

Chapter Four

Finding and Discussion

This chapter explained about the findings and the discussion of the research. The findings reveal several points related to students perception in journalism subject of PBI UMY. The perception divided into several branch of discussions which were the student's arguments toward the subject, the advantages and challenges on journalism in EED of UMY and the last discussion of the students perception was about the expectation toward journalism subject in EED of UMY.

Findings

The result of the research firstly explained about the student's perception toward journalism subject in PBI UMY. There were two parts of perception in this discussion. There were positive and negative perceptions. Then, it discussed about the student's arguments on advantages and challenges in this subject. The last discussion was followed by the student's expectation toward the subject for the future.

The student's perception. The student's perception was the information and sense that arise in perceiving something in environments. Hancock (2002) said that people assess the value of perception into feeling and meaning. Andries (2011) explained more that there were two parts of feeling which positive and negative emotions are. In this discussion, the findings are the perception which are positive and negative as well as the causes.

The negative perception. The participants perceived that the subject was not effective. "For me, this was not too effective" (Fira, 2016). The subject material was not related to English skill. Still according to Fira "there was no relation with English". The subject was also monotonous and boring. "The class was too monotonous and boring" (Ani and Fiza, 2016). The subject ran too short and out of the expectations. The presentation is too repetitive and it was just

wasting time. “I was happy but still discontent because it was too short and less of detail” (Fira, 2016). “Everything was not the same with what I expect” said Fiza (2016). “Something we have known does not need to be presented many times. It was enough by spreading the copy of the material. We can learn. It was a wasting time” (Fira, 2012).

There were many reason of the negative perception which categorized into three parts below. Those were the discontent of the teaching method, the discontent which affecting the students in learning, and the last was the characteristic of the lecturer which gave bad impression from the beginning until the ending of the semester.

Teaching method. The presentation of this subject was too repetitive. The subject used presentation method and it was applied for the whole meetings of the subject. Based on Fira (2016), “the learning was just grouping the students and presenting the material”. The participants brough something they prepared by themselves. Participants presented something they did not understand. The following statements of Fira (2016), “It is true that we have prepared, but somehow we are lack of sources and we present something we do not know”. It was such as monotonous condition and the participants should endure this condition. “It was monotounous” (Fiza, 2016).

The subject ran without any variation. The same thing happens in the class meeting by meeting and all the meetings, participants were just listening to the presentation. “There is no variation, the learning was just sitting in the class, listening to the presentation, then question and answer and then we went home. It ran just like that” (Fiza, 2016). Participants even suggested having visitation to Media Company but the lecturer did not respond to it. The lecturer wanted to have study tour if all the permission requirements fulfilled by the students. Ani (2016) said, “We have proposed to visit Media Company but the lecturer rejected it, she did not want to busy with

the permission so we should process it if we want to have it. Then what is the function of the lecturer?”

The subject used teacher talk time to deliver the material. It was also not appropriate for the students because this way decreased the student's interest. “The lecturer was just coming and explaining”. “The lecturer delivered the material by using teacher talk time, I heard it from my friend and I once attended the class and the lecturer used teacher talk time.” This participant followed the answer. “The lecturer was just coming and explaining but the explanations were like less of guidance so I just dislike” (Ani, 2016).

The lecturer was also trying to have student center learning in the class but it failed. Participants sensed that the lecturer too much unbend the students by their own. Students need guidance but the lecturer did not do it. Fiza (2016) said, “The lecturer wanted to apply student center learning but failed”. Fira (2016) stated, “The lecturer just let us do it by ourselves. Students were neglected”. “It looks like the lecturer ignoring us” (Fiza, 2016).

The participants also criticized the language delivery in this subject. The lecturer only used Indonesian language while this was English education department. The material delivery should be in English but the lecturer did not do it. It is such as kontras for the student teacher of English. Fira (2016) said, “She uses English all the time”. “We only receive bahasa Indonesia as the material delivery even if this is student teacher of English” (Fiza, 2016).

This was the summary for the student's perception on the teaching method. The presentation of this subject was too repetitive. The subject ran without any variation. The subject used teacher talk time to deliver the material. The lecturer was also trying to have student center learning in the class but it failed. Most participants also criticized the language delivery in this subject.

Student learning. The participants stated that they were not able to understand about the material. The explanation was floating and the material was too general. They cannot recall the material because all knowledge was the basic thing. The material seems to just fly around the students so it was possible that the students will forget it right after it is given. There was no deep understanding about the subject material. “I did not remember too much. Those were general. The materials only touch the surface of the knowledge” (Fiza, 2016). “It is not deepened. Maybe it was caused by only one semester learning” (Fira, 2016).

