

Uses and Gratifications of GENTA Magazines among Petra Christian University's Student

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Abstract

GENTA Magazine was published by student press known as Pers Mahasiswa (PERSMA) of Petra Christian University since January 28th, 1964 and also the oldest campus magazine in Indonesia. This magazine published two times every semester. As an internal communication media in campus, GENTA Magazine provided every information needed by the academic community in Petra Christian University.

The study aimed to know about GENTA Magazine's reader's gratifications, especially the students of Petra Christian University. The students' gratifications measured with meta-categorization by Stafford, Stafford, & Schkade (2004) that identifies three types of gratifications: content gratifications, process gratifications, and social gratifications.

The findings revealed that Petra Christian University's students' gratifications are fulfilled in content gratification indicator.

Key words: magazine, print media, student press, media consumption, uses and gratifications

Introduction

Uses and gratifications theory – a research approach that used to understanding audience consumption of traditional media (Ruggiero 2000) would be an appropriate theory to knowing about audience's motives of their usage of media. In terms that the audience an active audience that define that they make the conscious decisions about what media they consume (McQuail, 2007).

According to Miller (2005), Uses and gratifications theory began to conceive the audience motives as gratifications that were obtained by individuals from the media. Because this research featured the ability of the audience to provide information from the media, so they are an active audience which knowing their motives and desires to the media.

There are also some flaws in U&G theory, the first one is because in this theory just focusing on audience consumption so that often make this too individualistic and make it more difficult to predict beyond the audience thought. Second, there are many studies that differentiate the type of the motives that caused it hinder to conceptualize it, because it not integrated one to each other.

According to Rosengren (2014), personal characteristics and social environment of the individual could produce perceive problems and perceived solutions. That problems and solutions could set up different motives for gratification behavior from using media.

The area of internal communication has expanded and recognized as an effective public relations strategy. Each organization will have at least an internal media as a bridge of communication between management and their public. Internal media is a tool of communication that used to deliver any information from the organization to their public (Prita, 2013). Therefore, this media will support the flow of communication that depict the image of the organization to their public.

GENTA Magazine was published by student press known as Pers Mahasiswa (PERSMA) of Petra Christian University since January 28th, 1964 and also the oldest campus magazine in Indonesia. GENTA Magazine intended for Petra Christian University community. But, because it is made by the student press, in this paper we tried to focus on the student audience. In principle, GENTA Magazine is an internal media.

Simple definition of student press is a press that runs by the students. The differences with the usual press are their editorial and management reflect the student's character. It is one way for them to distribute their creativity, thoughts through writings and actualize themselves in the organizations. Ideally, the students press will socialize the thought and problems that happening in the middle of the campus or even in the society (Mohamad, Pan Faiz, 2006).

According to Achmad (2014) press means each media communication such as, book, magazine, newspaper, radio or television. Like the other normal news media, student press media often have the same legal guidelines compared to the other practical standards (Roinicki, 2008) There are 4 essential function of press according to Indonesian Press Policies number 40 (1999); education function, information, entertainment and social control.

Shramm et. al (1986) mention that information function as the number one press function, press should contain information about event, idea or thoughts, etc. Education function means that press as a medium to produce writings that contain knowledge (Schraam et. Al. 1986). So that, GENTA Magazine should provide so that the audience could get new knowledge. And to balance those two functions, press also have the entertainment function. And last, press also have the social control function that indicate the content able to persuade the readers to do or believe in something. Even, according to Achmad (2014) press have the control to the policies that have been made.

College students considered have dynamic nuances and scientific attitudes in seeing things based on objective, systematic and rational reality. In fact, Achmad (2014) also mention that the student movement in 1998 influence by the existence of student press. Student press also believed as the powerful medium to deliver aspirations. So, ideally GENTA Magazine should provide the aspirations from all parties in Petra Christian University.

According to tirto.id the level of reading interest in Indonesia is lower compared to the others countries. From 61 countries, Indonesia ranked 60th as Najwa Shihab said in the “Literation Meeting” held by the Lembaga Garda Lamaholot and the ministry of art and education. This fact is also caused by the lower number of the reading ability in Indonesia. With this fact, GENTA as one of the oldest student press in Indonesia should know about the audience.

The readership of GENTA Magazines targeted at the students as the audience will be investigated in this research. As the print media industry facing their challenge in this modern and global era, to understanding the consumption tendencies and motives will help and answer the problems and help the industry to stay keep up with the internet things.

This research will be value-able to the magazines publishers to adapt with their audience motives and needs from the magazines. The student press, as the publishers might have more understanding of how to make their contents of the magazine and have better understanding how of how to get the audience attention's.

Research question

This purpose of this study is to examine the motives of Petra Christian University's students for reading GENTA Magazines. U&G is used to identify the audience's motives of their usage of media, in this case GENTA Magazines as the internal media of Petra Christian University. Based on this background, this study will seek to research question as follow:

What is the gratifications motives of Petra Christian University's students for reading GENTA Magazines

This study is used the sample from total population of 2016 and 2017 batch of Petra Christian University. The gratification motives and media use of Petra Christian University's students for reading GENTA Magazines. This means that the findings can be generalized to the population of Petra Christian University's student.

Literature Review

Uses and Gratifications theory

Uses and gratifications, then, is a psychological communication perspective. It shifts the focus of inquiry from a mechanistic perspective's interest in direct effects of media on receivers to assessing how people use the media: "that is, what purposes or function the media serve for a body of active receivers" (Fisher, 1978, p.159). The psychological perspective stresses individual use and choice. As such, researchers seek to explain media effects "in terms of the purposes, functions or uses (that is, uses and gratifications) as controlled by the choice patterns of receivers (Rubin, in *Media Effects; Advances in Theory and Research* 2nd Edition, p.526). That explains why this theory sees media audience as an active communicator, rather that passive recipients of the media, according to Rubin (2002).

According to Miller (2005), Uses and gratifications theory began to conceive the audience motives as gratifications that were obtained by individuals from the media. Because this research featured the ability of the audience to provide information from the media, so they are an active audience which knowing their motives and desires to the media. According to Galloway & Meek (1981), the audience motivation to use any mass media is affected by how much an individual relies on it and another motivation is to satisfied theirs need (Lichtenstein & Rosenfeld, 1983).

Furthermore, previous U&G researches have primarily concentrated on choice, reception, and manner of response of the media audience (Ruggiero, 2000) and McQuail (1994) assume that the audience member makes a conscious and motivated choice among media channel and content. According to uses and gratifications researchers, media users are active and choose a medium to satisfy a specific need (Littlejohn, 2009, p.626).

The more an individual depends on a specific medium to fulfill needs, the more important that media will become to that person. This can, in turn, lead to different patterns of media exposure and use. Ultimately, this can lead to cognitive, affective, and behavior effects of media use (Littlejohn, 2009, p.978).

This process of reliance on media can be examined from either a macro- or a microlevel approach. A microlevel approach looks specifically at the role of media in the lives of an individual, examining how people use and depend on media to meet specific goals or needs. From a micro perspective, a person will become more dependent on the specific media that will satisfy a variety of needs over those that satisfy just a few needs (Littlejohn, 2009, p.978).

