Chapter Two

Literature Review

In this chapter, the researcher takes some theories from some experts related to the research topic. In this literature review, it discusses the skill which includes the soft skill and hard skill, types of soft skills, the need of soft skills for the students, how to teach soft skill, and soft skill training program. The theories of the research are taken from books and journals related to this study.

Skill

Skill is to do something not only theoretically, but also practically how to do something in learning and knowledge. A skill is a collection of ability, experience, and learning which make the person know how to do anything well (Boyatnis & Kolb, 1995). Welford defined that skill is such as a combination of factors resulting in competent, expert, rapid, and accurate performance, regarded this as equally applicable to manual operations and mental activities (as cited in Deist, Stringfellow, & Winterton, 2006)

Hard skill. According to Robles (2012), hard skills are academic skills, knowledge, expertise, and soft skills are interactive, communicative, and special ability of human. Katz said that hard skills refer to qualities such as technical skill that implies an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques (as cited in Jonsdottir, 2016)

Klaus' study found that 75% of long-term job success depends on people skills while only 25% is based on technical knowledge (Klaus, 2010). Another

study from Watts and Watts indicated that hard skills contribute only 15% to one's success whereas 85% of success is due to soft skills (as cited in John, 2009). Therefore, soft skills are different and distinct from hard skills. Soft skills are those skills that add more value to the hard skills adorned by an individual.

Soft Skill. Soft skills are generally classified as personality specific skill of people. Sean (2008) defined that soft skills are non-technical, inexplicit, personality skills which design as individual's strength such as listener, leader, or negotiator. Soft skill is about characteristics of specific abilities of attitude rather than knowledge or aptitude (Tobin, 2006). According to Carole (2008), hard skills generally appear on the task whereas soft skill is about the optimism, friendliness, or personal habits.

The report from The Center for Career Opportunities at Purdue University, the soft skills are as the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of people to vary the degrees. Besides, the list of soft skills includes work ethic, courtesy, teamwork, self-discipline, self -confidence, conformity to prevailing norms, and language proficiency (Sheeta, 2013).

Types of Soft Skills

Soft skills such as leadership, communication, team building and entrepreneurial interest have become critical for hiring and promoting employees to keep positions (Qureshi, 2015). Soft skills include a few abilities such as time management, decision-making, interpersonal skills, and creativity. Hodges and Burchell (2012) investigated the landscape of employers of the importance of

different skills. It was reported that eight out of ten skills were soft skills including teamwork and cooperation, problem-solving skills, willingness to learn, interpersonal communication, and passion.

Leadership. Leaders must be able to communicate purpose, direction, and intent to all levels of the organization. Haley (2005) stated that leadership is a complex process and has serious reservations over the extent to which a set of standards, qualities or competencies can ever fully capture the nature of what makes some leaders or organizations successful and unsuccessful. Moreover, leadership is the tools, behaviors, and capabilities which a person is needed in order to be successful in motivating and directing others (McPheat, 2010).

Communication skill. Effective communication skill is the process of creating and sharing idea with good interactions between two or more people. According to McPheat (2010), in a survey conducted by the Katz Business School at University of Pittsburgh, organizations rated communication skills as the most important factor used in selected their management staff. The study found that oral and written communication skills were important in predicting job success. Goleman (1997) concluded that a high level of individual success at work was characterized by emotional intelligence or skills of social awareness and communication. Sheeta (2013) argued that poor soft skills like communication skills create a negative impression with employers during the recruitment phase and may exclude a graduate with good technical skills from being selected for employment.

Problem-solving. Problem solving is a thinking which is directed toward the solving of a specific problem involved both the formation of responses and the selection among possible responses (Yahya, 2007). Krulik and Rudnick also defined problem solving as the means by which an individual uses previously acquired knowledge, skills, and understanding to satisfy the demands of an unfamiliar situation (as cited in Carson, 2007). Polya supported that the student must synthesize what he or she has learned, and applies it to a new and different situation. Problem solving is as finding a way where no way is known, off-hand out of a difficulty around an obstacle (as cited in Laterell 2000)

Interpersonal skill. Rungapadiachy defined interpersonal skills can be defined broadly as "those skills which one needs in order to communicate effectively with another person or a group of people" (as cited in Elston, Braham, & Shepherd, 2010). According to Lievens and Oliver (2014), interpersonal skills assess the goal-directed behaviors an individual performs such as effective negotiating, and demonstrating warmth and friendliness. Lalropuii (2014) defined that interpersonal communication is the process of transmitting information and common understanding from one person to another, and it is very essential for the success of any organization.

