

ABSTRACT

Paskalin, Agatha Piscesia. 2017. **Structured and Independent Learning: A Lived Experience of English Education Students**. Yogyakarta: English Language Studies, Sanata Dharma University.

The credit system in ELESP Sanata Dharma University consists of face-to-face learning, structured learning, and independent learning. The face-to-face learning focuses on lecturing in the classroom, while the structured and independent learning are carried out both inside and outside the classroom. As learning is actually personally performed by students, they must make their own efforts in learning with the help of lecturers, peers, learning environments in order to be successful so that they will be able to improve their life quality. In most recent job vacancies, they require at least a GPA of 3.00 for the applicants. Considering this, in ELESP there are successful and less successful students determining from their GPA results. Those who have $GPA \geq 3.00$ are considered successful, while those who have $GPA \leq 3.00$ are considered academically less successful. The efforts and struggle of being successful might be very hard. This research was aimed to catch, describe, and interpret the phenomena of structured and independent learning activities undertaken by less-successful ELESP students. A question was formulated: What is the English Education students' lived experience of structured and independent learning like? In this piece of research, structured and independent learning were seen holistically without being separated.

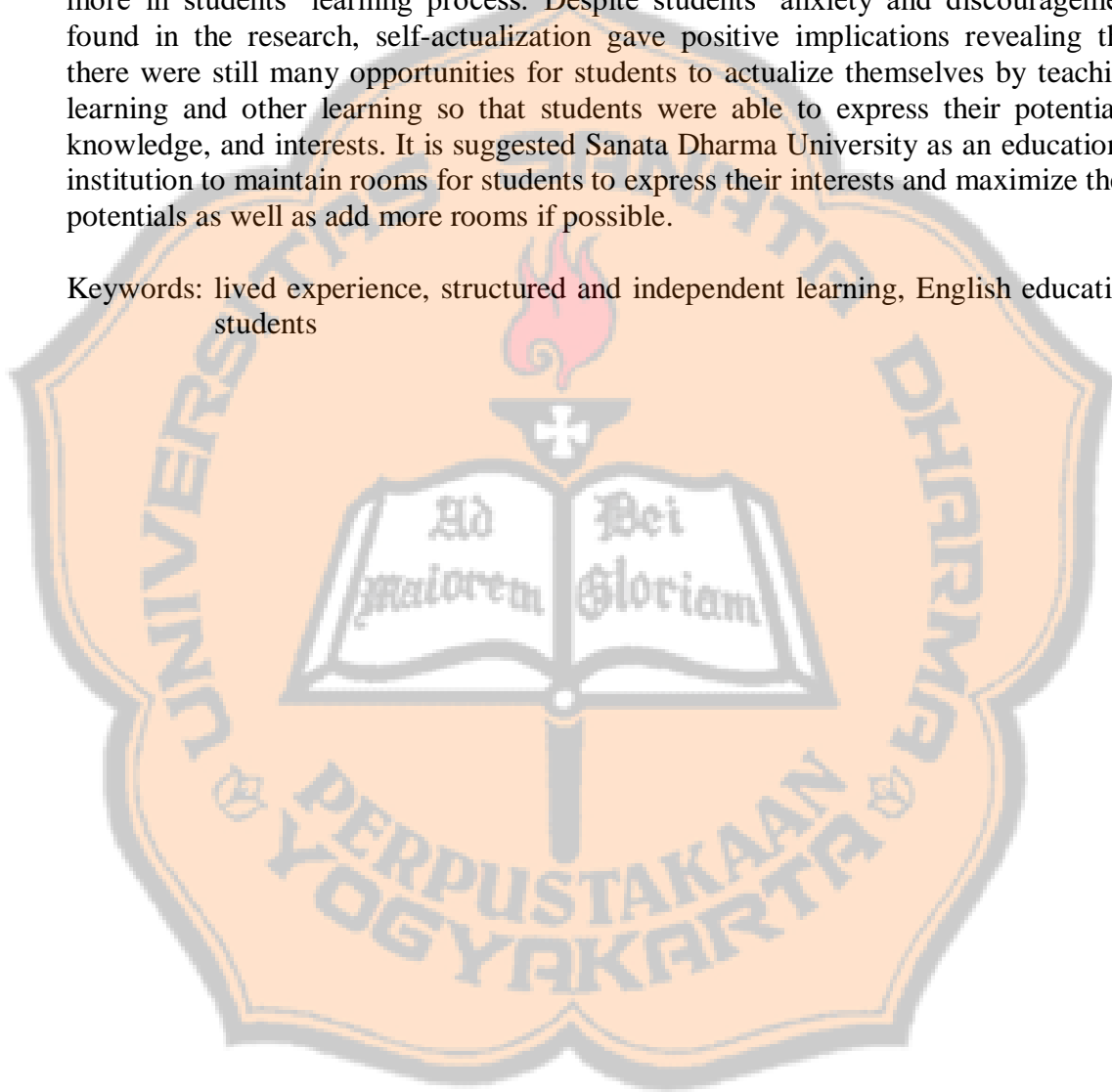
Hermeneutic phenomenology research was conducted in this research. It used hermeneutic phenomenology to describe and interpret the phenomena. The research was also expected to voice out and be advocative to the less successful students in managing their structured and independent learning who might have been misunderstood or marginalized by the system, lecturers, or circumstances. The efforts, struggles, failures, success in participants' lived experiences were used to reveal the meaning of their structured and independent learning experiences. The research participants were three ELESP students who were in the sixth and eight semesters on academic year 2015/2016. The research primary source was derived from participants' in-depth interviews and the data gathered were in the form of texts.

