

Chapter One

Introduction

Background of the Research

There were interesting facts about journalism subject in PBI UMY. Journalism seemed to belong to the different field of English education. Based on the researcher experience, it was hard to relate journalism with English education. What the points of view of journalism subject to be in English education are. How far journalism subject worked in the student teacher of English education department of UMY?

Based on the researcher experience with the relatives, it was hard to understand the sense of journalism science in education. What kinds of skill that should be mastered in journalism subject. Journalism seems to belong to different field with English education. There is no guidance for the students of PBI UMY about the ideas on how and what skill involved and that was the reason why students felt difficult to mention the relationship between journalism and English education.

Therefore, as a student teacher of English, how the students should be a professional in a journalism term. Some students believed that they are prepared to be English teacher or other professions which are still related to English term such as translator or tour guide. Since the student teacher do not understand the sense of journalism science in English education, it makes hard for the students to have the optimistic view of journalism prospect.

Journalism term is too specific for English education. The imagination was that the field of journalist and teacher is very different. Journalism is too specific for the student teachers of English so it was possible to think that joining journalism subject cannot help the students in increasing the ability in teaching skill.

The other interesting facts about journalism in EED UMY is that even if journalism seemed to belong to different field of English education, the number of students who enrolled the class was surprisingly almost seventy percents of the students. In batch 2012, there are two classes of journalism subject. It was attended by seventy eight from 115 of the students. (PBI UMY administrator officer, 2015).

Apparently, there were students who chose journalism subject because they avoid another elective course. There was another elective course in PBI UMY which more challenging and it makes hard for the students to follow. They choose journalism subject because they think this subject is easier than the other elective subject. It does not matter even if the students dislike the subject, they still chose the one which is easier. John (2012) said that people always tend to take the easiest choice which has the lowest risk. The last choice for the student who cannot follow this subject is to enroll journalism subject.

There were also students who joined journalism subject just to follow their peer-mate. They just follow their group mate to stay in same classes. The problem arises when students and their friend just randomly choose the subject not because they consider if they need it. They confess that they do not know how to engage in with the subject. If this case really happens, the meaningful and successful learning process remains a big question.

Statement of the Problem

There was also identification of the case that comes from the students. Students who have joined the subject suddenly withdrew the class. Some students withdrew the class because they wanted to have fewer classes in their last semester. Students in English Education Department

say that they did not want to attend the class because journalism subject is just an elective course, not the compulsory subject.

Some of classmates said that they were currently busy in writing the final thesis. They wanted to focus on writing the thesis. They thought that withdrawing the journalism class can help them focus in writing thesis. Some students argued that the assignment on this subject waste their time which supposed to focus on making their thesis.

The last opinion why students withdraw the subject was because they did not like the lecturer of the subject. Students have favorite lecturer and it is used as the consideration for the students to either join the subject or not. Those reasons made them choose to leave the subject.

Limitation of the Problem

The reason why the students join the subject without any plan and purpose to master some skills might be caused by student's perception. They sensed that attending Journalism subject in English Education Department is meaningless. Perhaps, if the students know the essential function of journalism and they know the focus of journalism subject, this feeling will never arise. Hamilton (2013) explains that the learning about how much should the subject focus on the skills associated with journalism, and how much the understanding of the subjects cover journalism skill.

There were so many perceptions from the students toward journalism subject in English education. The researcher limits the study into revealing the students perception either it is positive or negative perception from putting journalism in EED. The research aims to know what the student's perceptions toward journalism subject are.

Research Question

There are several questions that underlying the research about students perception on having Journalism subject in English education department. The questions are:

1. What is the student's general perception of journalism subject on English Education Department UMY?
2. What is the students' perception on the advantages and challenges of journalism subject on English Education Department UMY?
3. What is the student's expectation toward journalism subject on English Education Department UMY?

Purpose of the Research

This research is purposed to reveal the students' perception on journalism subject in English Education Department UMY. It aims to reveal the students perception toward the advantages and also seek for the reveal of challenge faced by the students in joining Journalism subject in English education department. It also aims to reveal the expectation of the students enrolling the journalism subject.

Significance of the Research

Hopefully after the research is done, it gains much significance from many aspects. The significances of the research are for the researcher herself, the students as the student teacher of English education department, the lecturer, the institution and. The following significances are:

For the student. The significant of research for the students is to share the reason what are the student's perception toward journalism subject to be in English education. It is about what students thinking and feeling toward the progress of journalism subject in English Education Department UMY. It is also to reveal what the benefit and the challenge of journalism

subject in English education department of UMY. And the last, this research shares the students' expectation of joining journalism subject in English education department

For the lecturer. The significance of the research for the lecturer is to use it as a suggestion for the lecturer to apply the proper teaching method in the class. And hopefully the lecturer can use the student's perception to consider about the material design in Journalism subject. The other significance for the lecturer is to reflect the way lecturer teaching in the class so it can be in line with what the students expect.

For other researchers. Hopefully it can stimulate another researcher in examining journalism subject in wider area so there would be the rich information of journalism research. The goal is to dig more information and sources of journalism subject in English education. Therefore, this is a kind of qualitative research. Hopefully there are other researchers who search about it so it will not be debatable because there is the evidence from quantitative research such as survey.

For the institution. The significant for the institution is to use the result of the research as the input to make the journalism subject be better. The significance is about how the institution can overcome the weakness and improve the strength that exists in journalism subject. Hopefully after the students share their thought about journalism subject, it can use as a consideration in adapting the policy based on the student's expectation.