ABSTRACT

Soebijantono, Kezia Vanessy. (2021). A Phenomenological Study on Students' Lived Experience on Virtual Interaction. Yogyakarta: English Language Education Study Program, Sanata Dharma University

Online learning that started in the beginning of 2020 was because of COVID-19 pandemic spread. It forced students and lecturers to interact through some applications and video conference tools to stay connected during the learning processes. The students got a lot of new experience since there were some changes on how they learned, joined the classes, and worked with peers. Their experience have become something to reflect on.

In order to approach the phenomena, this researcher focused on one research question. The researcher aimed to understand how the students reflect and give meaning to their lived experience on virtual interactions.

The researcher applied phenomenological research method to analyze this phenomenon. Furthermore, there were six students interviewed as the research participants. They were interviewed related to their experience on virtual interaction on Consecutive Interpreting class. Results of the interview were analyzed using Moran (2000) phenomenological steps.

The result of this research contained participants' stories and reflections in connection with their experience on virtual interactions when they joined Consecutive Interpreting class. This research discussed five topics found in the results of the interview. The five topics discussed were the interactions improve students' achievements, online learning provided comforts and flexibilities, students' dependence on the devices and internet connections, environment affected students' classroom interactions, and interaction experience led to students' self-developments.

Keywords: experience, interaction, online learning, phenomenology, virtual

ABSTRAK

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Pembelajaran online yang dimulai diawal tahun 2020 disebebkan karena penyebaran pandemi COVID-19. Hal ini memaksa para siswa dan guru untuk berinteraksi melalui beberapa aplikasi dan perangkat media konferensi untuk tetap terhububung sealama proses pembelajarann. Dengan adanya beberapa perubahan dalam cara belajar, mengikuti kelas, dan juga bekerja dengan teman, para siswa mendapatkan banyak pengalaman baru. Pengalaman ini menjadi sesuatu yang dapat mereka refleksikan.

Peneliti memfokuskan penelitian pada satu rumusan masalah. Peneliti bertujuan untuk memahami lebih jauh bagaimana para siswa memberikan arti pada pengalaman mereka dalam berinteraksi secara virtual.

Peneliti mengaplikasikan metode penelitian fenomenologi untuk menganalisa fenomena ini. Penelitian ini melibatkan 6 siswa untuk diwawancara sebagai partisipan dalam penelitian ini. Para siswa di wawancara terkait dengan pengalaman mereka dalam berinteraksi secara virtual di kelas Consecutive Interpreting. Hasil dari wawancara dianalisa menggunakan langkah fenomenologikal Moran (2000).

Hasil dari penemuan ini mengandung cerita dan refleksi partisioan yang memiliki keterkaitan dengan pengalaman mereka dalam berinteraksi secara virtual saat mereka mengikuti kelas Consecutive Interpreting. Penelitian ini mendiskusikan 5 topik yang ditemukan dalam hasil wawancara. Kelima topik yang didiskusikan adalah interaksi meningkatkan nilai siswa, pembelajaran dalam jaringan memberikan kenyamanan dan fleksibilitas, ketergantungan siswa dengan perangkat elektronik dan koneksi internet, lingkungan mempengaruhi interkasi siswa di kelas, dan pengalaman berinteraksi menuntun siswa untuk mengembangkan diri.

Kata Kunci: experience, interaction, online learning, phenomenology, virtual