The research findings were the description and interpretation of participants' lived experience of structured and independent learning. There were two pre-figured meanings, namely learning struggles and motivation that were developed from logical truth. Prior to the interview, they were bracketed out, including own understanding, experiences and thoughts about structured and independent learning so that these did not influence the process of gathering the texts. The research results showed that there were three emergent meaning, namely anxiety (Code: EL-ANX), discouragement (Code: EL-DISC), and self-actualization (Code: EL-SAC) that were emerged empirically from participants' lived experiences.

Implications and recommendation were also drawn based on research findings. The ultimate implications were to promote better emphatic understanding towards

students' lived experience of structured and independent learning. Students' anxiety in language learning might be caused by high standard defined by study program and it is suggested to redefine the standard as well as provide more support groups outside the classroom to motivate students in learning and make them more relaxed so that those will reduce students' anxiety. Then, students' discouragement in language learning might be sourced from lecturers' lack of consideration towards students and it is recommended for lecturers to be more considerate, responsible, and involved more in students' learning process. Despite students' anxiety and discouragement found in the research, self-actualization gave positive implications revealing that there were still many opportunities for students to actualize themselves by teaching learning and other learning so that students were able to express their potentials, knowledge, and interests. It is suggested Sanata Dharma University as an educational institution to maintain rooms for students to express their interests and maximize their potentials as well as add more rooms if possible.

Keywords: lived experience, structured and independent learning, English education students



ABSTRAK

Paskalin, Agatha Piscesia. 2017. *Structured and Independent Learning: A Lived Experience of English Education Students*. Yogyakarta: Kajian Bahasa Inggris, Universitas Sanata Dharma.

Sistem kredit di Pendidikan Bahasa Inggris, Universitas Sanata Dharma terdiri dari kegiatan pembelajaran tatap muka, terstruktur, dan mandiri. Kegiatan pembelajaran tatap muka menitikberatkan pada kegiatan perkuliahan di kelas, sedangkan kegiatan pembelajaran terstruktur dan mandiri dilakukan di dalam dan luar kelas oleh mahasiswa. Dikarenakan kegiatan belajar dilakukan secara personal oleh mahasiswa, mahasiswa harus berusaha sendiri dalam proses belajarnya dengan bantuan dosen, teman, lingkungan supaya berhasil dan mampu meningkatkan kualitas hidupnya. Lowongan pekerjaan akhir-akhir ini membutuhkan calon tenaga kerja dengan minimal IPK 3,00. Dengan fakta ini, ada pengelompokan mahasiswa berhasil dan mahasiswa kurang berhasil dilihat dari nilai IPK-nya. Mahasiswa yang memiliki IPK $\geq 3,00$ disebut berhasil, sedangkan yang memiliki IPK $\leq 3,00$ disebut kurang berhasil secara akademik. Usaha dan perjuangan mungkin sangat berat untuk berhasil. Penelitian ini bertujuan untuk menangkap, mendeskripsikan, dan menginterpretasikan fenomena kegiatan pembelajaran terstruktur dan mandiri yang dijalani oleh mahasiswa PBI yang kurang berhasil. Sebuah pertanyaan diajukan dalam penelitian ini yaitu: Seperti apakah pengalaman hidup mahasiswa PBI dalam kegiatan pembelajaran terstruktur dan mandiri? Dalam penelitian ini, kegiatan pembelajaran terstruktur dan mandiri dilihat secara utuh tanpa adanya pemisahan.

