

---

## Challenges and Strategies in Learning News Anchoring: Insights from EFL Tertiary Students in Speaking Class

Anne Ratna Suminar<sup>1\*</sup>, Naval Yoga Pratama<sup>2</sup>

<sup>1</sup>Institut Pendidikan Indonesia: anners@institutpendidikan.ac.id

<sup>2</sup>Institut Pendidikan Indonesia: navalyoga66@gmail.com

---

### ABSTRACT

This research aims to find out EFL tertiary students' challenges and strategies in learning news anchoring in speaking class. Data were collected through two instruments including test and questionnaire with 24 participants taken as sample through purposive sampling technique. Test was used as instrument to categorize the sample into 8 high achievers, 8 middle achievers, and 8 low achievers. The research was a kind of descriptive research using Walizer's (1990) formula to analyze the five-likert scaled questionnaire and the data were interpreted using descriptive quantitative method of analysis. The findings of the research revealed that the EFL tertiary students faced four challenges in learning news anchoring such as challenges in pronouncing some technical terms, challenges in speaking fast like a news anchor, challenges in memorizing the news script, and challenges in delivering news with news anchor-like intonation. Furthermore, the findings of the research also found six strategies mostly used by the students in learning news anchoring such as practising frequently alone at home, watching the news anchor video shared by the lecturer in the class, imitating the lecturer's example of performing news anchor in the class, learning from lecturer's explanation, watching news anchor on television and watching news anchor video on *Youtube*. Since high achievers were found to use more than one strategy in learning news anchoring, the present research recommended the students to use more than one strategy to succeed in learning to be news anchor in speaking class.

### KEYWORDS

Challenges; EFL Tertiary students; News anchoring Speaking class; Strategies

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui tantangan yang dihadapi oleh mahasiswa berikut strategi yang digunakan saat belajar materi penyiaran berita di kelas berbicara Bahasa Inggris sebagai bahasa asing. Pengumpulan data dilakukan menggunakan tiga instrumen penelitian meliputi, tes dan angket dengan 24 partisipan terpilih sebagai sampel melalui teknik purposive sampling. Tes digunakan sebagai instrumen untuk mengelompokkan sampel menjadi 8 orang mahasiswa dengan nilai tinggi, 8 orang mahasiswa dengan nilai rata-rata, dan 8 orang mahasiswa dengan nilai rendah. Penelitian ini merupakan penelitian deskriptif dimana data angket dengan lima skala likert dianalisa menggunakan rumus Walizer's (1990) dan diinterpretasikan menggunakan metode analisis deskriptif kuantitatif. Temuan penelitian mengungkapkan bahwa mahasiswa menghadapi empat tantangan saat belajar materi penyiaran berita yaitu tantangan dalam melafalkan beberapa istilah teknis, tantangan dalam berbicara cepat seperti penyiar berita, tantangan dalam menghafal teks berita, dan tantangan dalam menyampaikan berita dengan intonasi seperti penyiar berita. Selanjutnya, hasil penelitian ini juga menemukan

### KATA KUNCI

Kelas Berbicara; Mahasiswa pembelajar bahasa Inggris sebagai bahasa asing; Penyiaran berita; Strategi Tantangan

enam strategi yang paling sering digunakan oleh mahasiswa saat belajar materi penyiaran berita yaitu terus berlatih berulang-ulang sendirian di rumah. menonton video berita yang dibagikan oleh dosen di kelas, meniru contoh penyiaran berita yang dicontohkan oleh dosen di kelas, belajar dari penjelasan dosen, menonton siaran berita di televisi, dan menonton video berita di aplikasi Youtube. Berhubung hasil penelitian ini menunjukkan bahwa mahasiswa dengan nilai tinggi ternyata ditemukan menggunakan lebih dari satu strategi, maka penelitian ini merekomendasikan para mahasiswa untuk menggunakan lebih dari satu strategi saat belajar menjadi penyiar berita di kelas berbicara.

