

ABSTRACT

Sandy Ferianda. 2016. *ELS students' lived experience of project-based learning*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

This research was actually inspired by my own story when I was in the first, second, and third semester. From the first until the third semester, my lecturers always asked the students to create certain projects or assignments individually or in group. The projects or assignments were various such as making mini research, writing academic papers, and designing learning materials. Then I realized that my lecturers were actually implementing project-based learning (PBL) in the classroom. This research mainly focused on the lived experience of the English Language Studies (ELS) students. I tried to discover the meaning of the phenomenon of project-based learning implemented by most of the lecturers. Additionally, this research aimed at describing and interpreting the shared lived experience of the ELS students. In this study, I provided three main theories which were very helpful in exploring the concept of the study. They are lived experience, project based learning and ELS. Those theories acted as a means for me to construct the instruments as well as to create the framework of pre-understanding and pre-figured meanings.

This study was a hermeneutic phenomenology study. It was phenomenology since it had a close relation to description, and it was hermeneutic as it had a close relation to interpretation. The participants were three illuminating students coming from the graduate program in English Language Studies (ELS) in Sanata Dharma University batch of 2015. They were from three different streams namely education, linguistics, and literature. Moreover, I administered an interview guideline as the instrument for collecting the data. In doing the interview, I employed one-on-one interview. In order to validate the findings of the research I then, used member checking as the trustworthiness for the study.

The findings of this study were the description and interpretation of three participants' lived experience of project-based learning. There were four pre-figured meanings and two emergent meanings based on the interpretation of the participants' lived experiences. The pre-figured meanings were determined based on the logical truth. On the other hand, the emergent meanings were found during the research process or the empirical truth. In the pre-figured meanings, logically, there were four main types of assigned meanings namely authentic learning, learner autonomy, cooperative learning, and multiple intelligences. Empirically, there were two emergent meanings assigned in this study namely understanding others and personal development. Those two meanings were emerged during the interview.

Lastly, this research was expected to give implications for first the audience that would have better empathic understanding, second ELS lecturers are about to implement the project-based learning in the following academic years, and other teachers or lecturers from other study programs. Recommendations are also addressed to the ELS students as their habit formation, to the ELS lecturers as their inputs to give more feedbacks to the students, and to the future researchers.

Keywords: *Lived experience, project-based learning*

ABSTRAK

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Penelitian ini terinspirasi dari cerita saya sendiri ketika di semester satu, dua, dan tiga. Sejak semester pertama sampai ketiga, dosen kerap menugaskan mahasiswa untuk membuat proyek atau tugas tertentu baik secara individu atau berkelompok. Tugas atau proyek yang ditugaskan bentuknya bermacam-macam seperti penelitian kecil, menulis makalah akademis, dan mendesain materi pembelajaran. Saat itu, saya menyadari bahwa dosen mengaplikasikan pembelajaran berbasis proyek di kelas. Penelitian ini berfokus pada pengalaman hidup dari mahasiswa Kajian Bahasa Inggris (KBI). Saya mencoba untuk menemukan makna dari fenomena pembelajaran berbasis proyek yang diterapkan oleh dosen. Penelitian ini juga bertujuan untuk mendeskripsikan dan menginterpretasikan pengalaman hidup yang diceritakan oleh mahasiswa Kajian Bahasa Inggris. Dalam penelitian ini, saya menggunakan tiga teori yang berfungsi untuk mencari kebenaran logis dari penelitian ini. Teori-teori tersebut adalah pengalaman hidup, pembelajaran berbasis proyek, dan KBI. Ketiga teori tersebut berperan sebagai alat bantu untuk membuat instrumen dan kerangka dari pemahaman awal, dan tema awal.

Penelitian ini adalah penelitian fenomenologi hermeneutika. Fenomenologi karena berhubungan erat dengan pendeskripsian dan hermeneutika karena berhubungan erat dengan penginterpretasian. Partisipan dalam penelitian ini adalah tiga orang mahasiswa angkatan 2015 dari program pascasarjana KBI Universitas Sanata Dharma yang berasal dari tiga konsentrasi berbeda yaitu pendidikan, linguistik, dan kesusastraan. Selanjutnya, acuan wawancara digunakan sebagai instrumen untuk mengumpulkan data. Saat melakukan wawancara, saya menggunakan teknik wawancara *one-on-one*. Untuk memvalidasi hasil dari penelitian ini saya menggunakan *member checking*.

Hasil dari penelitian ini berupa deskripsi dan interpretasi pengalaman hidup ketiga partisipan tentang pembelajaran berbasis proyek. Ada empat makna awal dan dua makna yang muncul pada bagian. Makna awal ditentukan dari kebenaran logis dan makna yang muncul ditemukan ketika proses penelitian. Secara logis, ada empat makna awal yakni pembelajaran otentik, otonomi siswa, pembelajaran kooperatif, dan kecerdasan majemuk. Secara empiris, makna yang muncul adalah mengerti orang lain dan perkembangan pribadi.

Terakhir, penelitian ini diharapkan untuk memberikan implikasi kepada khalayak agar memiliki pengertian empati, dosen program studi KBI yang akan menggunakan pembelajaran berbasis proyek pada tahun ajaran berikutnya, dan dosen dari program studi lain. Saran juga ditujukan kepada mahasiswa KBI untuk pembentukan kebiasaan, dosen KBI untuk lebih memberikan masukan kepada mahasiswa, dan peneliti selanjutnya.

Katakunci: *Pengalaman hidup, pembelajaran berbasis proyek*