Penelitian ini menggunakan fenomenologi hermeneutik. Disebut penelitian fenomenologi hermeneutic karena tujuannya mendeskripsikan dan menginterpretasikan fenomena. Lalu, penelitian ini juga diharapkan menyuarakan dan membantu mahasiswa yang kurang berhasil dalam kegiatan pembelajaran terstruktur dan mandiri yang mungkin saja disalahartikan atau termajinalisasi oleh system, dosen, lingkungannya. Segala usaha, perjuangan, kegagalan, dan kesuksesan dalam pengalaman hidup para partisipan digunakan untuk mengungkap makna dari pengalaman hidup tentang kegiatan pembelajaran terstruktur dan mandiri. Partisipan penelitian ini adalah 3 orang mahasiswa PBI semester 6 dan 8 dalam tahun akademik 2015/2016. Sumber utama penelitian ini berasal dari wawancara mendalam dengan partisipan dan data hasil interview disajikan dalam bentuk teks.

Penemuan penelitian ini berupa deskripsi dan interpretasi dari pengalaman hidup partisipan tentang kegiatan pembelajaran terstruktur dan mandiri. Terdapat dua pemaknaan awal yaitu: perjuangan belajar dan motivasi yang dibangun dari kebenaran logis. Sebelum dilakukan wawancara, peneliti memisahkan pemahaman, pengalaman pribadi, dan pemikiran tentang kegiatan pembelajaran terstruktur dan mandiri sehingga tidak mempengaruhi proses pengambilan data. Sementara itu, terdapat beberapa makna lain, yaitu: kekhawatiran (kode: EL-ANX), kehilangan

semangat (kode: EL-DISC), dan aktualisasi diri (kode: EL-SAC) yang muncul secara empiris dari pengalaman hidup partisipan.

Penemuan tersebut diharapkan memberikan beberapa implikasi dan rekomendasi utamanya untuk memberikan pemahaman empatik yang lebih baik tentang pengalaman hidup mahasiswa dalam pembelajaran terstruktur dan mandiri. Kekhawatiran mahasiswa dalam pembelajaran bahasa mungkin disebabkan oleh tingginya standar yang ditetapkan oleh program studi dan disarankan agar program studi membentuk kelompok-kelompok di luar kelas untuk mendukung mahasiswa supaya makin termotivasi untuk belajar sekaligus membuat mereka lebih santai dan dapat mengurangi kekhawatiran mereka. Kemudian, keputusan mahasiswa dalam pembelajaran bahasa diduga berasal dari kurangnya perhatian dari dosen sehingga para dosen disarankan untuk lebih perhatian, bertanggung jawab, dan lebih terlibat dalam proses belajar mahasiswa. Di samping ditemukannya kekhawatiran dan keputusan mahasiswa, aktualisasi diri memberikan implikasi positif dengan mengungkapkan masih banyak kesempatan bagi mahasiswa untuk mengaktualisasi diri dengan belajar mengajar dan belajar yang lain sehingga mahasiswa dapat mengekspresikan potensi, pengetahuan, dan ketertarikan mereka. Disarankan bagi Universitas Sanata Dharma sebagai institusi pendidikan untuk mempertahankan ruang bagi mahasiswa untuk mengekspresikan diri dan memaksimalkan potensi mereka serta menambah ruang-ruang jika memungkinkan.

Kata kunci: pengalaman hidup, kegiatan pembelajaran terstruktur dan mandiri, mahasiswa pendidikan bahasa inggris