

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings and discussion based on the data analysis. The findings and discussion answer the two research questions. The findings were based on the students' perception on the implementation of Soft Skill Training program at English Education Department of Universitas Muhammadiyah Yogyakarta.

The findings of this research are related to the research questions to find out the strengths and weaknesses of the implementation of Soft Skill Training program at English Education Department of Universitas Muhammadiyah Yogyakarta. Besides, to keep the participants' privacy, the researcher did not mention the participants' names to report the findings. To make it easier, the researcher used initial for each of participants such as participant 1 is P1, participant 2 is P2, participant 3 is P3, and participant 4 is P4. Additionally, there are three findings related to the strengths of the implementation of Soft Skill Training program at English Education Department of Universitas Muhammadiyah Yogyakarta and six findings related to the weaknesses of the implementation of Soft Skill Training program at English Education Department of Universitas Muhammadiyah Yogyakarta. The following findings are going to be discussed as follows:

The Strengths of the Implementation of Soft Skill Training program at ELED of UMY

Based on the data gathered from four participants who have been participated in this research, the researcher found three findings related to the research question. It is the strengths of the implementation of Soft Skill Training program at English Education Department of Universitas Muhammadiyah Yogyakarta. Those three findings are meeting the goal of improving soft skill, providing good facilities, and the last was providing fun outbound.

Finding 1: Meeting the goal of improving soft skill. The purpose of soft skill training was to improve students' soft skill. 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 skill training called Soft Skill Training program has been implemented by ELED UMY to help students in improving their soft skill. There are some benefits of this program based on students' perception in relation to the goal of the training.

Enriching students' knowledge through the soft skill materials. Based on the data gathered from four participants, participants agreed that Bridging Course for Soft Skill can enrich their knowledge about soft skill. Participant one said, "I knew more about the materials from Bridging Course for Soft Skill such as communication skill, conflict management, team work, and the others" (P1.3). Furthermore, participant two expressed, "The unforgettable moment is in third semester. The speaker was one of the lecturers with Self-Motivation material. She asks us to write our strengths and weaknesses. I love this session because not all

of people know their strengths and weaknesses. After getting involved the Bridging Course for Soft Skill, I have thought that it is important to know our strengths and weaknesses” (P2.3). In addition, participant three also shared the same experience as other participants. The statement was “We can enrich our knowledge about any soft skill materials” (P3.2).

Actually, the purpose of Soft Skill Training program is improving students’ character especially in soft skill. This program has different materials in every semester based on students’ need. Those soft skills needed as students’ characteristics in educational field and students’ career in the future. The students thought that Soft Skill Training program could enrich their knowledge about soft skill materials as they did not know those materials before. The results showed the students to know more about soft skill in communication skill, conflict management, self-motivation, and other soft skills after joining the program. The finding was supported in a survey by the National Association of Black Accountants (2006) that investigated the professional development of college students’ need. The result showed that many students believed the acquiring of soft skills such as interpersonal, time management, communication, and networking are keys of progression on their careers.

Improving students’ soft skills. One of Soft Skill Training program goals is students that can gain soft skill materials in this program and implement those soft skills in real life. According to Horton (2007), an interesting way to train someone’s soft skills can be done by socializing with friends, partners, and other society. Based on the data obtained, the researcher found two main points related

to improving students' soft skills such as increasing interpersonal skill and implementing the soft skills in real life.

Enhancing interpersonal skill. The participants agreed that they could get togetherness and solidarity in Bridging Course for Soft Skill. Participant one said that "I can get togetherness between friends and become closer because of conversation/interaction between us" (P1.1). Also participant three expressed, "I feel closer with my friends who are in one batch or different batch. We can get closer in Bridging Course for Soft Skill" (P3.1). Participant three also emphasized with additional statement, "I feel of the change on solidarity between friend which is closer and care each other" (P3.4) and "I can get many friends as student who repeat the Bridging Course for Soft Skill" (P3.6).

From the statement above, it can be concluded that Soft Skill Training program can increase students' togetherness and solidarity. It was supported by Rungapadiachy who stated that interpersonal skills can be defined broadly as "those skills which one needs in order to communicate effectively with other people or a group of people" (as cited in Elston, Braham, & Shepherd, 2010). The program could create students' solidarity in each session. Students feel closer and care with their friends through Soft Skill Training program.