**\*Corresponding Author :**

Anne Ratna Suminar

*Institut Pendidikan Indonesia ; anners@institutpendidikan@ac.id*

---

## INTRODUCTION

Learning news anchoring is not a novel issue in journalism field. However, in English Education field, news anchoring is considered novel issue since the number of research on the topic of news anchoring subject in speaking class especially those regarding students' challenges and strategies in learning the subject is still limited. Empirical research mostly focused on the implementation of news anchoring in speaking class and students' perception on the implementation of news anchoring in speaking class. Aboe (2018) found that most students were strongly interested in learning news reporting in speaking class. The findings of research conducted by Jaya et al (2022) also showed positive perceptions of students on news anchoring subject that the students felt satisfied with the subject and also thought that the subject was beneficial in encouraging students' confidence in speaking. The benefit of learning news anchoring in speaking class was also found in the research conducted by Nafisah and Fajarina (2023) which revealed that teachers used news anchoring as a fun strategy in teaching speaking and this strategy made students confident to speak in public. Sari and Salsabela (2024) also found that one benefit of learning news anchoring in public speaking class was developing students' communication skills.

Since the empirical research did not investigate the students' challenges and strategies in learning news anchoring, the present research aimed to find out students' challenges and strategies in learning to be news anchor. The research was located in one private university in Garut, Indonesia, majoring English Education Program, where the news anchoring course is provided in Speaking for Formal Interaction Class. One consideration to conduct this research is that challenges in delivering the news are not only faced by the students who are beginners in learning to be news anchor but also faced by the TV news anchor whose job is indeed delivering the news on TV. As the findings of research conducted by Widyawati (2013) showed that seven types of slip of the tongue uttered by the news anchors of Metro TV and TV One. Based on this consideration, it is required to conduct the research on the challenges faced by EFL tertiary students and to find out the students' strategies in learning news anchoring in speaking class. Hence, this research attempted to fill in the gap.

Challenge is defined in Cambridge English Dictionary (2018) as something needing great mental or physical effort in order to be done successfully or the situation of facing this

kind of effort. Meanwhile, Calikoglu (2019) defines challenge as a situation that stimulates a person to exert a conscious effort by own free will for the opportunity of an individual progress with uncertainty regarding whether the desired end will be achieved. Therefore, the term "challenge" in this research is related with the two definitions above where effort is required to achieve the goal.

Concerning the challenges in learning speaking, the challenges faced by the students come from internal and external. The internal challenges in learning speaking faced by students are related with limited vocabulary, nervousness, and limited knowledge of grammar (Ratnasari, 2020). Another internal challenge which has big impact on the students speaking performance is low self-confidence (Ky et al., 2021). Meanwhile, the external challenge in learning speaking faced by students is unsupportive learning environment where students have less opportunity to practice speaking (Tuyen and Dan, 2021). To summarize, the challenges, problems or difficulties in Speaking English are influenced by three factors, such as psychological factors, sociocultural factors, and linguistics factors.

First, psychological factors are related with students' personal and social problems. The psychological factors that hinder students in speaking are such as feeling shy, anxiety, less confidence and worried about making mistakes (Mishra et al., 2016). Nervousness, lack of confidence, hesitation, and anxiety are personal problems faced by students when speaking English; meanwhile, the social problems are related with fear of making mistakes, fear of being criticized, and fear of being corrected by teachers in front of the class (Chand, 2021). In addition, Dauba and Jullanda (2024) add lack of motivation as psychological barrier in students' English language fluency.

Regarding strategies to reduce psychological factors perceived by students, Kondo and Ling (2004 in Mahdalena and Muslem, 2021) propose five strategies such as preparation, relaxation, positive thinking, making friends and resigning. Meanwhile, another strategy can be used by students to overcome the psychological factors is practice speaking every day. Getting used to daily English communication can increase self-confidence with support or encouragement from the existence of rules for those who break them (Amalia et al, 2023). Then, Premuzic (2013 in Humaera, 2015) advises to believe in one's own as strategy to overcome low self-esteem. Finally, to enhance self-confidence, Jonas (2010 in Ky et al, 2021) suggests five strategies such as relax, prepare, practice, get English-speaking conversation partner, and get an English monitor.