The presentation skill was not even improved by the method. Even if the class ran in presenting material day by day, it did not mean that the students will have presentation skill improvement. The presentation was not stimulating the participants to practice meaningfully. Fiza (2016) said, “It did not even improve our presentation skill”. “All materials were given repetitively. A topic was explained by all members of the group and it is wasting time. It is enough if they just spread the copy file so that we can read” (Fira, 2016).

The subject did not give English input. Since the subject did not use English in the class, participants cannot find input to add their English vocabulary. Students need input as always because they are student teacher of English. They need more absorbance to somehow add their language such as vocabulary or pronunciation. “Whereas we need English input, we do not get it from the subject. She did not have English basic so everything delivers in Indonesian language. It includes assignments and test” (Ani, 2016).

The participants felt the degrading of the motivation. It was caused by the weakness of the subject. Participants cannot concern in the meeting and they often came late. The low motivation was also affecting the attention and enthusiasm of them. “I often came late, I do not

pay attention to the class because I am sleepy” (Fiza, 2016) said. “It is hard to concern” (Fira, 2016).

There was the summary for the student’s perception on the students learning. The participants stated that they were not able to get the material. The presentation skill was not even improved by the method. The subject did not give English input. The participants felt the degrading of the motivation.

The lecturer. The lecturer has negative impression and the characteristic was too annoying for the participants. She is boring, ignoring, and uninteresting. She is boring when explaining feedback. She seems to ignore those who present. She teaches without any variation. She is also not interesting. It can cause the students to be less concerning the classroom activity. “She is totally boring” (Fira, 2016). “The manner is actually uninteresting for me” (Fiza, 2016). “It is like the lecturer was indifferent to the students” (Ani, 2016).

The lecturer was not the expert of the field. Participants really want to have lecturer who really know the field of journalism so the students will learn something. The participants felt discontent of the feedback. Ani (2016) stated “I really demand the very good, skillful and high quality lecturer”. “When students ask her, she will just show the line of the book and tell someone to read it loud” (Fiza, 2016). “Feedback is not rigid and often out of topic” (Fiza, 2016). “She was just sitting in the corner and give unclear feedback” (Ani, 2016).

The lecturer is not a PBI UMY lecturer. This reason impacts to the participant’s interest. It is also crucial because the number of students who enrolled the subject was also decrease when they know that the lecturer isn’t from PBI UMY (Administrator of PBI UMY staff). Ani (2016) said, “I suddenly withdraw the subject because she is not PBI UMY lecturer”. “I dislike it

because I expect to have PBI students in this subject who means that we do not need to adapt more” (Ani, 2016).

There was the summary for the student’s perception on the lecturer. The lecturer has negative impression and the characteristic was too annoying for the participants. The lecturer was not the expert of the field. The lecturer is not a PBI UMY lecturer.

The positive perception. Andries (2011) said that the positive perception was the positive emotion felt by the students. Based on Andries (2011), “positive emotion associated with the good influence (p.27).” Beside of the negative perception, there was also the positive perception of the participants toward the journalism subject.

Curiosity. The reason was participant’s curiosity brought their enthusiasm to join the subject. The subject was not common. It was different with what English education student got from the previous semester. They had learned about academic purpose and career development of English but here they learned about how to produce news and making good report. Fiza (2016) said “we learn English so much, and news is a new thing from me”. Hana (2016) said “student’s curiosity made them enthusiast to join the subject”.

Classroom activity. Before the participant entered the class, they imagined to have a various activity and new experience in journalism term. They also stated that they would have any visitation to Media Company and learned about journalism in the real situation. Ani (2016) said “I imagine that we will have the activity like as in previous year. It was interesting to visit Media Company or pretending to a journalist”. The enthusiasm of the students was showed by the number of students who enrolled the subject. It was more than 70% of the students joining the subject instead of another elective course, (administrator of PBI UMY staff).

Relation. Participants stated that journalism education was related to English education. It helped the students if they did not prospect their career to be a teacher. Hana (2016) said “there must be any relation between English and journalism. If we want to think, math was also having the relation with journalism”. Hana followed the explanation, “it is not always all of the student teacher of English prospects their career in teaching English. Maybe this subject can introduce them as a basic”

The advantages of journalism subject in EED of UMY. In this section, the topic was about the advantages of journalism subject in English education department. Based on the interview, there were at least three benefits of having journalism subject in English education department based on the participant’s perception. The benefits are:

First, participant stated that journalism subject gave many benefits to improve the writing skill. in this subject, there were so many assignments related to writing skill such as writing news reports, science journal or feature article. In previous semester, participant learned much about how to write in academic purpose. Hana (2016) said “In this subject, students learned about how to make good report that is not only read by other students but also public and citizen”. Ani (2016) said “it trained writing skill”.