Teamwork. According to Scarnati (2001), teamwork is a cooperative process that allows ordinary people to achieve extraordinary results. Harris and Harris also explained that a team has a common goal or purpose where team members can develop effective mutual relationships to achieve team goals. Teamwork is one of important factors for smooth functioning of an organization

(as cited in Luca & Tarricone, 2002). Most of the organizational activities become complex due to advancement in technology. Therefore, teamwork is a major focus of many organizations (Ahmad, Hussain, Manzoor, & Ullah, 2011).

Creativity. According to Sefertzi (2000), creatifity involves the generation of new ideas or the recombination of known elements into something new and provides valuable solutions to a problem. Creativity is a quality of the person; most people have lack quality, and they possess the quality geniuses which are different from everyone else such as in talent and personality. Some teachers must identify, nurture, appreciate, and protect the creative among the students, but aside from that, there is not much the teachers can do (Amabile & Pillemer, 2011).

The Need of Soft Skills for the Students

Alsop (2004) indicated that evaluations of potential employees' recruitment are important to take note on their soft skills such as communication, teamwork, and leadership. A survey by the National Association of Black Accountants (2006) investigated the need of professional development of college students, and the result shows that many students believe the acquiring of soft skills such as interpersonal, time management, communication, and networking are the keys of progression on their careers.

QS Recruiters ranked communication and people skills as most important in recruit a new candidate (as cited in Geraghty, 2008). Additionally, regarding the statement mentioned, it emphasizes in communication, leadership, and interpersonal traits in academics or technical skills. British Association of Graduate Recruiters (AGR) protest with this problem, recently reported that many

graduated students have lack of soft skills such as team working, and they explain that candidates are full of academic but lack in soft skills such as communication in numerical or verbal (AGR, 2007). Waggoner (2002) stated that if the students only have hard skill, they just know what is correct or incorrect, but having lack of soft skills will not help us to know when we can use those hard skills.

In conclusion, soft skill is one of characteristics that should be developed in order to produce competent students. Having a good hard skill is not enough without having good soft skill. The students who have high score in classroom but she/he lacks of attitude cannot be mentioned as competent students. Therefore, hard skill and soft skills have to be balanced.

How to Teach Soft Skill

According to Iyer (2005), a key concept in this regard is the ability to identify and recognize the shortcomings of certain behavior and plain bad habits. Even though it is true that soft skill need to be taught at a very young age at home, the role of soft skill training in schools and colleges cannot be ignored. Soft skills training program aims to improve a whole range of skills, like assertiveness, negotiation skills, communication skills and the skill to establish and maintain interpersonal relationships (Seetha, 2013). She also emphasized that at the Soft Skills training programs, training should be imparted to fine-tune the students' attitudes, values, beliefs, motivation, desires, feelings, eagerness to learn, willingness to share and embrace new ideas, goal orientation, flexibility, persuasion, futuristic thinking, diplomacy, and various skill sets of

communication, manners, and etiquette. So that, understanding the soft skill will be able to deal with different situations diligently and responsibly.

According to Pachauri and Yadav (2013), the development of soft skills among the students via the formal teaching and learning activities takes two models namely standing alone and embedded. Besides, they also explained that standing alone subject model uses the approach of training and providing opportunities to students to develop soft skills through specific courses that are carefully planned for this purpose. Usually, these subjects are offered as university courses such as English language, entrepreneurship, and many others and elective courses include some courses namely public speaking, critical thinking, and many others. Moreover, embedded model uses the approach on embedding the soft skills in teaching and learning activities across the curriculum. Each element of soft skills is spelled out in the learning outcomes and then implemented into the instructional plan for the semester. This is followed by implementing several teaching and learning activities such as questioning, class discussion, brain storming, team work, presentation, role play and simulation, task/project, field work and site visits.