Implementing the soft skills in real life. From this Soft Skill Training program, students could gain some soft skills and implemented those soft skills in real life. Participant two stated, "For me, Bridging Course for Soft Skill influenced my soft skill outside of the class" (P2.5). In addition, participant three said, "I can get experience in Bridging Course for Soft Skill" (P3.10).

Two statements above could be summed up that Soft Skill Training program as a process to improve students' soft skills. The program was influenced students' soft skills in real life. Those soft skills can help students in facing the situation in the future. The program also can be as students' experience in gaining soft skills. This finding was in line with John (2014) who argued that "Soft skills training can bring about significant improvement in students with respect to almost all the major soft skills components".

Giving positive influence in each session. Bridging Course for Soft Skill is a soft skill training program which held by English Education Department of Universitas Muhammadiyah Yogyakarta. This program includes many activities related to soft skills. Each of activities had designed in accordance with the format and timeline in each session. The researcher found three main points related to giving positive influence in each session. The following result is discussed as follows:

Refreshing students' mind. The participants agreed that Soft Skill Training program could refresh the students' mind in examination atmosphere. Participant one said, "Bridging Course for Soft Skill can refresh students' mind from hectic schedule" (P1.5) and "This activity is more enjoyable than examination test as the others students from different major did" (P1.6). Also participant two emphasized, "If the purpose of Bridging Course for Soft Skill is to have a break in semester or holiday, then it is ok for one day to refresh students' mind" (P2.10).

It could be concluded that Soft Skill Training program could refresh students' mind in hectic schedule of lecture. Also, this program was more enjoyable than examination test as other majors did. ELED UMY gives a place to improve students' soft skills for future career. Those soft skills could be interpersonal skill, communication skill, leadership, and others. According to Qureshi (2005), soft skills such as leadership, communication, team building and entrepreneurial interest have become critical for hiring and promoting employees to keep positions.

Having good timeline and purpose in each session. Bridging Course for Soft Skill had a timeline with some session. Each session would be eating session, rest session, material session, and outbound session. Bridging Course for Soft Skill had timeline in order to manage each session. Participant one shared his opinion, "This Bridging Course for Soft Skill has nice timeline and speakers in every session" (P1.14) and "The session should be maintained like first session is eating, then take some rest, after that learn about soft skill, and the others session also until outbound" (P1.15). Participant one also emphasized, "The series of event are not stressful because there are many rest and eat session" (P1.16). Participant two also shared about the idea of the session, "Actually, I like the idea about improve students' character because we are in education department which is not only focus on hard skill in classroom, but also soft skill" (P2.17). Participant two also expressed, "ELED UMY is the only one who caring and consistent in held the Bridging Course for Soft Skill, because my friends' department do not have soft skill program" (P2.18).

It could be concluded from statements above that the session of Bridging Course for Soft Skill had nice session and timeline. Each session should be maintained from first session until outbound session. The session would be enjoyable for the students who needed some activities for refreshing their mind from lecture in campus. The students also said that the series of the activity was not stressful because there were having kinds of food and rest session. Also, ELED UMY cares and is always consistent in conducting Bridging Course for Soft Skill as soft skill training which ELED UMY is the only a major who provides soft skill training. Another statement came from other students who said that the idea was good for improving students' soft skills. The students in educational field should focus not only on hard skill but also on soft skills. It was in line with Waggoner (2002) who stated that if we only have hard skill, we just know what is correct or incorrect, but lack of soft skills will not help us to know when we can use those hard skills.

Finding 2: Providing good facilities. Based on the data involved from four participants, participants enjoyed the facilities that ELED UMY provided. Participant one and participant four agreed if the food was good. Their statement was mentioned such as “The food is good” (P1.11) and “I can save money for food because we do not need to buy food in there, then we can eat three times in one day” (P4.5). Furthermore, participant two expressed, “Accommodation is enough for an economical bus” (P2.13) and she also said, “For homestay, it is ok” (P2.14).

It can be concluded that the facilities on Bridging Course for Soft Skill is good to support the program. Bridging Course for Soft Skill always provides accommodation for the students in order to make students feel comfortable in joining this program. Besides, the accommodations included some facilities in food, transportation, and home stay. As the result, those facilities could make students comfortable during the program. The facilities in transportation, food, and home stay are good enough for students during one day in the Bridging Course for Soft Skill.