Second, sociocultural factors are related with social and environmental problems. Sociocultural factors that hinder students in speaking are such as the few opportunities practice, unsupportive learning environment, teacher correction technique, lack of exposure to English in daily interaction, and lack of many methods by teachers (Tuyen and Dan, 2021). Two strategies to overcome sociocultural factors are ones proposed by Jonas (2010 in Ky et al, 2021), i.e., practice and get English-speaking conversation partner. Pham and Nguyen (2021) state that lack of exposure to English in daily life interactions is considered one of the

language barriers which limit students' ability to achieve a high level of English fluency and competence.

Third, linguistics factors are related with pronunciation, vocabulary and grammar. Linguistic factors that hinder students in speaking are such as students' lack of vocabularies, pronunciation, accent, language grammar, concept of English language (Pham and Nguyen, 2021). One of strategies to overcome linguistics factors suggested by Mishra et al (2016) is to read more and more to get high quantity of vocabulary repertoire. Suchona and Shorna (2019) state that vocabulary repertoire and classroom environment are considered as essential tools to eradicate speaking anxiety. Meanwhile, the strategies to improve grammar can be asking others for assistance with grammar, writing exercises and practicing writing (Ky et al, 2021).

News anchoring is the skill regarded as public speaking skill. As Tuyen and Dan (2021) state that public speaking is commonly understood as formal, face-to-face speaking of a single person to a group of listeners. As news reporter and anchor, students have to know not only the correct pronunciation and clear articulation, but also the eye contact, pause, word grouping, intonation, etc. whenever they read the news (Yuanti, 2014). This is challenging for tertiary students especially those who are non-journalism students.

Based on the background and theoretical foundation above, this research aims to find out EFL tertiary students' challenges and strategies in learning news anchoring in EFL Speaking classroom. Thus, the researcher formulates the research questions as follows:

1. What are EFL tertiary students' challenges in learning news anchoring in speaking class?
2. What are EFL tertiary students' strategies mostly used in learning news anchoring in speaking class?

## **METHOD**

A descriptive method was applied in this study to gain an in-depth understanding of EFL tertiary students' challenge and strategies in learning news anchoring in speaking class. Descriptive method is a method used to gather information about the existing condition (Cresswell, 2013). This research was a kind of descriptive research with quantitative approach since some findings are based on the responses given by the participants. Quantitative approach was used to determine sample by administering test and to analyze numerical data. As Aspers and Corte (2019) state that from a qualitative perspective, quantitative research is about numbers and counting.

To collect the data three research instruments were used in this research such as observation, questionnaire, and test. Observation was used as the reference for devising questionnaire. Test in this research was used to categorize 24 participants into 8 high achievers, 8 middle achievers and 8 low achievers to help in analyzing data regarding strategies contribute to the success of learning news anchoring. The participants were EFL tertiary sophomore students who studied in one university in Indonesia majoring English Education Program.

Furthermore, the data of questionnaire which used five likert scales were analyzed using Walizer's (1990) formula and interpreted using descriptive quantitative method. The procedures of data analysis are as follows:

1. Tabulating and tallying the results of questionnaire
2. Determining the criteria scores for the questionnaire with the highest score of the scale is five points and the total participant is twenty four participants. The criteria scores are presented in the following table:

**Table 1.** Criteria Scores for Questionnaire

Criteria Scores	Scales
5x24 = 120	Totally Agree
4x24 = 96	Agree
3x24 = 72	Fifty-fifty
2x24 = 48	Disagree
1x24 = 24	Totally Disagree

3. Determining the rating scales for the questionnaire as follows:

**Table 2.** Rating Scales for Questionnaire

Rating Scales	Scales
97 – 120	Totally Agree
73 – 96	Agree
49 – 72	Fifty-fifty
25 – 48	Disagree
0 – 24	Totally Disagree

4. Coding the data of the questionnaire
5. Calculating the percentage of each item using Walizer's (1990) formula as follows:

$$P = f/n \times 100\%$$

Notes:

P = percentage

f = frequency of participants' answers

n = number of participants (Walizer, 1990)