In addition, the way to acquiring soft skills by self-training is generally based on what book said. According to Horton (2007), changing of personal traits usually needs long term practice and soft skill-training will be useful regarding the improvement of soft skills. Besides, during last decade many method of self-training has become popular: Electronic Learning or e-learning. The article "Yes, web based training can teach soft skills" emphasizes the practicality of this

approach (Horton, 2007). Horton also argued that an interesting way to train someone's soft skills can be done by socializing with friends, partners, and other society.

The other way to held soft skills training is joining Skills Camp, and Skill camp is a school for soft skill. The aim of this program is the way of equipping students, growing organizations, professionals, newcomers and people's interest in professional development with the skills they need for success (Parnell, 2016). Skill Camp believes in adapting to their clients' needs. Skills Camp clients choose the skill they want to develop, and it is the most convenient method of delivery. Skills Camp then customizes the students' learning to their specific industry and their contextual needs. At Skills Camp, the people should guide to the needs and learning styles of their students and clients.

According to Horton (2007), the purpose of any skills training program is to delete the boundaries or the barriers that prevent the individual from their skills. Soft skills training will make the individual aware of their hidden. Horton also said that anyone can get advantage from soft skills training beside the skills that they already have.

The Strengths and Weaknesses of Soft Skill Training

Soft skill training refers to the training that improves an individual's interactions, job performance, and career prospects. Soft skill training helps to promote better understanding and increases student performance. Manktelow (2009) mentioned that soft skill training in conventional offline training have strength and weaknesses. It would be discussed in the point below.

The Strengths of Conventional Offline Training

- Available where needed through direct communication. The instructor can see the audience and get feedback from their body language to see if his or her message is getting through.

- Travelling to a training course is enjoyable, and adds variety to people's lives. Also, interaction with other students enriches the learning experience.

- People attending successful classroom-based training feel that they have had "real training".

- Training time is precisely controlled and can be limited.

- Conventional classroom training can suit people with some learning styles particularly well, but suit others, less well.

The Weaknesses Conventional Offline Training

- An expert instructor is needed for each session. This makes training expensive relative to online instruction.

- Because instructors are expensive, many people need to attend to make any session cost-effective.

- This means that fewer sessions can be run, less frequently than ideally would be the case, and people have to wait until any next session.

- Because many people need to attend, training often needs to have a wide catchment area to be cost effective, and many people have to travel to attend sessions. This necessitates travel and subsistence costs, and time spent travelling.

- Offline training "forces" people to consume training-however effectiveness is dependent on whether they are paying attention to it.

- If people have to travel, training has to last half a day or a full day for it to feel worthwhile.

- Trainers tend to "teach to the middle", pitching their sessions to the majority level of ability. This means that slower attendees struggle, while more able trainees get bored by the slower-than-ideal pace.

- Because an instructor is needed for each session, the only way to get economies of scale is to bring more people into the training session.

- Training is expensive – meaning that many subjects can't be offered within a fixed budget.

- With the inevitable lag before skills can be applied into the workplace, translation often fails.

Soft Skill Training Program

At Universitas Muhammadiyah Yogyakarta (UMY), especially at English Language Education Department (ELED), it provides a program to improve students' soft skill or called "Bridging Course for Soft Skill" for soft skill development. The aims of the implementation of Soft Skill Training program in ELED UMY was to provide strong guidance to the students to help them in developing their skills in teamwork, communication, presentation, interpersonal skills, group discussion, and time management. It also helps students in their career prospect or planning their future. Soft Skill Training program is regularly held by the ELED of UMY in every semester starting from 1st semester until 6th

semester. This program is held in two days followed by many activities. The lecturers and staff are involved in the program.

This Soft Skill Training program activity requires all of students and lecturers to participate in this training. All students have opportunity to get the lesson about soft skill from many activities in this program. The organizing committee or lecturer will deliver the material on each activity. In first semester until sixth semester, students have different level which they have different materials in each semester. It depends on the level and need of the participants. In the first and second semester, the materials concern on "Achievement Motivation Training (AMT) and Creativity Training". For third and fourth semester, the materials concern on material about "Learning Organization and Teamwork Training". In the fifth and sixth semester, the materials are concerned on "Communication Skill Training & Leadership Training".