Uses and gratifications theory – a research approach that used to understanding audience consumption of traditional media (Ruggiero 2000) would be an appropriate theory to knowing about audience's motives of their usage of media. In terms that the audience an active audience that define that they make the conscious decisions about what media they consume (McQuail 2007). Early in the history of communications research, approach was developed to study the gratifications that attract and hold audiences to the kinds of media and the types of content that satisfy their social and psychological needs (Cantril, 1942).

According to Katz and Blumler (1973), there are four most frequently found motives of using traditional media (television, radio and newspapers). a) diversion (escape from personal problems and release emotion); b) personal relationship (companionship and help in social interaction); c) personal identity (to understand themselves and reassure their role in society); d) surveillance (look for information about factors that might affect or help one).

In further research of U&G theory, Stafford, Stafford & Schkade (2004) provided a meta-categorisation of gratification factors to identified three types of gratification sought by consumers, namely content gratifications, process gratifications and social gratifications. Content gratifications apply when consumers use a particular medium for the content it provides them (such as entertainment information). Process gratifications apply when consumers use a particular medium because they enjoy the process of using the medium (like surfing the web). Finally, social gratifications apply when consumers use a particular medium to gratify their need for social interaction (find friends with similar interest, interpersonal communication, etc.).

Uses and Gratifications of Magazines

Uses and gratifications theory takes a different approach to understand media than do most of the theorist scholars apply to analyses of magazine content and the impact that content has on the publication's readership (Filak, 2015, p.261). U&G theory attempt to understand what audiences do with the media, while the most theoretical approaches seek to understand what media do.

According to Filak (2015), with U&G perspective, scholars have posited that some biological and psychological need are innate to the human condition. The readers will seek out sources to satisfy their needs and they will repeatedly return to the magazine.

The 5 key assumptions to U&G and media use; (1) active audience, (2) the goal is to use media, (3) media consumption satisfies a wide range of needs, (4) people knowing why they use the media, and (5) gratifications can be obtained through the use of media.

Individuals as a reader tend to seek specific kinds of media to satisfy their needs. They are actively pursuing the media to find out their goals and will continue to return to those media that best satisfied their needs. The media can provide a wide array of gratifications, even within specific format and through that the readers get multiple needs.

Research methodology

Based on the previous research by M.G. Jere & S.V. Davis, we find thirty gratification statements to measure the motivation for reading magazine drawn from some previous UGT studies. In previous research the 30 gratifications grouped into 10 categories to capture the gratifications and we modified to 9 categories to adjust with our respondents. The statements list provided in the table below.

The respondents were asked to rate their reason to read GENTA Magazine based on those statements that operationalized in 5-point Likert scale (5=exactly, 1=not at all). The instrument was divided into two parts: the first part, they were asked to answer basic identity (gender and major). And in the final section they were asked about motivations in reading GENTA Magazine that divided again into 3 categories based on Stafford, Stafford & Schkade (2004) meta-categorization of gratification factors (Social Gratifications, Content Gratifications, and Process Gratifications).

Table 1. Measurement items to capture motivations for reading GENTA Magazine

Gratification Measures: "I read GENTA Magazine..."	
SOCIAL GRATIFICATIONS	
<i>Status: Media use is perceived as cool and confers social identity and status (Sheldon, 2008)</i>	
	<i>Because they make me appear modern/hip (Sheldon, 2008)</i>
	<i>Because "Tentang Petra" rubric make me up to date with everything happens in Petra Christian U</i>
	<i>Because "Surabaya Corner" rubric make me up to date with everything in Surabaya</i>
<i>Interpersonal Utility: Preparing for anticipated conversations with others or for interpersonal activities in the larger social order (Payne et al. 2003)</i>	
	<i>To meet people with my interests (Randle, 2003)</i>
	<i>Because it makes me connected with people who share the same interests with me</i>
	<i>Because they give me freedom to express my opinion and feelings (Randle, 2003)</i>
	<i>Because it gives me space to express my minds</i>
CONTENT GRATIFICATIONS	
<i>Information Seeking: Use of media for acquiring useful information easily and in an inexpensive manner (Korgaonkar & Wolin, 1999)</i>	
	<i>To get information quickly and cheaply (Randle, 2003)</i>
	<i>Because it provides information quickly and cheaply</i>
	<i>To know about factual and trusted issues</i>
	<i>Because I know the information is reliable (Eighmey & McCord 1998)</i>
	<i>Because GENTA Magazine is trusted and reliable</i>
<i>Surveillance: Media use aimed at obtaining information about the world (Payne et al. 2003)</i>	
	<i>Because they help me keep abreast of events and trends (Randle, 2003); (Payne et al. 1988)</i>
	<i>Because "Surabaya Corner" rubric gives new information about tourism destination in Surabaya</i>
	<i>Because "Tentang Petra" rubric gives information about new facilities or events in Petra Christian University</i>
	<i>Because "Tahukah Kamu" rubric gives information about unique things in the world</i>
	<i>Because they offer interesting stories (Randle, 2003)</i>
	<i>Because it always comes up with interesting topics in every edition</i>
<i>Self-Development: Use of media for self-growth and development (Roy, 2009)</i>	
	<i>Because they inspire me to be more creative (Roy 2009)</i>
	<i>Because it inspires me to create something</i>
	<i>Because they provide me with ideas to improve my lifestyle (Randle, 2003)</i>
	<i>Because it gives me with interesting ideas to develop myself</i>
	<i>Because "Renungan" rubric helps me solve my problems</i>
	<i>Because "Jeda Inspirasi" rubric inspires me to be more active in student organization</i>
<i>Career Opportunities: Ease of seeking career and job opportunities and preparing for the global workplace (Roy, 2009)</i>	
	<i>Because they help me with career matters (Randle, 2003); (Payne et al. 1988)</i>
	<i>Because it helps me decide the job that match for me</i>
	<i>Because it provides information about what I should prepare for career matters</i>
<i>Diversions: Relaxing and passing time with entertainment materials (Payne et al. 2003)</i>	
	<i>For entertainment, to relax (Randle, 2003); (Payne et al. 1988)</i>
	<i>Because "Rekaman Lensa" rubric entertains me</i>
	<i>They offer stories with good illustrations and photographic content (Randle, 2003); (Payne et al. 1988)</i>
	<i>Because it has good quality of photos and illustrations</i>
	<i>To pass the time when I'm bored (Randle, 2003); (Payne et al. 1988)</i>
	<i>Because it makes me forget about time and distract me from my daily activity</i>
	<i>To pass time and to look for entertainment</i>
<i>Economy: Use of media for shopping and buying motivation such as buying a stock or bond (Korgaonkar & Wolin, 1999)</i>	
	<i>Because it is affordable (Korgaonkar & Wolin, 1999)</i>
	<i>Because I don't have to pay to read it</i>
	<i>To find information about product and services (Randle, 2003)</i>
	<i>To help me find the products and services that I need</i>
PROCESS GRATIFICATIONS	
<i>Exploration: Exploratory behavior associated with curiosity and desire for variety (Novak, Hoffmann & Yung, 2008)</i>	
	<i>When I hear about a new magazine, I'm eager to check it out (Novak, Hoffmann & Yung, 2008)</i>
	<i>Because I'm eager to check the newest edition of GENTA Magazine</i>

Results

Descriptive Statistic of the Sample

There are 6 faculties in Petra Christian University with total of 26 departments (based on the latest data from July 2018). This research only received response from students of batch 2016 and batch 2017 because those students already read 10 new editions of GENTA Magazine. The departments with the total of the students are summarized in the Table 2.

