In pairs read the dialog then answer the questions below!

Reporter   : What is a flood?

Source   : The overflowing water has exceeded the normal limits of water storage capacity

Reporter   : What are the causes of flooding?

Source   : garbage, deforestation, high-intensity rainfall, greening the less maintained, drains were many converted to use by the community as a building, thus making the water flow delays

Reporter   : How do I cope with the flood?

Source   : Disposing of waste in place, making the absorption of water, or greening, so Rainwater can be directly absorbed into the ground, do dilation times or river so that rain water flows smoothly bias

Reporter   : Who is responsible for the occurrence of flooding?

Source   : all walks of life both around the flood area and outside the flood area.

Source: https://brainly.co.id/tugas/1857301

Questions:

1. What is the topic of the interview above?
2. What is the main cause of the flood disaster?
3. How to resolve the flooding?

TASK 5. Study the conversation between reporter and witness below!

Host : Welcome to my show Justin,

Justin : Yes, thank you for you're invited. What a pleasure for me.

Host : Have a sit, please. Ok. Justin, as we know, you are a biggest star and have many girls fan. Did you dream about what happen to you?

Justin : No, I never dream about this. I only love to sing in every time even in the bathroom and my mother took my video, posted up on website and people love my voice. This is such a gift from the god to me.

Host : Talking about another celebrity who's your favorite celebrity?

Justin : Of course, usher, he has helped me to make my dream come true.

Host : Do you have any dream job?

Justin : I'd like to be an architect. That would be cool. I like drawing.

Host : Who in your family are you closest to?

Justin : My mom. I really love my mom, she help me to became a star

Host : Your mother is in here, is there anything you want to say?

Justin : Mom, Thank you for everything you have done for me, i love you so much.

Host : Ok Justin, thank you for coming in my show and also thank you for my interactive audiences, I love you all. See you again with me in the next show, Good Night!

Source: *https://www.sekolahbahasainggris.co.id/contoh-wawancara-dengan-seorang-artis-dalam-bahasa-inggris-beserta-jawabannya/*

Activity:

In pairs, make a short dialog based on the task 5!

Reporter: ....

Source: ....

Reporter: ....

Source: ....

TASK 6. Read the text below and note the words printed in red!

How to be a good journalist?

The answer to the question all depends on your definition of success. For me, I generally consider myself to be a successful journalist for the following reasons:

a. The reporting I have done has made a difference on a level that I can clearly measure to myself. People have read it and based decisions off of my reporting.
b. The reporting I have done is read by influence makers in my field. They occasionally reach out to me, for more than just a press release.
c. I am able to get media accreditation for some of the biggest sporting events in my area of specialty.
d. When writing factual items where the facts can make an organization look bad, an organization may get defensive and blast my work behind the scenes.
e. I have written some of the most thorough and comprehensive news pieces on some topics of all media. I have followed up on stories that other media are not following up on.
f. I feel like if I keep up with my reporting, at some point I will get paid work related to what I am doing by having established a network of contacts and clear domain knowledge.
g. Other people occasionally write for me. I can assist them in getting media accreditation, and contacts. I can advise them on how to be better reporters.

Source: https://www.quora.com/How-can-I-be-a-good-journalist

Activity:

Find the meaning of each common nouns in journalism below by using Oxford dictionary!

1. Report = .Give a spoken or written account of something that one has Observed, heard, done, or investigated.

2. Factual =

3. Media =

4. Established =

5. Network =

6. Write =

TASK 7. Complete the dialog below!

What do you think about the film?

......, ...

Why ………………………………?.

Because that makes me laugh

While watching the film

How about you?

…………….your opinion?