Second, participant argued that this subject stimulated students to be communicative. Ani (2016) said “student’s communicative skill can be improved by speaking training”. In making report, journalist should collect the data. The data collection of the news used interview or conversation. The communicative skill is needed here. So it does not only improve speaking skill but also student’s communication skill. Ani (2016) said “there will be improvement on communication skill because we deal with reporting data like as interview, so communication skill should be any improvement”.

Third, there were also assignments about designing media. Those are new things for PBI UMY students. This assignment helps participant to place their creativity especially in designing and editing. Rapmon (2016) argued “journalism is a new thing, and different”. Hana (2016) argued “this assignment is good to train the students to apply journalism science in the real life situation”.

The last was that the subject functions a foundation for the student’s career. Not all of PBI UMY students plan to be a teacher. They possibly want to do something different such as being journalist. This subject can introduce the students to build their career beyond English education. Hana (2016) stated “It expands student’s thought. It would be the basic knowledge of those who wants to do another job beyond education”.

The summary was students who enrolled the subject have at least the basic of journalism term such as how to write good report. It is better than the students who never get the lesson about journalism. Journalism subject can also build the students brave and improve their communication skill. The speaking skill they had learned before can be better when they have journalism practice to support their communication skills. The other improvement is in creativity of designing media.

Challenges of journalism subject in EED of UMY. There were two findings about challenge in this subject. First, the major participants said that there was no challenging thing in the subject. Second, the other participants said that there were still challenges there. Here the explanation of the reason why students had those kinds of perceptions as well as the reason.

The first finding of the challenge based on participants was, the journalism subject did not have any meaningful challenge. Three of four participants argued that they did not sense the challenge in the subject but how to overcome the low motivation in the class. They did not find

any challenge that related to the material. Fira (2016) said “I do not sense any meaningful challenge”. Fiza (2016) said “The only challenge they can get is about how to overcome the low motivation and sleepy when they were enrolling the class”.

The second finding of the challenge based on the participants was that there was a challenge in journalism subject. The challenge was about how to construct many kinds of writing reports. The participant argued that the subject discussed about writing report and there were so many kinds of journalism report. Hana (2016) said “the subject trained the student to write many kinds of journalism report. The students should distinguish many variations of the reports that look same but actually has differences”.

The summary was that there were two perceptions of the participants about the challenges in journalism subject. The first, the journalism subject did not have the meaningful challenge. The second perception was that the ability in constructing the writing report. The reports looked the same but actually they have the differences and the students should distinguish it in detail.

Student’s expectation toward journalism subject in EED of UMY. Participants stated their expectations toward the journalism subject. The findings above tended to reveal the participant’s dissatisfactions toward journalism subject in EED of UMY. Even if the participants seemed to regret the subject, they still argued to defend this subject to be in EED of UMY. They just had many hopes to be applied in the subject in order to make it better. In this discussion, the expectations were divided into three parts. There were expectations for the students themselves, the lecturer as a teacher of the subject and the classroom activity. There were the results:

Expectations for the students. First, participants expected to learn more about journalism subject instead of only listening friend’s repetitive presentations. Based on Ani (2016), “the

agendas of the class are just the participants sitting in the class listening to other presentations without having clear feedback from the lecturer”. Participants listened to the same thing in a day repetitively. Ani (2016) also stated “this method is such a wasting time, we learn like high school students do”.

Second, participants hoped that they could apply the knowledge of this subject in a real life. The expectation was, by joining the subject students can get something as the basic of building their career. It was caused by not all of the student teacher of English education plan their career on educational field. Students were possible to try getting a job in Media Company or editorial office. Participants hoped that this subject can contribute to their career. Fira (2016), said, “I hope I can get something benefit from the subject so I can use it in my world of work”. Based on the Hana (2016), “it helps the career after students have graduated from the university”.

Third, participants expected to have many interesting activities in this subject. Participants thought that the activity was different with previous subjects before. They demanded something new. Ani (2016) stated “the variation of activities will help the students to get the meaningful learning”. There would be impressive if the classroom activities provided the way for the students to learn in a different situation.

Expectations for the lecturer. First, participants hoped that next semester, there would be any change from the characteristic of the lecturer. All participants of this research admitted that they believed the same thing. The lecturer was boring and tended to ignore the students. It decreased the student’s motivations in joining the subject. Hana (2016) said “the lecturer is totally uninteresting. I expect that in the next semester, the lecturer can manage the expression,

gesture and change the way she teaches”. This is important because the lecturer is the main role of the subject.

Second, the lecture put more attention to the students. Fira (2016) “even if this is student center learning, it does not mean the lecturer does not give correction to the student’s presentation”. In preparing the presentation, the students did it themselves. It was possible for them to inform false information to the other students. Hana (2016) stated “the feedback is clearly not good”. The expectation was students at least know what kinds of things that should be repair in learning the material.