Table 2. Total Students of Petra Christian University Batch 2016 and 2017*

Faculty of Letters	
English Literature	106 students
English for Creative Industry	49 students
Chinese Literature	25 students
Faculty of Civil and Planning	
Civil Engineering	353 students
Architecture Engineering	299 students
Faculty of Industrial Technology	
Electrical Engineering	59 students
Mechanical Engineering	144 students
Automotive Engineering	59 students
Informatics Engineering	253 students
Business Information System	50 students
Industrial Engineering	190 students
International Business Engineering	11 students
Faculty of Economics	
Business Management	360 students
Business Accounting	143 students
Tax Accounting	178 students
Hotel Management	231 students
Tourism and Leisure Management	74 students
Financial Management	142 students
Marketing Management	98 students
International Business Management	85 students
International Business Accounting	29 students
Faculty of Art and Design	
Interior Design	236 students
Visual Communication Design	343 students
International Program in Digital Media	22 students

Faculty of Communication Science	
Communication Science	174 students
Faculty of Teacher Education	
Elementary School Teacher Education	37 students

**data collected from July 2018*

The online survey drew 136 respondents. As the study focused on 2016 and 2017 students, responses from 2015 and 2018 students and incomplete questionnaire were excluded from analysis, leaving 100 responses for analysis of which 52% were female and 48% were male.

Table 3. Sex Profile of Sample

Male	48	48%
Female	52	52%
Total	100	100%

Table 4. Population and Sample

	Population	Sample	Percentage
Faculty of Letters			
English Literature	106 students	3 students	3%
English for Creative Industry	49 students	1 students	1%
Chinese Literature	25 students	1 students	1%
Faculty of Civil and Planning			
Civil Engineering	353 students	10 students	10%
Architecture Engineering	299 students	8 students	8%
Faculty of Industrial Technology			
Electrical Engineering	59 students	1 students	1%
Mechanical Engineering	144 students	4 students	4%
Automotive Engineering	59 students	1 students	1%
Informatics Engineering	253 students	6 students	6%
Business Information System	50 students	2 students	2%

Industrial Engineering	190 students	5 students	5%
International Business Engineering	11 students	0 students	
Faculty of Economics			
Business Management	360 students	10 students	10%
Business Accounting	143 students	4 students	4%
Tax Accounting	178 students	5 students	5%
Hotel Management	231 students	6 students	6%
Tourism and Leisure Management	74 students	2 students	2%
Financial Management	142 students	4 students	4%
Marketing Management	98 students	3 students	3%
International Business Management	85 students	2 students	2%
International Business Accounting	29 students	1 student	1%
Faculty of Art and Design			
Interior Design	236 students	6 students	6%
Visual Communication Design	343 students	9 students	9%
International Program in Digital Media	22 students	0 students	
Faculty of Communication Science			
Communication Science	174 students	5 students	5%
Faculty of Teacher Education			
Elementary School Teacher Education	37 students	1 student	1%
Total	3750 students	100 students	100%

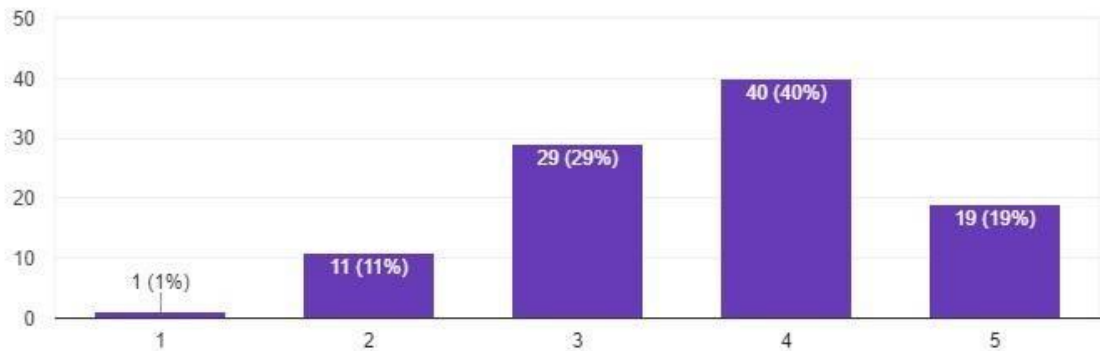
Categorization

Social Gratifications

Status (1, 2)

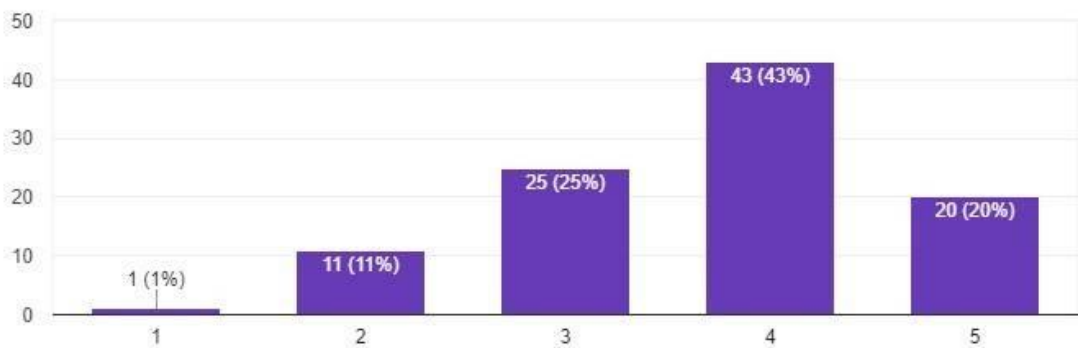
I read GENTA Magazine because "Tentang Petra" rubric make me up to date with everything happens n Petra Christian University

100 responses



I read GENTA Magazine because "Surabaya Corner" rubric make me up to date with everything in Surabaya