Finding 3: Providing fun outbound. Outbound was one of sessions in Bridging Course for Soft Skill. Outbound session was held for students in order to implement the soft skills material which they had already achieved. The participants agreed that outbound session in Bridging Course for Soft Skill was nice. Participant one stated, “Sometimes, I have complimented the outbound which is nice” (P1. 10). Also participant three supported the statement, “For students who love sport, they can join outbound and know many references for outbound” (P3.11).

It could be summarized that outbound session in Bridging Course for Soft Skill was quite nice and fun. Outbound is fun for some people who love activities related to sport. Also, the students might have many references about place to conduct outbound activity. The purpose of outbound activity in Bridging Course for Soft Skill is to implement the students’ soft skill which they already got in soft skill materials.

The Weaknesses of the Implementation of Soft Skill Training program at ELED of UMY.

Besides, investigating the strengths of the implementation of Soft Skill Training program at English Education Department of Universitas Muhammadiyah Yogyakarta, the researcher also investigated the weaknesses of the implementation of Soft Skill Training program at English Education Department of Universitas Muhammadiyah Yogyakarta. At this point, the researcher found six points related to the weaknesses of the implementation of Soft Skill Training program. Those are related to the uninteresting materials and speakers, unsatisfying facilities, insufficient time, not influencing students' soft skill, monotonous activity in the format, and costly fee. The explanation will be discussed as follows:

Finding 1: Uninteresting materials and speakers. Based on the data gathered from four participants, there are two main points related to uninteresting materials and speakers. The points will be explained as follows:

The materials. The participants shared their opinion about the material of Bridging Course for Soft Skill. Participant two argued, "The lecturer probably did not change the presentation slides, because the point of the slide is always the same as last year" (P2.24) and she said, "A few point such as materials and facilities should be modified" (P2.17). Participant four supported the statement, "I am not interested in the material because the material is delivered at night" (P4.12).

Based on the statements above, it can be summed up that the material of Bridging Course for Soft Skill was not interesting enough. There were some points that made the material was not interested. First, the lecturer probably did not modify the presentation slides to prevent students' boredom of the same media. Second, the material was delivered at night so the speaker had difficulty to gain students' attention because they were sleepy and tired. Unattractive material cannot engage students' attention and participation making students unable to understand the material well.

The speakers. The speaker was the important thing which should be considered in Bridging Course for Soft Skill. Based on the data collected from four participants, two participants agreed that the speaker has important rules in Bridging Course for Soft Skill. Participant three argued, "Students listen to the speaker, but the speaker is not really good in engaging students' participation in order not to make students feel bored and sleepy" (P3.20). In addition, participant two argued, "Probably, if we want something new in the activity, we can invite the speaker who is expert on the soft skill material" (P2.23) and further emphasized, "It is better if we invite the speaker who is expert on that soft skill material" (P2.25).

It could be deduced that the expert on delivering material has important rules on engaging students' participation. The speaker should be an expert who masters the soft skill material. Also, the expert speaker will know how to create an appropriate activity to engage students' participation. That would be great to achieve the goals of Bridging Course for Soft Skill which is improving students'

soft skill through learning about soft skill material. In addition, Tevdovska (2015) argued that by using appropriate learning strategies, it is expected that soft skills can be integrated into any learning activity. This way will create human resources which are not only proficient in the ability of hard skills, but also in soft skills.

Finding 2: Unsatisfying facilities. The facilities ELED UMY provided were in accordance with the standard. However, the participants complained about the facilities in Bridging Course for Soft Skill. They complained about the place, food, hall, and transportation. Participant one and participant four complained about the place of Bridging Course for Soft Skill. Participant one stated, “The place is little bit dirty” (P1.12) and participant four said, “The place to learn is also uncomfortable and I cannot get anything” (P4.13). Participant three and four complained about the food in Bridging Course for Soft Skill. Participant three revealed, “The consumption is quite bad, because if the students come late they will not get any food or get least food” (P3.18) and participant four argued, ”The food is not delicious (P4.10). Participant three complained about the bathroom, “The bathroom is quite bad with little water for many students who stand in line” (P3.17).