Third, students demanded the skillful lecturer. Students expected to have lecturer who really knows what the field of journalism was. Fiza (2016) “I hope that there would be any strategy from the lecturer to help the students in understanding the material and improving the English skill”. The lecturer was not a journalism expert and she did not speak English. Fiza (2016) said, “The lecturer always looked at the book before answering questions and she did not use English in the class”. Ani (2016) said “there is nothing can be gotten from the lecturer”.

The expectation for the classroom activity. Students want to have many variations in classroom. Students are firstly impressed by the subject. They have high expectation toward the classroom. Those are colorful activities, the noisy and cool class condition and also having natural opened classes. Fiza (2016) stated “it was fun in her mind before enrolling the subject”. Many students did not predict that the subject will go just like sitting in the class, waiting to the end of the meeting and go home. Students expect to mix up with the class.

Ani (2016) stated “I demand the lecturer to provide the way for the students to have study tour. Lecturer should be active in arrange the needed of having study tour in media company”. The fact is that the lecturer only joins the agenda if all of the requirements are managed by the

students. They ask about what is the function of the lecturer if the students should do it themselves. Ani (2016) said “she (the lecturer) will join only if all the permission requirements is done, nah what is the function of the lecture if we should do it alone”.

Discussion

The discussion is about relating the findings and the theories from many experts. The discussions are students feeling and arguments toward journalism subject in EED of UMY, what are the advantages and challenges of journalism subject in EED of UMY and the last is the student's expectations.

Students perception. From the findings above, most of the students did not fit well with the subject. It is happened because students had already made their own picture about this subject. This picture becomes their expectation which they think it would be happened. This case is similar with what Jorgensen and Hanitzsch stated in 2009. “The audience melds personal feelings associated with certain elements with the message itself (p.154)” so it is possible for the student to expect highly toward the subject even if they did not enter it yet.

Student's perception. Many students felt regret of enrolling the subject. Let's we make the analogy according to Jorgensen and Hanitzsch (2009) statements, “The media set the agenda, but the audience also melds with the agenda in conformance with their established values and attributes (p.154)” The institution is the media and the students are the audience. We cannot blame the institutions which did not fulfill the student's expectation because the institution may also have its own plan. Students believe what they think but the reality of the subject is not the same with what they had expected before. That is why students regret of enrolling the subject. It can also support by too high expectation from the students.

Beside of the burdens in journalism subject of PBI UMY, it is important to check what students received from many meetings in this subject. The result of the interview said that students learned a lot about writing. Students admitted if journalism is about how to write and report some incidence. This statement suggested by Niles in 2007, "Journalism is a form of writing that tells people about things that really happened, but they might not have been known already (p.1)" Either the participants and the expert stated the same point about journalism. It means that even if students disliked the subject and enrolled it passively, students actually still get the lesson from the subject.

Advantages and challenge. There are pro and contra in students toward this subject. From the findings, there were students who stated that they did not get any advantages. The other students stated that this subject actually relates to PBI UMY and function to PBI UMY students. Also there are students who sensed there is challenging thing. It was distinguishing many kinds of journalism writings but the other students said that the actual challenge is only about how to face the low motivation in the class.

Advantages of the subject. Students argued that the real advantage of the subject is in the writing skill because journalism is related to writing and reporting. Students sensed that their capability in writing improved by enrolling the subject. According to Jorgensen and Hanitzsch (2009) statements, "It has the additional advantage of showing how the project of writing of journalism, it has been part of a larger project of defining and disciplining news culture (p.17)" Further the experts explain that the function of journalism in academic is that not only improving writing skill but also disciplining news culture.

Students also sensed that journalism subject function in improving communication skill. Communication skill is important in gaining information. As cited in Jorgensen and Hanitzsch,

Quandt and Singer (2009) said that journalism learn about how to communicate effectively. Journalist should learn how to optimize media-technology to get better result. It would be better if students are able to improve communication skill with the help of media-technology in their learning process.

Challenges of the subject. Based on the finding, students learned how to overcome the low-motivation and learned how to be aware in distinguish many types of journalism reports. White in 2008 explained about the challenge in journalism. The challenge is defining the scope and range of accountability. He also argued that journalist should overcome the objectivity and being unity with the job. Comparing the student's argument and the experts on journalism challenge, it was diverge enough. The meaning is that students did not face the challenge of journalism. It may happen because the students did not learn too much from the subject.

Reflection of the student's expectation. There are three points in journalism subject which were running out of student's expectations. Those reflections are first students expect to have study tour in this subject like as a year before. Students believe that this activity would help students in getting the meaningful learning. Second, students expect to learn new things instead of only listen to the presentation with no good feedback and the last, students expect to have interesting classes but the subject is boring.