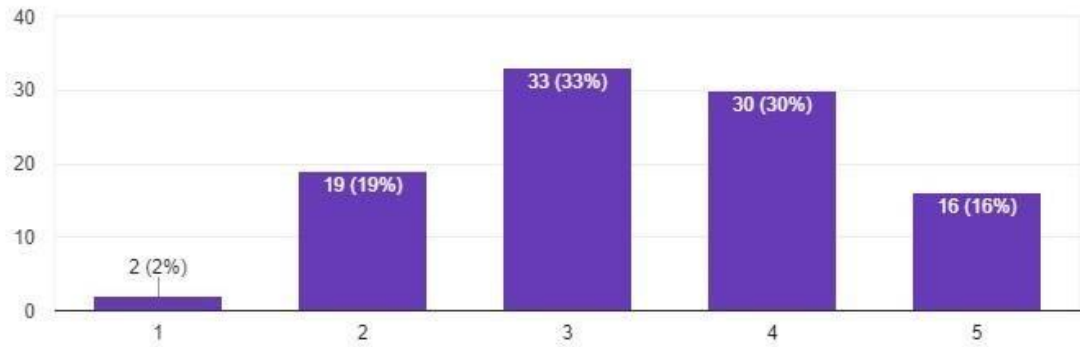
100 responses



Interpersonal Utility (3, 4)

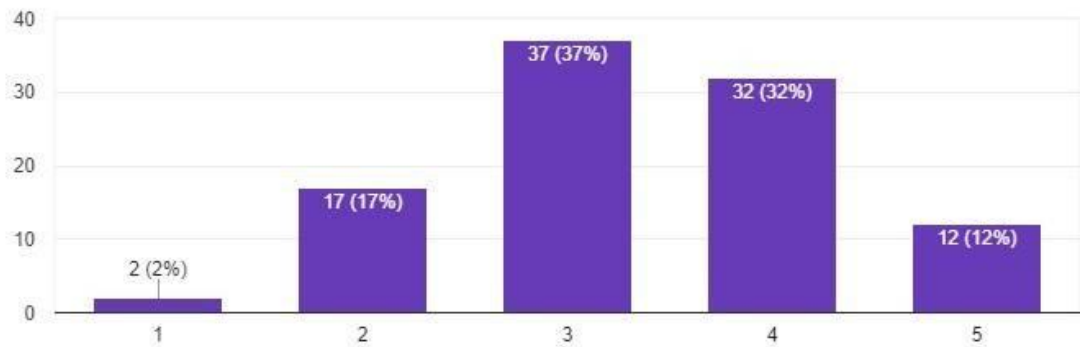
I read GENTA Magazine because it makes me connected with people who share the same interests with me

100 responses



I read GENTA Magazine because it gives me space to express my minds

100 responses

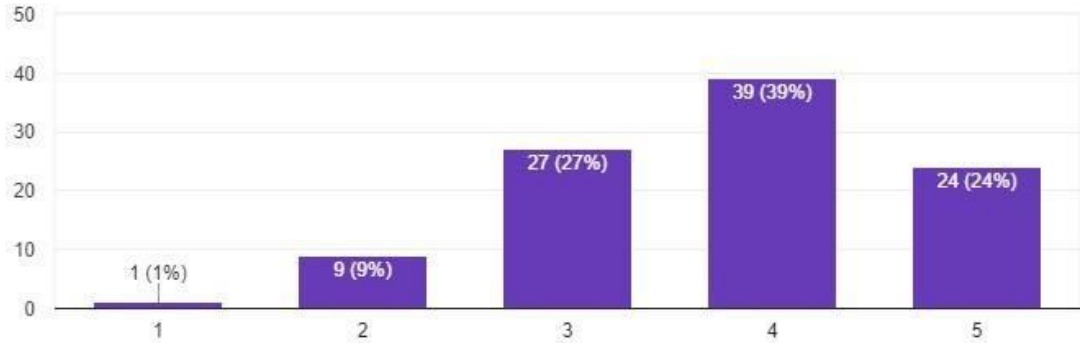


Content Gratifications

Information Seeking (5, 6, 7)

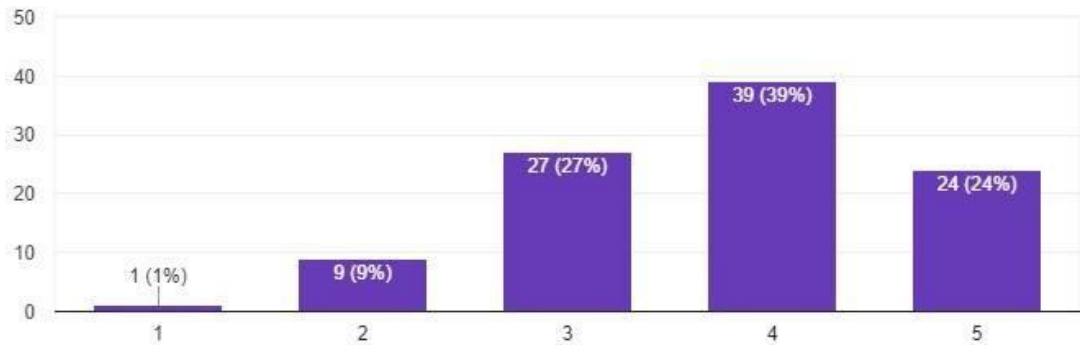
I read GENTA Magazine because it provides information quickly and cheaply

100 responses



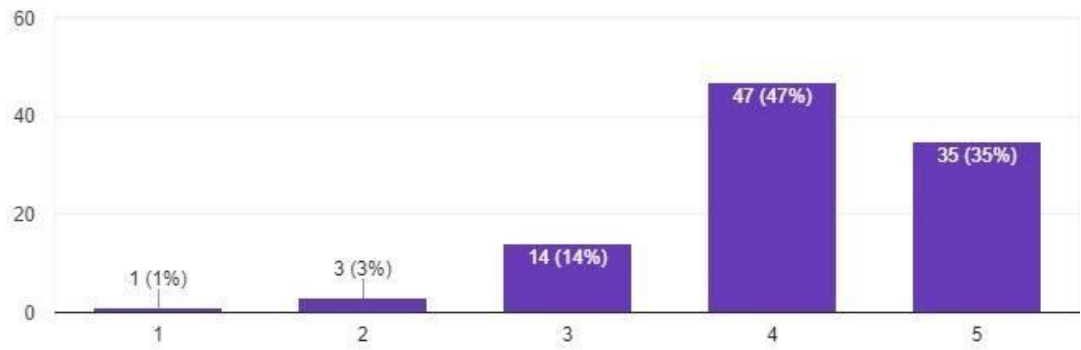
I read GENTA Magazine to know about factual and trusted issues

100 responses



I read GENTA Magazine because GENTA Magazine is trusted and reliable

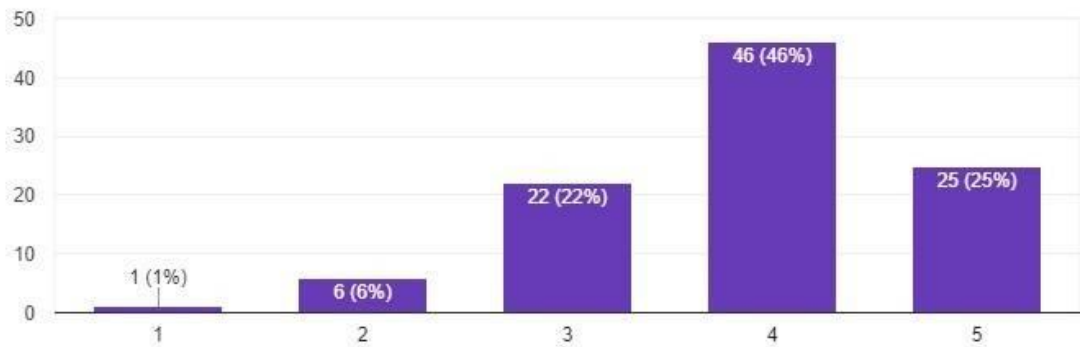
100 responses



Surveillance (8, 9, 10, 11)

