

ABSTRACT

Kusumadewi, Paulina Rian Kunthi. (2017). *Collaborative Learning in Benchmarking Preparation Class to Promote English Learning for Adult Learners*. Yogyakarta: English Language Educations Study Program, Sanata Dharma University.

Younger students are generally seen to learn a foreign language much more easily. On the contrary, older people are known to have more difficulties to learn a foreign language. Adults seem to have less capability to memorize words in detail and acquire native-like pronunciation skills.

This study reports an investigation of a benchmarking preparation class. The benchmarking preparation program was designed to prepare a select group of Kanisius school leaders to visit schools in neighboring countries. This program was intended to equip the participants with communication skills. Therefore, the school leaders were assigned as a group to Sanata Dharma to learn English. Given the fact that the participants are above forty years of age, particular learning strategies that were relevant to them were an urgent need to develop. Transformative learning theory (Mezirow, 1996) suggests that learning facilitation for adults necessitates two major requirements, namely reduced level of stress and ample opportunities for self-expression. This study investigates individual roles in the group learning.

There are two formulated questions in this study, namely (a) how does the learning dynamics take place in school leaders' group learning? (b) to what extent does the individual's growth mindset promote learning in the group? This study employed phenomenology to reveal participants' learning experience in the English course. Five school leaders, who were involved in the English course which lasted for three months, were research participants. Data gathering was done through observation, interviews, and Focus Group Discussion.

Two research findings were found. First, the dynamics in benchmarking preparation class was described in general description and detailed flows. The general description included material, media, method, classroom language, classroom setting in adult learning. Meanwhile, the flows were drawn into opening, main and closing by stating learning purpose, casual talk, individual performance, discussion, feedback, and confirmation. Second, individual's growth mindset was found promoting learning in terms of vocabulary recall and time management as well as achieving the improvement of the school leaders during learning including knowledge, skill, and attitude. Finally, both facilitators' and participants' roles matter in the learning by having social interaction and high expectation in group so that each member involved and contributed.

Keywords: *adult learner, collaborative learning, growth mindset, benchmarking*

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Pelajar muda cenderung dapat mempelajari bahasa asing dengan lebih mudah dibandingkan dengan kaum dewasa. Kaum dewasa memiliki kesulitan dalam mengingat suatu kata. Disisi lain pelafalan bahasa asing yang mendekati pelafalan target bahasa juga lebih sukar bagi kaum dewasa dibandingkan dengan kaum muda.

Penelitian ini menyajikan investigasi dari *Benchmarking Preparation Class*. Progam ini dirancang untuk memfasilitasi partisipan dengan kemampuan komunikasi yang baik dalam bahasa inggris. Yayasan Kanisius Yogyakarta menjadi salah satu contohnya, dimana para kepala sekolah terpilih mengikuti kursus pelatihan bahasa inggris di Sanata Dharma dalam rangka studi banding ke beberapa negara. Kebutuhan akan penguasaan bahasa inggris sebagai penghubung antar bahasa menjadi sangat penting. Fakta bahwa usia partisipan diatas empat puluh tahun, maka strategi belajar merupakan hal yang penting. Oleh karena itu, penelitian ini bertujuan untuk melihat peran individu dalam kelompok belajar.

Dalam penelitian ini terdapat dua rumusan masalah. Rumusan masalah yang pertama ialah mengenai dinamika grup belajar para kepala sekolah dalam kelas persiapan studi banding. Rumusan masalah yang kedua adalah mengenai peran pola pikir bertumbuh individu dalam mempromosikan pembelajaran dalam grup. Oleh karena itu, penelitain ini diadakan menggunakan metode fenomenologi. Hal ini dimaksudkan dengan tujuan menyajikan pengalaman belajar dari tiap individu dalam menjawab pertanyaan penelitian.

Peneliti menemukan dua poin inti sebagai hasil dari penelitian ini. Pertama, dinamika di *Benchmarking Preparation Class* dideskripsikan secara umum dan alur detail. Deskripsi secara umum meliputi materi, media, metode, bahasa, dan pengaturan tata ruang dalam pembelajaran kaum dewasa tersebut. Penyampaian tujuan belajar, diskusi informal, performa individu, diskusi, dan umpan balik merupakan alur yang dapat dikategorikan menjadi bagian pembuka, inti, dan penutup kegiatan belajar. Kedua, pola pikir bertumbuh individu mempromosikan pembelajaran dalam hal penguasaan kosakata dan manajemen waktu. Hal tersebut juga membantu meningkatkan pengetahuan, keterampilan, dan sikap belajar partisipan. Akhirnya, baik peran fasilitator maupun partisipan berpengaruh dalam pembelajaran yang tersaji melalui interaksi dan pengharapan yang tinggi sehingga memungkinkan tiap partisipan terlibat dan berkontribusi dalam pembelajaran.

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