6. Analyzing the data
7. Making conclusion

## RESULT AND DISCUSSION

### *EFL Tertiary Students' Challenges in Learning News Anchoring*

The result of questionnaire showed that score for the item "speaking fast like a news anchor" was 89. It means that 74% of the total participants agreed with the statement that speaking fast was a challenging task to do especially for EFL students. This is in line with the issue of reducing the speed of BBC's and VOA's reporter in order to make their presentation understandable for international viewers (BBC and Europe, 2000 in Yurtbasi, 2015). This indicated that news anchor speed of speaking is not only challenging for EFL students to deliver the news like a professional news anchor but also for EFL viewers to understand the news.

Regarding memorizing the script, the result of questionnaire showed that the score for this item was 88. It means that 73% of the total participants also agreed with the statement that memorizing the news script was a challenging task to do. This is in line with Shrum and Glisan (2005 in Chen and Zhan, 2020) who claim that presentation task should not be memorized like news anchor delivering news on television because memorizing news script is difficult task for students.

Then, the result of questionnaire calculation on the items regarding delivering the news with news anchor like-intonation achieved score of 87. It means that 72.5% of the total participants agreed that imitating intonation of a news anchor delivering news was a challenging task to do. Finally, pronouncing some technical terms achieved score of 95. It means that 79% of the total participants agreed that pronouncing some technical terms was a challenging task to do. This indicated this item gained the highest criteria scores in the result of questionnaire among all the items inquiring challenges in learning news anchoring. Challenges faced by EFL students concerning intonation and pronunciation were two interrelated issues. As Cohen (2007 in Chen and Zhan, 2020) state that non-native speakers focus more on pronouncing the words correctly which led to unnatural intonation and speech.