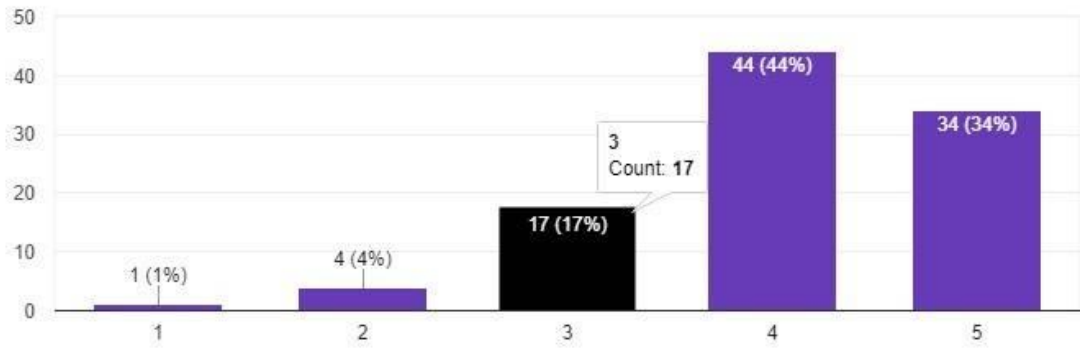
I read GENTA Magazine because "Surabaya Corner" rubric gives new information about tourism destination in Surabaya

100 responses



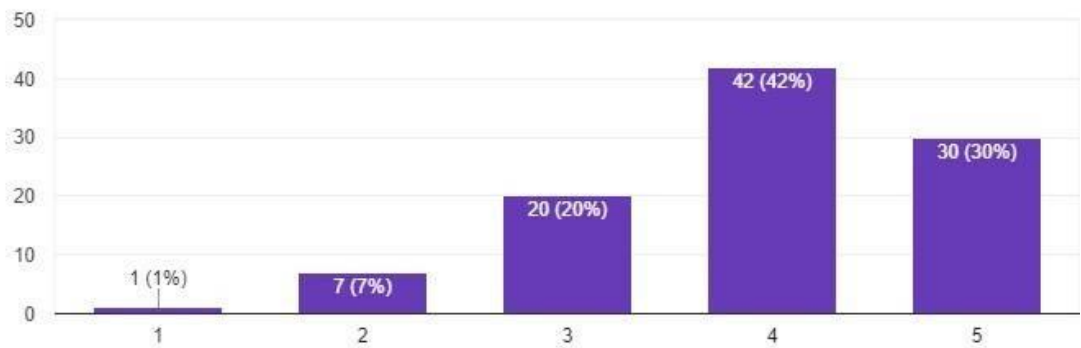
I read GENTA Magazine because "Tahukah Kamu" rubric gives information about unique things in the world

100 responses



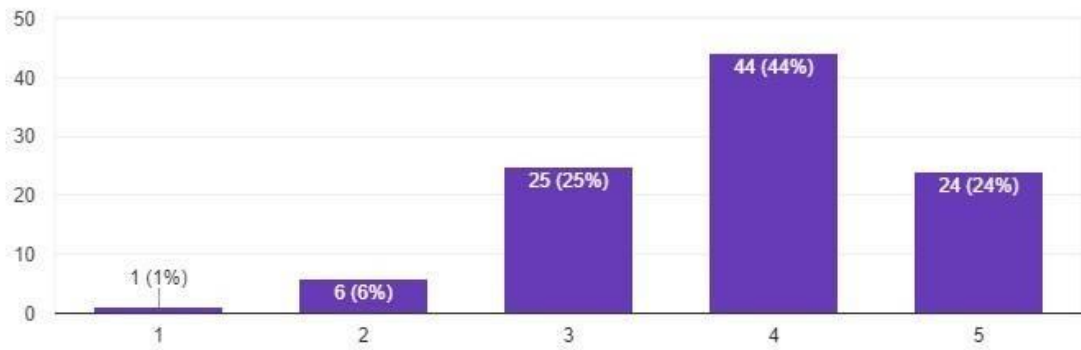
I read GENTA Magazine because "Tentang Petra" rubric gives information about new facilities or events in Petra Christian University

100 responses



I read GENTA Magazine because it always comes up with interesting topics in every edition

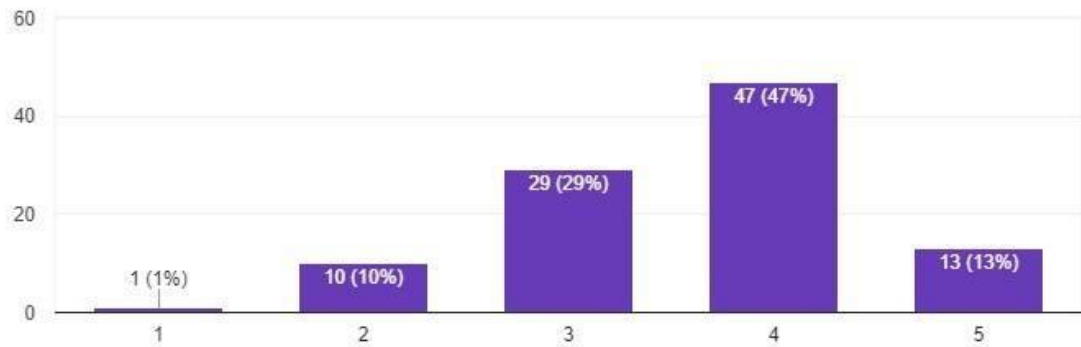
100 responses



Self-Development (12, 13, 14, 15)

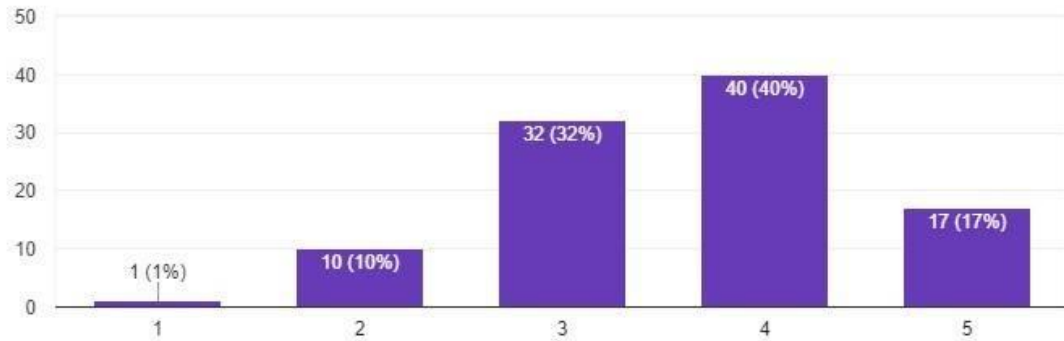
I read GENTA Magazine because it inspire me to create something

