



A REPORT ON:

Students' Industrial Work Experience Scheme (SIWES)

HELD AT:

**SBS FM 96.9.
BY**

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TABLE OF CONTENTS

- Dedication
- Introduction
- Organization Profile
- Job Description and Responsibilities
- Skills Acquired
- Challenges Faced Conclusion and Recommendations

Section 1: Dedication

This is dedicated to God Almighty, The author and finisher of my faith, for his blooming love and protection over my life.

Section 2: INTRODUCTION

The Students' Industrial Work Experience Scheme (SIWES) is a program designed to provide students with practical experience in their chosen field. Siwes (Students Industrial Work Experience Scheme) is a scheme for the duration of sixteen weeks (4 months). Siwes is done after the first year in Polytechnic (ND1); and done after second year or third year in universities depending on the institution. The effective management of student industrial work experience scheme (SIWES) has been as a result of the cooperation and well played roles of the federal Government, I.T.F, and supervising agencies. As a Mass Communication student at Kwara State Polytechnic, I participated in the SIWES program at SALMON BABATUNDE SALMON(SBS).

Section 4: Organization Profile;

SBS FM 96.9, located in the Ikwah Community of Oloje Estate, Ilorin, is a commercial radio station known for its diverse programming and community engagement. The station's acronym, SBS, stands for Salmon Babatunde Salmon, reflecting the dedication and vision of its founder, a native of Ilorin.

Since its inception, SBS FM 96.9 has positioned itself as "Second to None," offering a mix of news, entertainment, educational programs, and cultural content tailored to the interests of its audience. The station actively engages with its listeners through various platforms, including live streaming on their website and a mobile app available on the Google Play Store.

SBS FM 96.9 also maintains a presence on social media platforms like Instagram and X (formerly Twitter), where it shares updates, interacts with listeners, and promotes its programs. The station's commitment to community involvement is evident through its educational initiatives, such as the "Communication Cafe" program hosted by Rofiat Omotayo Abdulkareem-Seidu, an Assistant Lecturer at Al-Hikmah University.

Through its dedication to quality broadcasting and community service, SBS FM 96.9 has become a significant voice in Ilorin, contributing to the city's media landscape and fostering a sense of community among its listeners.

Section 3: JOB DESCRIPTION AND RESPONSIBILITIES

As a Media Practitioner/Siwes Student, my responsibilities included:

- i. Attending classes and training sessions
- ii. Learning news writing and reporting techniques
- iii. Sourcing news stories and conducting interviews
- iv. Going on assignment for news beats
- v. Casting news in English and Yoruba languages

Section 5: Skilled Acquired

3.1 In-House Style

In-house style refers to the specific guidelines and standards a media organization follows in writing, editing, formatting, and presenting news and content. Every media outlet develops its unique style to maintain consistency, credibility, and audience engagement.

During my SIWES, I learned that in-house style covers spelling preferences, punctuation rules, sentence structures, and the tone used in news writing. For instance, some organizations prefer British spelling (e.g., "colour" instead of "color"), while others use American spelling. Additionally, organizations establish rules for how names, titles, and acronyms should appear in print and broadcast.

I was introduced to style guides such as the Associated Press (AP) Stylebook and in-house manuals used by my internship organization. I learned that headlines should be concise and compelling, avoiding ambiguity. For example, an unclear headline like "Governor Addresses Teachers' Strike" could be rewritten as "Governor Pledges End to Teachers' Strike."

A critical lesson in in-house style was writing for different platforms. Print media requires detailed reporting with structured paragraphs, while radio and television demand brevity and directness. The use of numbers, capitalization, and attribution of sources also follow specific guidelines.

Practicing in-house style improved my writing efficiency, making my reports more professional and consistent.

3.2 How to Write News

News writing involves gathering, verifying, and presenting information in a clear, accurate, and engaging manner. I learned that a good news story must answer the five Ws and H—Who, What, Where, When, Why, and How—while being objective and factual.