The most complaints were about the hall in Bridging Course for Soft Skill. All of the participants complained about hall. Participant one expressed, I want to complain about the facilities like we have to sleep with other students” (P1.8) and “we sleep on the floor, there is no bed and we should prepare everything we need” (P1.9). Participant two also revealed, “The bedroom should be having more capacious with many students” (P2.16). Participant three shared her concerned

with the hall, “The bedroom when I was in fifth semester is only a plaited mat as bed in one hall” (P3.9) and she suggested then, “Probably, the bedroom can be villa or home stay” (P3.25). In addition, participant four said, “ELED UMY give poor facilities, such as no bed for sleep, broken wall, poor bathroom, and unprepared blanket” (P4.4) and further suggested, “The facilities should be improved, for example comfortable bedroom for student with bed, blanket, and pillow in there” (P4.7) and “if it is possible, we can sleep in villa although we have to pay little bit expensive to get best facilities” (P4.8).

Two participants complained about the transportation. Participant three said, “The transportation from university to the location is quite bad” (P3.8) and “The bus transportation is not good enough. Probably, PBI can rent bus with expensive price” (P3.24). Participant three suggested, “The next Bridging Course should be cheaper, as well we ride our own transportation, we are camping with cheaper camping tools” (P3.26). Participant four supported the statement, “we use economical bus with so much dust” (P4.9). Participant three and four suggested to fixing the facilities. Participant three reveal, “The facilities probably can be modified” (P3.15) and participant four said, “The point is facilities should be fixed, if it is impossible, Bridging Course for Soft Skill is better to be removed” (P4.11).

Those are many statements about the facilities from four participants. Based on those statements above, it could be concluded that the facilities related ELED UMY provided was not satisfied. Students could not enjoy the facilities as what they are. Students demanded ELED UMY to provide better facilities for

supporting Soft Skill Training program. The accommodation should be above existing standard such as the place, food, hall, and transportation. It is expected to support the program to become successfully improve students' soft skill.

Finding 3: Insufficient time. Bridging Course for Soft Skill was held in one full day. Students had to learn about soft skill materials and apply it in one day. The time in this program was expected to be improving students' soft skills. It will be discussed as follows:

The duration should be more than one day. The participants spoke up about this issue. Participant one said, "Probably, we are not being able to implementing those materials in one day" (P1.4). Participant two supported the statement, "Bridging Course for Soft Skill was held in one day and it was only for introduced the soft skill materials, so students could not get the benefit of Bridging Course for Soft Skill" (P2.7). Also, participant one and four shared their feeling, "It is exhausted because we were joined the program in one full day" (P2.2) and "I was exhausted, lazy, and annoyed" (P4.1). The statement from participant two said, "The period of Bridging Course for Soft Skill should be more" (P2.8) and emphasized, "For suggestion, the period should be more than one day (P2.21). Also expressed, "It depends on the purpose of Bridging Course for Soft Skill. For improving the students' character, it is not enough in one day. Probably, it should be more than two days" (P2.9). In contrast, participant three expressed her opinion, "Next Bridging Course for Soft Skill is enough for one Bridging Course in two semesters, because the soft skill material is only 40% in students' mind" (P3.21).

Based on three statements above, it could be summed up that the soft skill materials was not enough in one day because it was only introduced the soft skill materials which result students cannot get the benefit of Bridging Course for Soft Skill. Students could not implement those soft skill materials in one day. Also, students felt exhausted after joining Bridging Course for Soft Skill because they have to attend in each session. The participants also shared that the duration should be more than one day. Those statements were in line with Horton (2007) who stated that changing of personal traits usually needs long term practice and soft skill-training will be useful regarding the improvement of soft skills. It could be summed up that the time in holding Bridging Course for Soft Skill should be more than one day in order to achieve the soft skill materials effectively. The goals of Bridging Course for Soft Skill were to improve students' soft skill and it was better if the period was more than one day.

Also, another suggestion about the format should be considered in this program. The format of Bridging Course for Soft Skill could be changed from six times held Bridging Course for Soft Skill in every semester to be once in two semesters. Hopefully, those suggestions would be useful for the next Bridging Course for Soft Skill.

Finding 4: Not influencing students' soft skill. The purpose of Soft Skill Training program was to improve students' soft skill in educational term for their career in the future. In fact, the participants express their opinion of students' soft skill gained in from the program. Participant two stated, "Bridging Course for Soft Skill does not really influence students' soft skill in classroom such as punctuality

and students' attention to the teacher in classroom" (P2.4). Also participant two emphasized, "It does not influence me in the classroom" (P2.6). Participant three supported the statement, "Soft skill on attitude, manner, honesty and the others do not change significantly" (P3.3).