100 responses



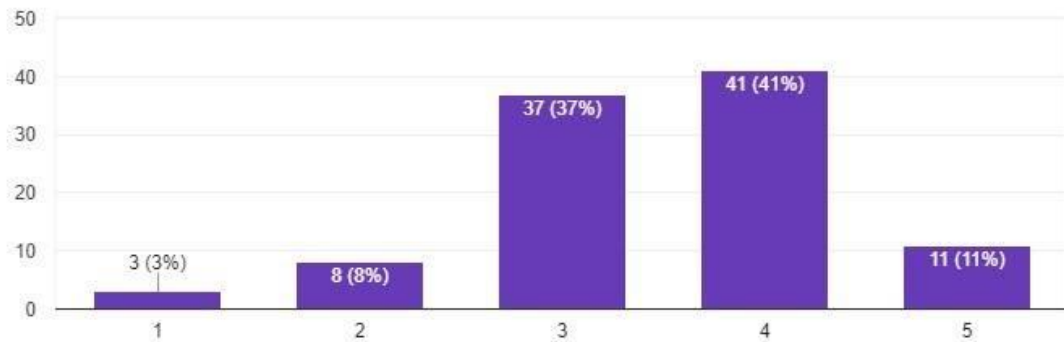
I read GENTA Magazine because it provides interesting ideas to develop myself

100 responses



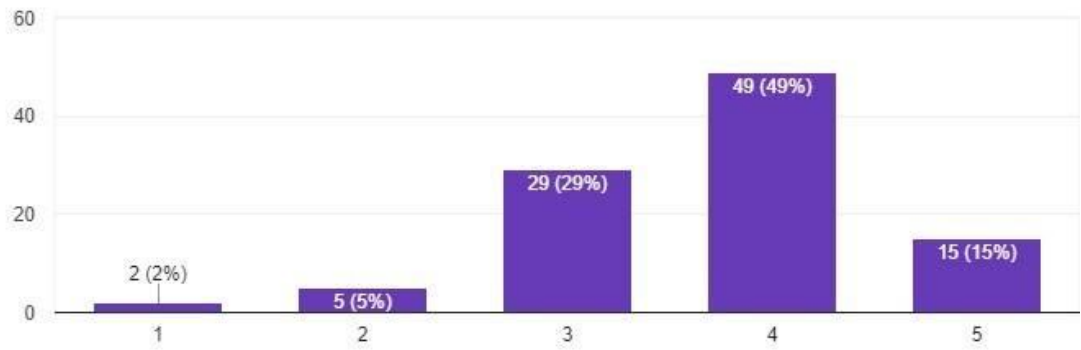
I read GENTA Magazine because "Renungan" rubric helps me solve my problems

100 responses



I read GENTA Magazine because "Jeda Inspirasi" rubric inspires me to be more active in student organization

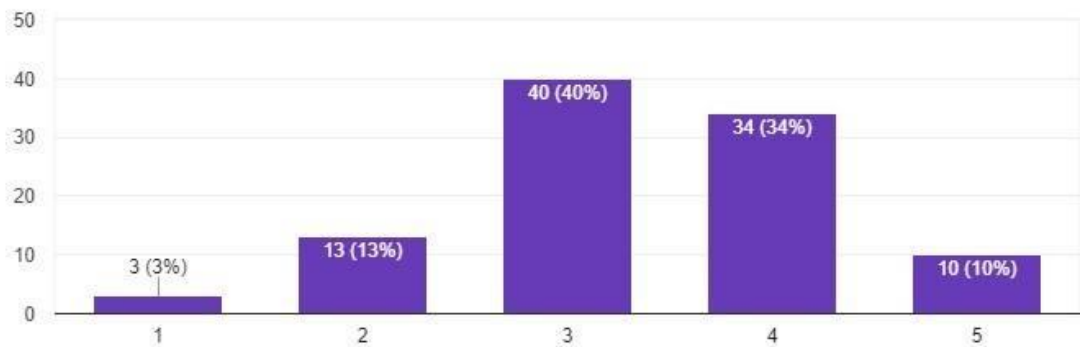
100 responses



Career Opportunities (16, 17)

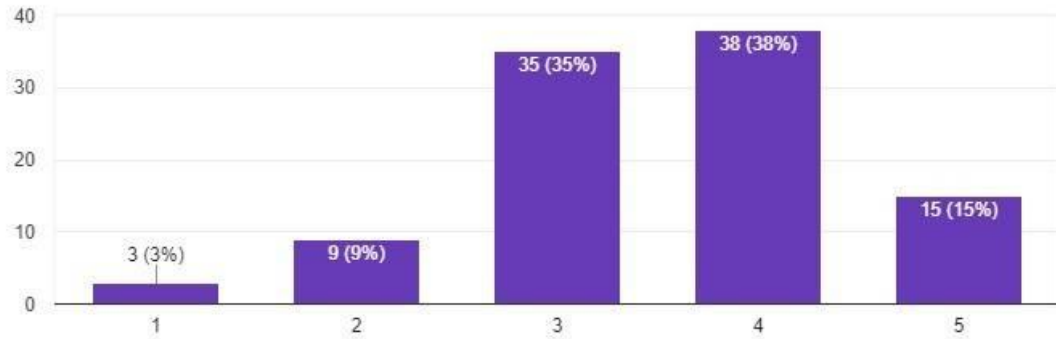
I read GENTA Magazine because it helps me decide the job that match for me

100 responses



I read GENTA Magazine because it provides information about what I should prepare for career matters

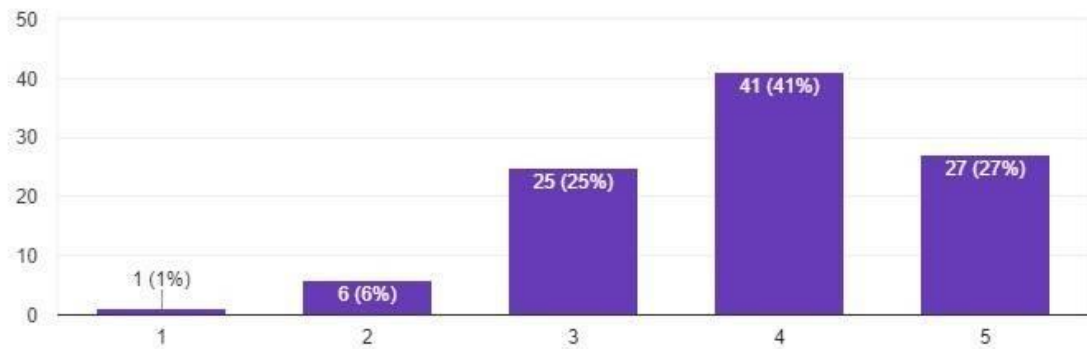
100 responses



Diversion (18, 19, 20, 21)