……................ It is not really good.
It makes me boring.
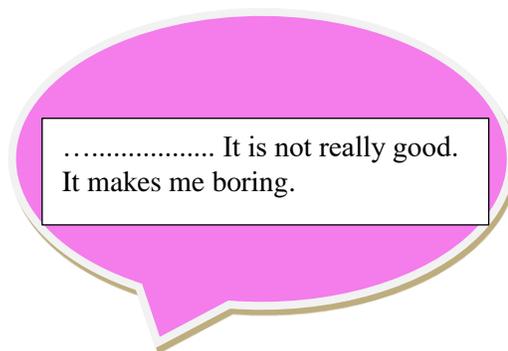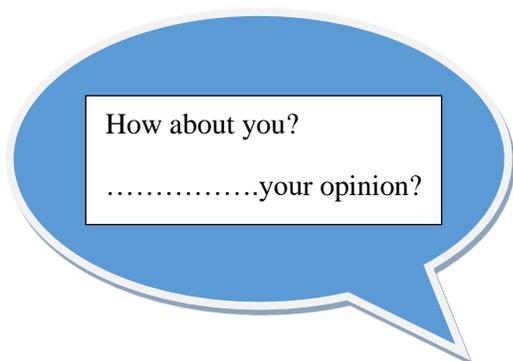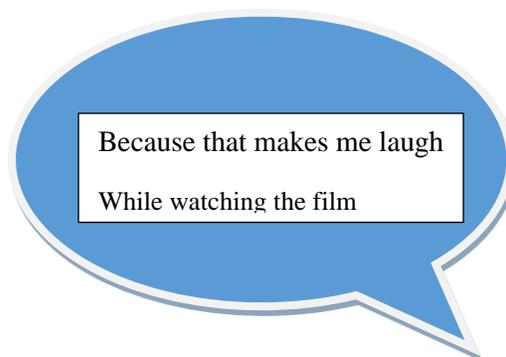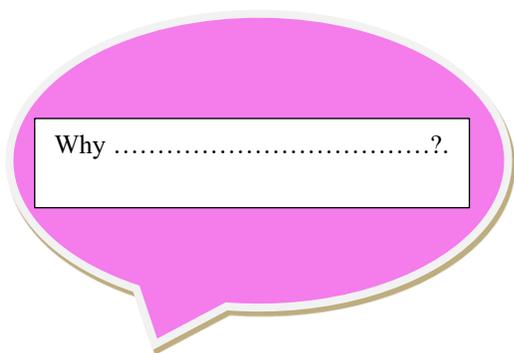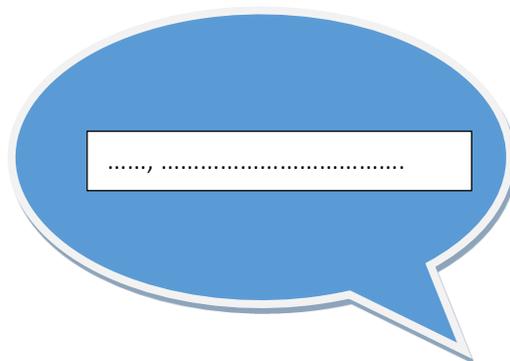
TASK 8. Study the dialog and answer the following questions below!

Expressions:

Asking	Giving
What do you think about…?	I think it is …
What is your opinion about…?	In my opinion, …
Is that right (true) that….?	I personally believe …
Do you have any idea?	To my mind …
Please give me your frank opinion.	From my point of view…
Etc.	Etc.

Dialog:

Trevor   : Have you heard about our school's plan to ban smartphones in the school?

Matt   : Yeah

Trevor   : What do you think about it?

Matt   : Well, I think that's fair enough.

Trevor   : why do you think so?

Matt   : you see… Smartphones have caused so much trouble in our class. Remember yesterday's history class? Our teacher got very angry because was interrupt by smartphone ringing many times. This may happen again and again.

Trevor   : Eh… Yea…

Matt   : Another thing is… Smartphones have caused a kind of stupid competition.

Trevor   : what do you mean?

Matt   : you know, everyone seems to compete to have the latest model.

Trevor   : Yes, I feel that too.

Matt   : So it's a good idea if the school doesn't allow students to use their smartphone in the school

Source: https://englishclas.com/10-contoh-dialog-asking-and-giving-opinion-singkat/

Questions:

1. Who had heard the school's plan to ban smartphones in the school?
2. What does Matt think about the plan?

3. What does Matt think so?
4. How about Trevor? What does he think?

TASK 9. Attach the question with the right answer below.

What qualities do journalist need?	• Printed Media) • Media Elektronik (Electronik Media) • Media Siber (Cyber Media)
How do young Journalist get their training?	Practice. More Practice. And A Healthy Dose of "Error Terrors
What is the definition of Journalist?	Journalism is a matter concerning journalism and vocabulary and vocational art concerned with news and
What are the products or works of journalists?	All journalists need, such as basic knowledge of journalistic standards and practices
What is journalistic media?	(*Printed journalism*) (*Electronic journalism*)(*Online journalism*)
What is the News Processing?	• Reporting technique • News Writingg • News Reporting • Editing • Reporting language
What is the Journalist skills?	• News Planning • News Hunting/News Gathering • News Writing • News Editing • Publishing
What are the types of journalists?	• News) • (Views) • Feature

TASK 10. Read the text below!