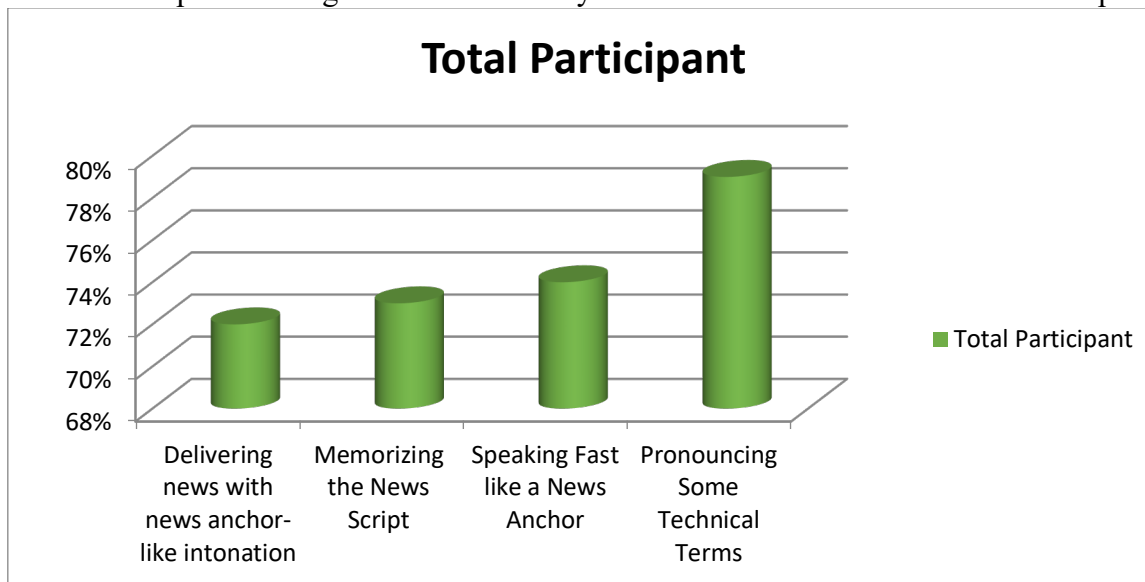


Figure 1. EFL Tertiary Students' Challenges in Learning News Anchoring

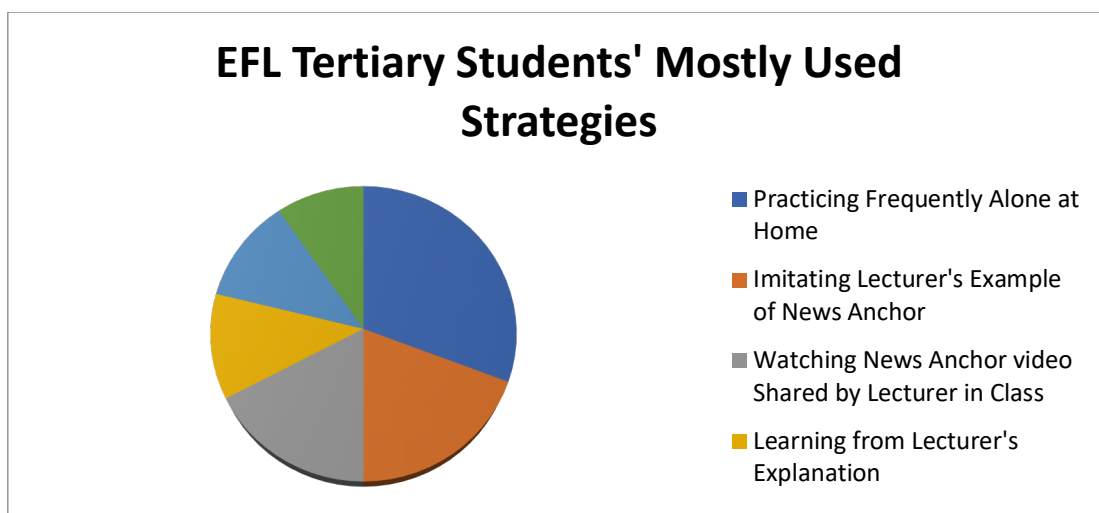
### **EFL Tertiary Students' Strategies in Learning News Anchoring**

In this section, the EFL tertiary students' strategies in learning news anchoring particularly the preparation for the news anchoring test were analysed. The EFL tertiary students' strategies being researched in this study were such as the learning media or material used to learn news anchoring before test, the partner of learning before test, the frequency of practicing news anchoring before test, the time selected to prepare news anchoring test, and the strategy to remain focus when the news anchoring test was taking place.

Firstly, regarding the learning material used to learn news anchoring, most learners used news video shared by the lecturer in the class as learning material to prepare for news anchor test (41.67%). This was followed by the use of example of the news anchor performed directly by the lecturer in the class as learning material which became the second strategy used by the sample. This strategy obtained 37.5% of the total sample.

The strategy of using lecturer's explanation as learning material and the strategy of watching news on television as learning material both obtained 25% for the third and the fourth strategy selected to prepare for news anchor test. The fifth strategy selected by the sample was the strategy of watching news anchoring video on YouTube. This strategy obtained 20.83% of the total sample. The last strategy selected by the sample was the strategy of using internet as learning material to prepare for news anchor test. This strategy obtained the least percentage (8.33%) of the total sample. However, none of the sample used the strategy of listening to the news on the radio.

Secondly, regarding the partner of learning before test, the top strategy selected by the total sample was practicing alone. This obtained 66.67% of the total sample. From those who selected practicing alone, they admitted to practice in front of mirror. The second most selected strategy was practising with campus friend. This obtained 37.5% of the total sample. Among those strategies, the least selected strategy for partner of learning news anchoring before test was practicing with people outside campus such as brothers, sisters, parents, neighbours, etc. This obtained 8.33% of the sample.



**Figure 2** EFL Tertiary Students' Mostly Used Strategies in Learning News Anchoring

Thirdly, regarding the frequency of practicing before test, none of the sample practiced only once. At least, the sample practiced twice (8.33%). Most participants admitted to practice more than four times (66.67%). Then, 20.83% of the total sample admitted to practice repeatedly for the test.