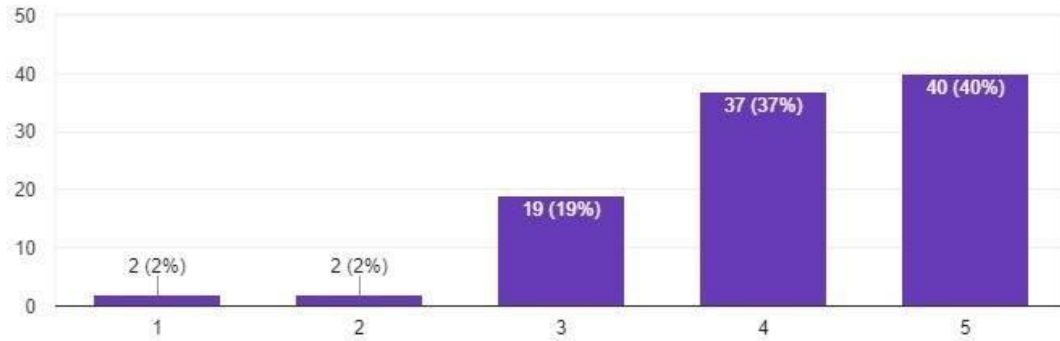
I read GENTA Magazine because "Rekaman Lensa" rubric entertains me

100 responses



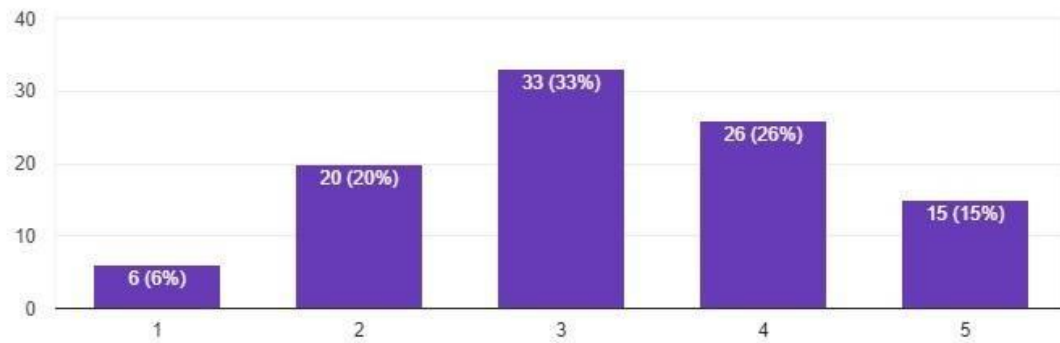
I read GENTA Magazine because it has good quality of photos and illustrations

100 responses



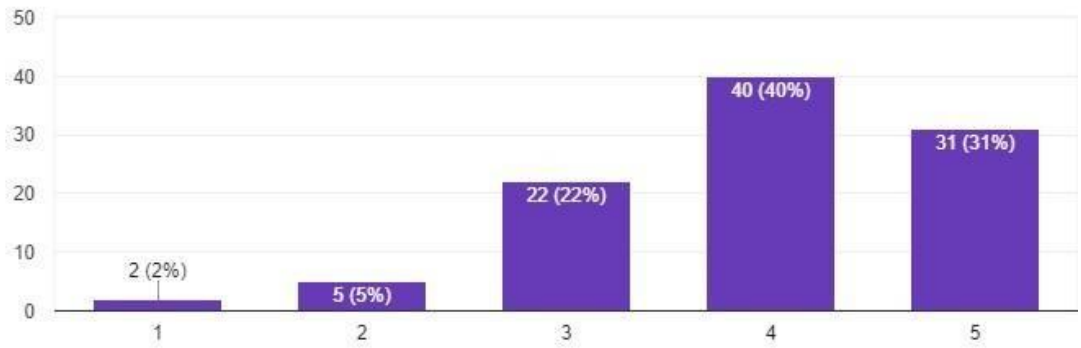
I read GENTA Magazine because it makes me forget about time and distract me from my daily activity

100 responses



I read GENTA Magazine to pass time and to look for entertainment

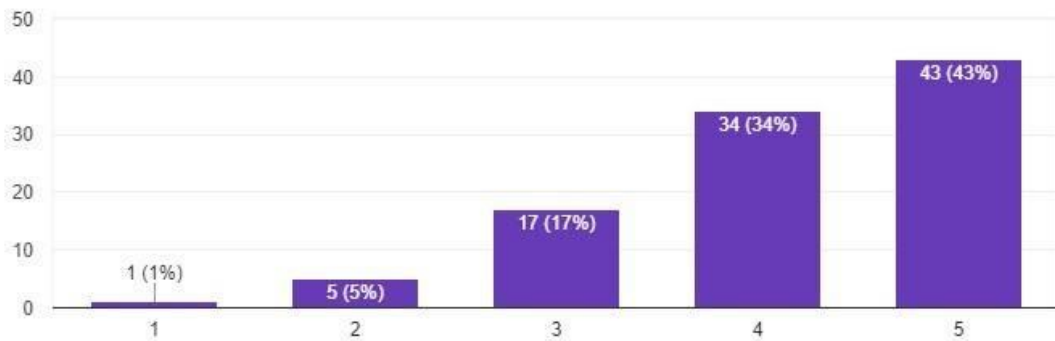
100 responses



Economy (22, 23)

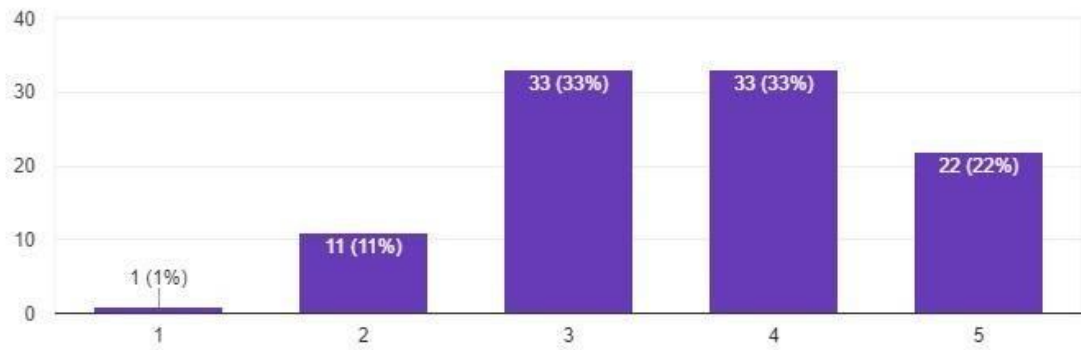
I read GENTA Magazine because I don't have to pay to read it