In this program, the organizing committees or the lecturers deliver material with presentation and some games. For outbound activities, master trainers make the activities appropriate with the material which the lecturers have given. The outbound is a place to implement what the students have got in achieving the theories from Soft Skill Training program.

Consequently, it is a must for all of students to follow this program from the first semester until sixth semester. The students who cannot attend the Soft Skill Training program should have permission from the organizing committee or lecturer. Then, the students who skipped attendance in this program have to

follow the Soft Skill Training program in the next semester until the students have fulfilled the entire attendance list.

This program is usually held at the place to stay with an outdoor view for outbound. This soft skill training also provided some facilities such as food, transportation, and others. The facilities were provided to make students feel comfortable which result students can enjoy to participate in each session of the soft skill program.

Review on Previous Studies

The researches of soft skill training have been done by many researchers. John (2014) conducted the research to investigate "the impact of soft skill training on the soft skill development. The aims of his research was to find out the nature of impact of the soft skills training on the soft skills levels of management students and to find out the major soft skills components that can be improved after the exposure to soft skills training. The research design adopted 'posttest' experimental design with one control group. The research was conducted in 18 management colleges in Jaipur, and 6 colleges have prescribed soft skills curriculum while 12 collages focuses more on analytical skills development with emphasizing on the soft skill development. The research was conducted on students pursuing second semester MBA from management colleges in Jaipur (Rajasthan) within the age group of 21-24. The result shows that soft skills training can bring to the students' significant improvement by respecting to almost all the major soft skills components.

The other research about soft skill training came from ELED student of UMY which also research about Soft Skill Training program in ELED UMY which called Bridging Course for Soft Skill. Anwar (2014) conducted the research about Bridging Course for Soft Skill. The objectives of this research are to analyze the implementation of the Soft Skill Training program in ELED of UMY and to analyze the students' achievement to achieve the objectives of Soft Skill Training program in ELED of UMY. The researcher used Qualitative Research as Research Design. These research participants are the lecturers and students at ELED of UMY. Interview was used as instrument for collect the data. The result of this research was the implementation of the Soft Skill Training program based on the standard because the lecturers as organizer committee conducted the Soft Skill Training program based on how the developer set this training. Besides, this program also can influence students' character better than before, so the researcher conclude that this training achieve the objectives of this training.

The similarity between last research and this research is the explanation of soft skill training. Also, second research and this research were discussed about the implementation Soft Skill Training program. However, there is still the difference on last research and this research. In the last research, it discussed about an analysis on the effectiveness of the implementation Soft Skill Training program. Meanwhile, this research investigates the strengths and weaknesses of Soft Skill Training program.

Conceptual Framework

The title of this research is "The Students' Perception on the Implementation of Soft Skill Training program at English Education Department of Universitas Muhammadiyah Yogyakarta. Based on the title, the researcher organizes the conceptual framework dealing with this research. The research question of this research is to find out the students' opinion about implementation of Soft Skill Training program on the strengths and weakness of this program. The researcher focused on the strengths and weaknesses of Soft Skill Training program.

Soft skill is one of characteristics that should be developed in order to produce competent students. Having a good hard skill is not enough without having good soft skill. There are many ways to train the students' soft skills. Bridging Course held by English Education Department of Universitas Muhammadiyah Yogyakarta is as one of soft skill trainings.

Moreover, in this research, the researcher is concerned on students' perception of the implementation of Soft Skill Training program by knowing the strengths and weaknesses of this program. The strengths are the benefits of this Soft Skill Training program and the impression from students before and after joining this program. Then, the weaknesses are the problems faced by the students in joining this program and the dissatisfaction of the students after joining this Soft Skill Training program. The following is a chart to simplify the concept in this research.

Figure 1

Conceptual Framework

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│  Soft-skill  │        │   Bridging Course for  │────────│   Strengths  │
│   Teaching   │────────│       Soft Skill       │        └──────────────┘
└──────────────┘        │  (Soft-skill Training) │        ┌──────────────┐
                        └────────────────────────┘────────│  Weaknesses  │
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