During my training, I practiced writing straight news, feature stories, and opinion pieces. My supervisor emphasized the inverted pyramid structure, where the most important information comes first, followed by supporting details and background information.

One essential aspect I mastered was writing compelling leads. A strong lead captures attention and summarizes the main point of the story. For example, instead of "The governor visited a school yesterday," a better lead would be "Governor Johnson pledges \$500 million to improve school facilities during an inspection tour."

I also learned about attribution and sourcing. Credibility in news writing depends on verifying facts and quoting reliable sources. Misquoting or failing to attribute information properly can lead to misinformation and loss of credibility.

Through practical exercises, I improved my news-writing skills, ensuring clarity, accuracy, and engagement.

3.3 Types of Interviews

Interviews are a crucial part of journalism, used to gather firsthand information, opinions, and expert insights. I learned about different types of interviews, including structured, unstructured, and semi-structured interviews.

Structured interviews follow a pre-planned set of questions, ensuring consistency. Unstructured interviews, on the other hand, are more conversational, allowing interviewees to express their thoughts freely. Semi-structured interviews combine both approaches, providing flexibility while maintaining focus.

I practiced conducting face-to-face, phone, and online interviews. I learned how to prepare questions, build rapport with interviewees, and take accurate notes. A key lesson was active listening—paying attention to responses and asking follow-up questions.

Handling difficult interviews was another challenge. I learned techniques for dealing with evasive answers, staying professional under pressure, and ensuring the accuracy of reported statements.

This training enhanced my ability to conduct meaningful interviews that add depth and credibility to news stories.

3.4 Advertising Department

The advertising department plays a vital role in media organizations, generating revenue through commercial content. I gained insight into how advertising is planned, created, and executed.

I learned about different types of advertisements—classified ads, display ads, sponsored content, and radio/TV commercials. Advertisers target audiences based on demographics, preferences, and media consumption habits.

One of my key lessons was understanding the principles of persuasive advertising. Effective ads use emotional appeal, credibility, and logical reasoning to influence consumer behavior. I studied successful advertising campaigns and their impact on brand awareness.

Additionally, I participated in brainstorming sessions where I contributed ideas for ad scripts and jingles. This experience deepened my understanding of creative storytelling in advertising.

3.5 Types of Microphones

Microphones are essential in broadcasting, and I learned about different types, including dynamic, condenser, and ribbon microphones. Each type has unique features suited for various purposes.

Dynamic microphones are durable and commonly used for live reporting. Condenser microphones capture detailed sound and are preferred in studio settings. Ribbon microphones, though less common, are used for high-quality voice recordings.

I also learned about microphone techniques, such as proper positioning, handling, and avoiding background noise. This knowledge helped improve my confidence in using audio equipment for interviews and broadcasts.

3.6 Jingle Production

A jingle is a short, catchy audio message used in advertising and promotions. I participated in the jingle production process, from scriptwriting to recording and editing.

I learned that a good jingle must be memorable, concise, and aligned with the brand's message. Effective jingles use rhythm, melody, and repetition to engage listeners.

During my training, I assisted in producing radio jingles for commercial clients. This involved voice-over recordings, background music selection, and sound mixing.

This experience enhanced my creativity and understanding of audio branding, an essential aspect of media production.

Section 6: CHALLENGES FACED

Although I faced no significant challenges, the learning process presented some difficulties, typical for a student. These included:

- i Adapting to the fast-paced media environment.
- ii Developing confidence in news casting.
- iii Balancing academic and practical responsibilities.

Section 7: CONCLUSION

The SIWES program SBS FM provided invaluable hands-on experience, enhancing my skills and knowledge. The exposure under this scheme has really widened my horizon with wide exposure of experience in this field.

SECTION:8 RECOMMENDATION

1. I recommend: The Student's Industrial Work Experience Scheme (SIWES) programme should be made compulsory and mandatory for all students. The students involved should be oriented about benefits and essence of SIWES. and beat reporting
2. Monitoring programs and providing feedback
3. Learning from experienced professionals in the industry