100 responses



I read GENTA Magazine to help me find the products and services that I need

100 responses

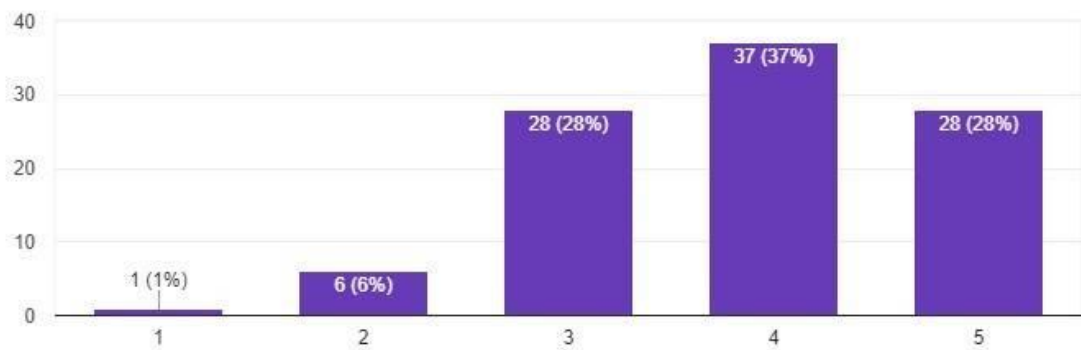


Process Gratifications

Exploration (24)

I read GENTA Magazine because I'm eager to check the newest edition of GENTA Magazine

100 responses



Gratification Scale

To determine the mean of the response of Social Gratifications, Content Gratifications, and Process Gratifications, an average calculation of all question is carried out with the following formula (Simamora, 2004)

$$I = \frac{m-n}{b}$$

I : interval

m : highest score

n : lowest score

b : total class

Based on Likert scale, the highest score is 5 and the lowest score is 1, while the class is 3 (Social Gratifications, Content Gratifications, and Process Gratifications).

$$I = \frac{5-1}{3}$$

$$I = \frac{4}{3}$$

$$I = 1,33$$

The motive categorized High/Medium/Low if:

High : 3,68 - 5

Medium : 2,34 - 3,67

Low : 1 - 2,33

Gratification Factor

- SD = Strongly Disagree
 D = Disagree
 N = Neutral
 A = Agree
 SA = Strongly Agree
 SI MEAN = Sub Indicator Mean

Table. 5 Social Gratifications

SOCIAL GRATIFICATIONS (X)									
	SD	D	N	A	SA	TOTAL	SI MEAN	MEAN	
X1									
a	1	11	29	40	19	3,65	3,675	3,5225	
b	1	11	25	43	20	3,7			
X2									
a	2	19	33	30	16	3,39	3,37		
b	2	17	37	32	12	3,35			

*X1 = Status; X2 = Interpersonal Utility

Based on the table above, the mean indicator of Social Gratifications is 3,5225, this is the lowest score of the gratification motives in medium range of the scale. The Status motive has the highest score (3,7) for the statement 'I read GENTA Magazine because "Surabaya Corner" rubric make me up to date with everything in Surabaya'. This content is interesting because in this rubric GENTA Magazine writes about places in Surabaya, that usually rarely known. And they like to know about places in Surabaya as an Instagram-able photo spot. Meanwhile the lowest score (3,35) is Interpersonal Utility motive for the statement 'I read GENTA Magazine because it gives me space to express my minds'. It means the readers do not find GENTA Magazine as a medium to express their minds This happen because not all the student of Petra Christian University could be a contributor in GENTA Magazine.

And the highest score with 3,7 is for statement 'I read GENTA Magazine because "Surabaya Corner" rubric make me up to date with everything in Surabaya' they think GENTA Magazine can make them appear modern/hip because they know about the newest information about Surabaya from GENTA Magazine.

Table. 6 Content Gratifications

CONTENT GRATIFICATIONS (Y)									
	SD	D	N	A	SA	TOTAL	SI MEAN	MEAN	
Y1									3,872105
a	1	9	27	39	24	3,76	3,88		
b	1	9	27	39	24	3,76			
c	1	3	14	47	35	4,12			
Y2									
a	1	6	22	46	25	3,88	3,9275		
b	1	4	17	44	34	4,06			
c	1	7	20	42	30	3,93			
d	1	6	25	44	24	3,84			
Y3									
a	1	10	29	47	13	3,61	3,605		
b	1	10	32	40	17	3,62			
c	3	8	37	41	11	3,49			
d	2	5	29	49	15	3,7			
Y4									
a	3	13	40	34	10	3,35	3,44		
b	3	9	35	38	15	3,53			
Y5									
a	1	6	25	41	37	3,87	3,7875		
b	2	2	19	37	40	4,11			
c	6	20	33	26	15	3,24			
d	2	5	22	40	31	3,93			
Y6									
a	1	5	17	34	43	4,13	3,885		
b	1	11	33	33	22	3,64			

*Y1 = Information Seeking; Y2 = Surveillance; Y3 = Self-Development; Y4 = Career Opportunities; Y5 = Diversion; Y6 = Economy

The mean indicator of Content Gratifications is 3,872105, this is the highest score of the gratification motives in high range of the scale. Most of Petra Christian University students read GENTA Magazine because of Surveillance motive (3,9275). And the sub-indicator motive with the highest is the statement 'I read GENTA Magazine because "Tentang Petra" rubric gives information about new facilities or events in Petra Christian University'. It happened because Petra Christian University consists of 3 main building, which each of bureau also spread across

that 3 building that made the students barely know about it. The lowest score is Career Opportunities motive with 3,44 and the lowest statement 'I read GENTA Magazine because it helps me decide the job that match for me'. Because there is actually no rubric about career that specifically discuss about that.

As the highest mean indicator is the Content Gratification with score 3,872105. Petra Christian University students' motives to read GENTA Magazine is for acquiring trusted and reliable information quickly and cheaply especially about Petra Christian University. They also read GENTA Magazine to develop themselves by interesting ideas to be more creative and prepare themselves for job opportunities by the content provided. GENTA Magazine also come with good quality of illustrations and photographic content that makes them more interested to find entertainment to pass their time. And mostly, they read GENTA Magazine because it is affordable, the student press distributes GENTA Magazine for free.

Table. 7 Process Gratification

PROCESS GRATIFICATIONS (Z)							
	SD	D	N	A	SA	TOTAL	
Z1							
a	1	6	28	37	28	3,85	3,85

*Z1 = Exploration

Meanwhile the Process Gratification got 3,85 for Exploration motives. Petra Christian University students are eager to check the newest edition of GENTA Magazine.

Conclusion

The highest gratification motives of GENTA Magazine's audience is content gratifications with 3,87. Most of Petra Christian University students read GENTA Magazine because of Surveillance motive (3,9275). In surveillance motives, media use aimed to obtaining information about the world and this research it means by the information about university and Surabaya. It makes them up-to-date with events and trends and also interested with the stories in the media.

In the highest statement 'I read GENTA Magazine because "Tentang Petra" rubric gives information about new facilities or events in Petra Christian University'. It happened because Petra Christian University consists of 3 main building, which each of bureau also spread across that 3 building that made the students barely know about it.

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