It could be concluded that soft skills material in Bridging Course for Soft Skill do not influence students in classroom. The soft skills in classroom such as attitude, manner, honesty, and others still did not change significantly. It happened because the students did not understand the soft skill materials on Bridging Course for Soft Skill. This was in contrast to the purpose of soft skill training. According to Sheeta (2013), soft skills training programs aims to improve a whole range of skills, like assertiveness, negotiation skills, communication skills and the skill to establish and maintain interpersonal relationships. Therefore, when the Bridging Course for Soft Skill does not influence the students, the purpose of Bridging Course for Soft Skill was not achieved.

Finding 5: Monotonous activity in the format. The session in Bridging Course for Soft Skill regularly included input session, eating session, resting session, and outbound session. The session was designed to improve students' soft skills. There are two points revealing the Bridging Course for Soft Skill did not have variative session. The explanation is discussed as follows:

Monotonous input session. The participants shared their thought about the format of Bridging Course for Soft Skill. Participant one said, "The activities in the soft skill materials should be variative because sometimes not all of the

lecturers have variative activities which make students feel bored” (P1.18).

Participant two also stated, “The program should be not monotonous as always” (P2.11) and “The activity should mix and match in order to avoid monotonous activity” (P2.22). Participant three supported those statements, “The format of Bridging Course for Soft Skill should be changed. As we know, the format in every semester almost the same. The format of Bridging Course for Soft Skill should be more variative” (P3.14).

Meanwhile, the suggestions related to the weaknesses of the session were conveyed by participant one, participant two, and participant three. Participant one said, “This Bridging Course for Soft Skill program should invite alumni who have given many contributions or have many experiences to share with the students when they studied at ELED UMY” (P1.17). Participant two also shared her suggestion, “The program can be divided into two different agendas; for example odd semester should be different from even semester” (P2.12). Participant three said, “Bridging Course probably can be managed by students in order to be more innovative” (P3.27).

Based on those statements above, it could be deduced that the format of Bridging Course for Soft Skill was monotonous. In fact, the format was always same in each semester which result students feel bored. Students were suggested to change the format or the format should be more variative in each semester to avoid monotonous activity. The activity should be mixed and matched with students needed. Those suggestions could be a useful idea for the format of Bridging Course for Soft Skill. Inviting the alumni was great idea to listen their

experiences during study in ELED UMY. To avoid monotonous activity, the format could be divided into different agenda for odd semester and even semester in every year. Besides, Bridging Course for Soft Skill can be managed by students to create different idea in implementing the program. Hopefully, those suggestions would be useful for the next Bridging Course for Soft Skill.

Monotonous outbound activity. Outbound was one of the sessions in Bridging Course for Soft Skill. The participants complained about outbound activity. Participant three said, “Not all of the students like outbound or enjoy the outbound, but there is always outbound in agenda of Bridging Course for Soft Skill. At the first time, joining outbound is fun and makes us closer to each other, but when it is repeated in every semester students become bored with the pattern which is always the same as the previous outbound” (P3.16). Participant four also revealed, “I do not like the activity which is related to physical outbound in dirty place” (P4.3).

It could be summed up that not all of students enjoyed outbound activity which is related to physical activity. Outbound activity was fun, but it could be boring if the pattern of outbound was always same as the previous outbound. That matter would be make the outbound activity became unsuccessful. The place of outbound also should be considered whether the place was nice or not.

Finding 6: Costly fee. The participants lifted the issue about the fee on Bridging Course for Soft Skill. Participant one stated, “The food is not worth the cost I paid” (P1.13). Participant two also revealed, “I have paid 450.000 only for one day” (P2.15). Participant four emphasized, “Accommodation, homestay, and

facilities do not have good impression; the money that I paid before was too much” (P3.7) and participant three said, “I have paid the cost for the facilities that ELED UMY has provided, but it is questionable. It is very expensive, but we only got quite little things” (P3.22). Participant three also stated, “How if the students do not have money to pay it, but it is one of graduation requirements. It should be lighten the students’ burden” (P3.23).

Based on the statements above, it could be concluded that students have paid the fee, but what they got was not worth the money they paid before. From the participants’ statements, it can be referred that ELED UMY is expected to provide better facilities for students who have paid the fee. The fee was considered quite expensive for students and they got unfair treatment. What the participants revealed showed that ELED UMY need to consider the fee especially when the students do not have money to pay, while it is one of graduation requirements.