Fourthly, regarding the time selected to prepare news anchoring test, most participants practiced news anchoring from more than one day before test (41.67%). There was different time selected by sample such as learning from 2-3 days before test (4.17%), 5 days before test (4.17%), and every time (4.17%). Meanwhile, practicing on the night before the day of the test was selected by 20.83% of the total sample. This number was bigger than the number of participants who practiced one day before test (16.67%). However, there was also a participant who practiced on the day of the test (4.17%). This strategy could be regarded as less effective since the participant who chose to practice on the day of the test obtained low score in the test.

Finally, during the test, the strategy mostly used by the sample to stay focus in performing news anchor was to keep looking at the camera. This strategy obtained 37.5% of the total sample. Then, 29.17% of the total sample chose to avert the gaze toward another direction such as floor or ceiling. Only 4.17% of the total sample chose to look at the camera sometime then averting the gaze of the camera another time. Next, 12.5% of the total sample used the strategy of thinking as if no one was watching. Last, 8.33% of the total sample admitted that they could not stay focus. In contrast, other 8.33% of the total sample admitted to be able to stay focus.

## **CONCLUSION**

Based on the data analysis above, it is concluded that among four challenges in learning news anchoring, pronouncing some technical terms is the main challenge faced by EFL tertiary students. Then, the next three other challenges are speaking fast like a news anchor, memorizing the news script, and delivering news with intonation like a news anchor. Influential speaking, flat intonation, and mispronunciation in delivering news reflect poor performance as a news anchor. This may result from the fact that being a news anchor is a kind of novel task for Indonesian tertiary students since English is used as foreign language learnt in the classroom and not used in daily conversation in Indonesia.

Furthermore, there are six strategies mostly used by the students in learning news anchoring. The six strategies are practicing news anchoring frequently alone at home, watching news anchor video shared by lecturer in the class, imitating from lecturer's example of news anchor performance in the class, learning from lecturer's explanation, watching news anchor on television and watching news anchor video on YouTube. It is concluded that using more than one strategy as high achievers do is proven to give better performance in news anchoring than using only one strategy. Therefore, the researchers would like to recommend the students who are about to perform news anchor test to apply more than one strategy among six strategies above in preparation, before and during the test.



## REFERENCES

- Aboe, R. (2016). Enhancing the Students Speaking Interest Through News Reporting Technique. *Asian EFL Journal*, 5, 70-78.
- Aspers, P., and Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42, 139-160. <https://doi.org/10.1007/s11133-019-9413-7>.
- Amalia, C. S., Hilmiyati, F., and Anzali, M. N. (2023). Teacher's Strategy for Overcoming Students' Anxiety in Speaking English. 2nd Annual International Conference on Islamic Education and Language (AICIEL). 2023. *The Future of Learning: Emerging Trends and Innovations in Islamic Education, Science, and Technology*. Proceeding. Retrieved from <https://ftk.uinbanten.ac.id/journals/index.php/aiciel/article/download/9785/4870/28777#:~:text=The%20results%20of%20this%20study,students%20anxiety%20in%20speaking%20English.>
- Cambridge English Dictionary (2018). *Definition of "Challenge"*. <https://dictionary.cambridge.org/us/dictionary/english/challenge>.
- Calikoglu, B. S. (2019). Challenge-Oriented Behavior Types: A New Explanation. *International Electronic Journal of Elementary Education*, 12 (2), 197-204. DOI: <https://doi.org/10.26822/iejee.201925766>.
- Chand, G. B. (2021). Challenges Faced by Bachelor Level Students While Speaking English. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6 (1), 45-60.
- Chen, L., & Zhan, H. (2020). Are Students Relying on Scripts in their Oral Presentations Online? *International Journal of Technology in Teaching and Learning*, 15 (2), 126-146.
- Creswell, J. W. (2013). *Research design: Qualitative, Quantitative, and Mixed Methods approaches*. Sage Publications.
- Dauba, J. G. and Jullanda, R. E. (2024). Psychological Barriers to English Language Fluency Among Selected Students in Private Higher Education Institutions: Basis for an Intervention Program. *International Research Journal of Modernization in Engineering Technology and Science*, 6 (6), 2649-2666. DOI: <https://www.doi.org/10.56726/IRJMETS59297>.
- Humaera, I. (2015). Inhibition in Speaking Performance. *Journal of the Association for Arabic and English*, 1 (1), 31-50.
- Jannah, W. J., and Niati, B. (2022). Students' Difficulties in Speaking English. *Journal of English Education*, 8 (2), 120-129. DOI: <https://doi.org/10.30606/jeec>.
- Jaya, P. H., Farahsani, Y., Rini, I. P. (2022). English Education Students' Perception on News Anchoring Subject: A Case Study in Universitas Ahmad Dahlan. *Proceedings of the International Conference on Education*, 1, 196-200.
- Ky, C. M., Dan, T. C., Thanh, C. V., Da, T. C., Hieu, L. M., Chau, P. T. H. (2021). EFL Students' Speaking Skills: Difficulties and Solutions: A Case at Can Tho University, Vietnam. *The First International Conference on Government Education Management and Tourism (ICoGEMT)*. Proceeding. Retrieved from <https://conference.loupiasconference.org/index.php/ICoGEMT/article/download/160/178/>.
- Mahdalena and Muslem, A. (2021). An Analysis on Factors That Influence Students' Anxiety in Speaking English. *Research in English and Education (READ)*, 6 (1), 9-22.

