Chapter One

Introduction

In this chapter, the researcher provides the introduction of this study which consists of the background of this study, the identification and the limitation of the problem. In addition, this chapter also puts one research question regarding the important issue that is appropriate with the context of the study, the purposes of the study which help to answer the research questions, and the significances of the study which shows the benefits why this research is important to be conducted.

Background of Study

Lack of soft skills among graduates from education institutions has become a complaint from the factories or job institutions. A recent outcry in this regard came from the British Association of Graduate Recruiters (AGR), which recently reported that employers say many graduates lack 'soft-skill such as team working and they go on explaining that candidates are normally academically proficient but lacking in soft-skills such as communication as well as verbal and numerical reasoning (Schluz, 2008). This issue shows us that lack of soft skills is a problem that almost all graduates get after studying at university. Thanh (2011) CEO of one of the biggest companies in Vietnam, Vinapo Inc, stated that 90% of Vietnamese graduates do not possess good soft skills for work and this is one of the most important reasons why every year, there are more than 400,000 university graduates who fail to get a job. Similarly, Hamid (2015) a former rector of UII Yogyakarta stated on Berita satu news on Tuesday, 29th of December 2015 that based on the data of central statistical

institute or BPS (Badan Pusat Statistik), 600 thousands fresh graduates are jobless or have no job. He further said that this phenomenon was caused by the lack of soft skills from fresh graduates. It can be concluded that lack of skills is the problem that almost all fresh graduates get after completing their study at university.

Ideally, students or fresh graduates should have balance skills between hard skills and soft – skills. Those skills are really essential for the students. A hard skill is one that can be easily measured or quantified. Hard skill is often learned on the job or through education and training. Hard skills are especially important in knowledge-based fields, such as law, medicine, engineering, and technology (James, 2016). In contrast, soft skill, known as emotional skill is the skills which cannot be measured easily. They are expected to complement current education which can be applied across a variety of dominant system domains such work productivity in human life (Parmjit, Roslind & Adlan, 2012). That skill shows about students' emotional skills like responsibility, communication skill, teamwork capability, negotiating skills, self-management, time management, conflict management, cultural awareness, sociability, integrity, honesty, and empathy. Shakir (2016) stated that "these skills can be typically categorized into three major categories namely, personal attributes, interpersonal skills, and problem solving and decision making skills" (p. 1). From the description above, the ideal students should have good cognitive as well as emotional skills.

During studying at their universities, the students are supposed not only learn in the class but also outside the class to improve their soft - skills. For university students, studying in the class is not enough. However, from the phenomena above, it

can be seen that students who are still learning in campus, might not learn or practice how to get soft - skills. When they are in school, they only think about scores without considering the skills that they have to have after graduating. Therefore, after they have finished their studying, they get difficulty to find a job.

Moreover, most of the learning process usually deals with getting the theory about academic lessons from the teacher. Even in several case sometimes the teachers do not give extra time for discussing the materials. Extra time for discussing will in fact can give chance to the students to develop their soft-skill like communication skill, critical thinking, and analytic skill. Furthermore, some teachers sometimes only give a mindset to the students about how to answer the questions well, how to do the assignments well, and how to graduate with very good score. Actually, from the statement above, it is right, but teachers also more consider soft-skill values in their materials. In other words, even though the teachers attach soft skill point in their syllabus, it still cannot increase or develop students' soft skill specifically.

In line with the description above, a school and a university are places for learning for academic lesson and soft-skill or emotional skill development. In addition, to improve students' soft-skill, the students need to do other activities outside the class like joining organization. In Universitas Muhammadiyah Yogyakarta, the university provides place for students to train their soft- skills. It provides activities through students' community and students' organization.

Joining organization outside the class offers some soft-skills' improvements. In organization activity, students will learn the problem like problem in real life, like conflict-management, empathy and humanitarianism. In addition, joining

organization also will train the students how to solve the problem, how to communicate to each members, or different institutions. Furthermore, joining organization can also give them maturity in interpersonal relationship participation in extracurricular activities would be positively related to the development of competence and mature interpersonal relationships (Hood, 1984; Martin, 2000).

Moreover, organization activity has complex problems. For example, when they (members' organization) want to make an event, they will train their soft-skill outside their awareness like analytic the problem that they will face, share their opinion to others, communicate to others, management conflict and how to solve the problem.

This research is important for the researcher to be done because the researcher aims to know the urgent of having soft skills. Moreover, the researcher also tries to know the benefit of having soft-skills. Furthermore, the researcher also aims to know benefit of joining organization to improve soft-skills.

The Statement and the Limitation of the Problem

Less of soft skill becomes a critical issue that many researchers are concerned about it. In working area, less of soft-skill of fresh graduates causes trouble in company or institution. It is shown when they cannot do team work or cannot manage the conflict among employees. Those problems might make their institution cannot reach the targets or goals of their institution. In academic field, soft-skill is one of essential aspect students should have. For example, the students might not have good understanding about material if they do not have good soft-skill to analyze the problem, or to share opinion that has relation with the material in the class.

Moreover, in different context at EED UMY, there a phenomenon that some students lack of soft skill. In this context, there are some the students joined organization. it showed that for the students who joined organization, they seem to have god soft skill such communicative skill and confident. But, some of the students who did not join organization seem lack of confident, critical thinking when they present in front of class or public.

This research only focused on benefits of joining organization to develop soft skill, at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY). In addition, the researcher did not limit the types of soft skills. This means that, the researcher tried to gain the variant types of soft - skills that appeared from the data collection.

Research Questions

Based on the theoretical background and issues above, the researcher formulates one research question that is what are the benefits of joining organization to develop soft-skills based on students' perception?

Research Objectives

The aims of this study are in line with the research question formulated by the researcher which is try to investigate EED of UMY students' perception on the benefits of   joining organization to develop soft-skill.

Significances of The Research

Teachers. The result of this research would make the teacher know about the perception of the students on the joining organization to develop their skill. So, the researcher hope that teachers might give students advices about joining organization.

In addition, the teacher also might give understanding about the positive effect in joining organization and the challenges in joining organization.

Students. The outcome of this research would make students ralize about the effect and benefits of joining organization. Also, the students might understand the benefits of joining organization and the challenges of joining organization. In addition, since this research would reveal about joining organization, the students might consider to join the organization.

Next Researchers. This study was conducted based on general phenomenon that happened not only in the setting of this study but also in other organization. Therefore, this research will be reference for conducting further research.

Research Outline

This research comprises five chapters. The first chapter presents the introduction. It consists of the background, formulation of the problem, and the limitation of the problem. Then, it provides research question and purpose of the study as well as significance of study.

The second chapter discusses about the literature review. It reviews the definition of organization, soft-skill and effects of joining organization. The types of soft skill also were explained subsequently. Definition of student's soft-skill is described along respondents' answer in questioner. Review of related study and theoretical framework which includes hypothesis is following.

The third chapter portrays research methodology. It defines type of the research design and population and sample. Data collection method and data analysis are explicated afterwards.

The fourth chapter discuses about discussion about the research. In this chapter the researcher analyzed all about the data that have been got in advance. In addition, the researcher also compared with the relevant literature of the research.

The fifth chapter is conclusion. In this chapter, the researcher described about the result of the research. The researcher also compared and made relevant to the literature of the research in advance.