Tornado's wrath ruined the city

Tornado that occurred in Russia, Moscow city yesterday has devastated the whole town in a matter of hours. The storm that occurred during the 39 minutes it has swept at least 49 buildings, four important buildings and swallowed dozens of casualties. The storm that occurred this time worse than the worst storm ever recorded occurred in Moscow since 1973, it can be said that this storm is the worst storm that ever occurred in Moscow for 100 years. To respond to this disaster, the local response agencies have been exerting all his strength to help evacuate victims of the storm. Although the weather has not improved but aid has been channeled to the victims. Not only from the Russian government, but in the form of material aid has been granted by various countries as an expression of their concern.

Generic structure news item text:

Title **:** Tornado's wrath ruined the city

Newsworthy events **:** Tornado are wrecking the whole city, many people and building are lost.
Background Events **:** In Moscow, Russia
Source **:** News report in television.

Source: http://materi4belajar.blogspot.com/2017/01/4-contoh-news-item-text-singkat-beserta.html#

Activity:

Write a news about natural disaster using 150 until 250 words based on the task 10!

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Title   : ……………………..

Newsworthy events   : ……………………

Background Events   : ……………………

Source   :…………..

Mini Broadcasting Dictionary

Scan this QR Code to listen how the word's sound!

Anchor
The person who is the host of the news show

B-roll
Video used to cover a reporter's narration in news story

Cue
The signal to begin a program, an action, dialogue, or other production activity

Crawl
Graphics that move across the bottom of a television screen

Cutaway
A shot which focuses on a view other than the primary action

Dissolve
Editing effect used to make one segment of video seem to melt into the next so that only the second piece is finally seen

Dolly
To move camera toward or away from the subject

Director
The production team member that is responsible for creating the sound and picture of the program; calls for proper source to be aired

Downstream key
A special effect that enables the technical director to insert graphics or other information over the existing picture

Dub
Double; a copy, generally from a master source

Edit
To link one piece of video to another

Edit points
The beginning and end points of an edit when a video program is being assembled

Establishing shot
A wide shot that is used to show where an interview or event is taking place

Eyes on third
The eyes of the interviewee should appear on the upper one-third corner of the television screen

F-word
Is not used in broadcasting; we film, tape, or shoot

Fade
In video, it's the gradual appearance of a picture from black or vice versa

Feedback
Sending video or audio signal back on itself to produce a series of random streaks or patterns

Floor director
Individual responsibility for all activities on the studio floor

Focus statement
Three or four words that summarize what your package is about

Frame
A complete television picture consisting of two interlaced fields

Gaffer tape
The television version of duct tape

Headroom
The space left between the subject's head and the top of the screen

I.f.b.
Interruptible feed back; a prompting system that allows communication with the talent while on the air

Jump cut
An image that jumps slightly from one screen position to another during a cut

Lead-in
Words that an anchor reads to introduce the new story

Linear editing
Working with both source material and finished program on videotape rather than a computer

Log
To write down what someone is saying on tape and/or to write down the available shots from raw footage

Non-linear editing
Editing performed with software that enables it to digitalize the video and audio

Nose room
The space left in front of a person and the side of the screen in the direction they are looking

Natural sound
Sound other than a reporter or interview subject's voice

Ntsc
National television systems committee

On-line
Often used to indicate what source is being broadcast

Package
The complete edited story

Pan
Moving the camera from left to right or vice versa

Post-production
The phase of television production that includes all activity after the raw footage is shot

Producer
Coordinates stories/scripts coming from the reporter

Render/create
To execute any digital processing of an image

Reporter
Person chiefly responsible for gathering information for a story and then writing the script

Rule of thirds
A rule that suggests that the center of the camera's attention is one-third of the way down from the top of the shot

Rundown
The list of the order of the newscast telling everyone what source will be used and when

Sell the puppies
Do away with the cute irresistible shots and sound bites that do not fit the focus of the story

Sequence
A segment of program content consistent of related scenes

Shot sheet
A list of video pictures selected for possible use in a story

Sot
Sound on tap
Stand-up
Part of a reporter's package where they are standing in the foreground of the scene related to the story
Storyboard
Program documentation in graphic panels, like a comic book, without dialogue, stage directions, narration, and effects
Switcher
Electronic device used to select the image or composite images which are either broadcasted or recorded

Talent
Anyone who appears on camera or before the microphone
Talk space
Space between the interviewee and the edge of the television screen

Technical director
Individually responsible for the technical aspects of a production
Tilting
Pivot the camera vertically in place

V.o.b.
Voice-over-bite
Voice over
When anchor or reporter reads the script while relating video is shown on screen

White balance
A procedure that corrects a camera's color rendition by changing the sensitivity to different portion of the light spectrum
Wipe
Video transition in which one image wipes across another to replace it

Zoom
To magnify or reduce the size of a subject by changing the focal length of a lens