- Mishra, P., Panda, M., and Panda, S. (2016). Problems and Difficulties of Speaking English of Students at Engineering Colleges. *International Journal of Computational Engineering Research (IJCER)*, 6 (1), 86-96.
- Nafisah, D. and Fajarina, M. (2023). A Study of Teaching Speaking Strategy Used in Fajar English Course Pare, Kediri. *Jurnal Riset Rumpun Ilmu Pendidikan (JURRIPEN)*, 2 (1), 140-150.
- Pham, N. H. T. and Nguyen, H. B. (2021). Difficulties in English Speaking Skills of Non-English Majored Freshmen at a University. *International Journal of Innovative Research & Development*. 10 (4), 11-17. DOI No. : <https://doi.org/10.24940/ijird/2021/v10/i4/APR21008>.
- Ratnasari, A. G. (2020). EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department. *Journal of Foreign Language Teaching and Learning*, 5 (1), 20-38. DOI: <https://doi.org/10.18196/ftl.5145>.
- Sari, E. A., Salsabela, K. (2024). Strategy for increasing Public Speaking skills through the News Anchor Method (Evaluative Study in the Literacy Class at SMA Muhammadiyah 3 Yogyakarta). *COMMICAST*, 5 (1), 79-96. DOI: <https://doi.org/10.12928/commicast.v5i1.10100>.
- Tuyen, N. L. M. (2021). A Study on Difficulties and Solutions in English Speaking Skills of Students at Hufi. Available online at <https://osf.io/preprints/socarxiv/e2bn9>.
- Tuyen, N. T. M., and Dan, T. C. (2021). Obstacles and Solutions to English Public Speaking from EFL Students' Voices: A Case at Can Tho University, Vietnam. *The First International Conference on Government Education Management and Tourism (ICoGEMT)*. Proceeding. Retrieved from <https://conference.loupiasconference.org/index.php/ICoGEMT/article/download/189/177>.
- Walizer, R. M. (1990). *Research Methods and Analysis: Searching for Relationship*. New York: Harper & Row Publication.
- Widyawati, L. (2013). Slip of the Tongue in News Anchors' Utterances on Indonesian Private TV Stations (A Case Study on Metro TV and TV One). *Jurnal Ilmiah Mahasiswa fakultas Ilmu Budaya Universitas Brawijaya*, 2 (2).
- Yuanti, E. E. (2014). Designing an ESP Speaking for Journalism Class - A Case Study. *The 61 TEFLIN International Conference*, UNS Solo. Proceeding. Retrieved from <https://core.ac.uk/download/pdf/43024732.pdf>.
- Yurtbasi, M. (2015). Why should Speech Rate (Tempo) be Integrated into Pronunciation Teaching Curriculum? *Journal of Education and Future*, 8 , 85-101.