

CHAPTER I

INTRODUCTION

This chapter introduces the basic consideration, research questions, research objectives, scope and limitations, and significance of research. This begins with the basic consideration, which presents the background of the study and related studies.

1.1 Basic Consideration

Online Learning is a technology-based education that transforms students' learning experiences. E on E-learning is not only electronic, but also experience, extended, and expended (Sukmadinata, 2007). This theory refers to more opportunities for students to learn, adjusted to the availability of time, place, and the necessity to use online learning methods. Online learning should create challenging activities that enable learners to acquire knowledge; hence, it is all about the instructional strategy, not from the technology, that determines the quality of learning (Bonk & Reynold, 1997). When it compared to face-to-face learning, online learning allows students and teachers to do the learning process best in software.

In online learning, students are asked to be involved and more active. So, it is best to implement online learning to help students maximize the learning process. For now on, online learning is used not only for writing discourse, but also oral discourse (Lamy & Hampel, 2007). Students are allowed to talk, stating their opinion inside the online class, similar with the offline class as well. Online learning provides the learners with a conducive learning environment, especially for the oral communication inside the learning process (Egbert, 2005).

Therefore, communication is still necessary in learning even though it uses hardware media. Language that is used inside the classroom is also very influential for students' understanding during the learning process. Language choice is used when

participants, events, functions, context of speech, and social interactions are supportive (Fishman, 1979). Humans could decide which language that has any advantages for themselves. Moreover, if a person thinks that a particular language has any advantages, it will be influential for their language preference (Buda, 1991).

Studies about language preferences have been done extensively. For instance, Haryanto et al. (2016) revealed that 57 college students were more excited using English inside the class, but the students still felt comfortable when they were using Bahasa. Ariesta (2015) explained about the language preferences used by lecturers in Universitas Bengkulu, and found that the lecturers used Bahasa for their tool of communication in formal events, including teaching. Mulyani (2020) demonstrated that many Indonesian high school students felt less excited using English in English language class and wanted their teachers to give assignments rather than delivering the material. All these studies examined language choice in the offline learning process. That is why, in order to contribute to this existing body of literature, this present study sought to explore about English majors students' language preferences inside the online class when they are communicating orally with lecturers and to find out the reason why they prefer using the particular language.

1.2 Problems of the Study

Two research questions are formulated:

1. Which language do English majors use the most when communicating orally with lecturers during the virtual meeting classroom?
2. Why do they prefer to use the particular language when communicating orally with lecturers during the virtual meeting classroom?

1.3 Research Objectives

From the research statement above, this research aimed at finding out:

1. Particular language that English majors use the most when communicating orally with lecturers during the virtual meeting classroom.
2. The reason why English majors use the particular language when communicating orally with lecturers during the virtual meeting classroom.

1.4 Scope of the Study

This study focuses on investigating language preferences that English majors use the most when communicating orally with lecturers during the virtual meeting classroom and the reason why they are using the particular language. The subject of this study is English Department students who are currently learning Seminar on Language in sixth semester.

1.5 Significance of the Study

In this study, the researcher expects:

1. The finding of this research could contribute to the existing body of literature on online learning.
2. The research can be useful for the students to find out more about their language preferences, specifically in online learning, to help them engage in online class and to support them in stating their opinion and understanding the material in particular language.
3. The research can be useful for the lecturers to recognise the extent of students' understanding using a particular language in online learning, and from students' views about their language preferences, lecturers understand how to measure students' understanding in the learning process.

1.6 Organization of the Thesis

There are five chapters in this thesis. Chapter 1 presents the background of the study. First, there is basic consideration which explains the main topics and its correlation with this study; the problem of the study presents the cases that should be investigated; research objectives are the focus of this study; scope of the study; and significance of the study shows researcher expectation that this thesis could be beneficial in the future.

Chapter 2 provides theories that relate to language preferences on online learning from several sources. Supporting theories are needed before conducting the study. Five main points are discussed in this chapter, which are E-Learning, language preferences, English as a Foreign Language, conceptual framework which shows correlation between those studies, and studies from the previous researchers.

Chapter 3 shows the methodology for conducting this study. There are five points discussed in this chapter, which are research approach which explain what approach that will be used for doing the research; site and participants which provide the information about place and sample for the research; data collection presents how the researcher collect the data; data analysis shows how the researcher analyze the data; and trustworthiness which explain the data validity.

Chapter 4 presents the findings and discussion from this study. In findings, the researcher writes down the data that has been obtained. While in discussion, the researcher draws new conclusions for the study supported by several previous studies. The final chapter is Chapter 5. In this chapter, the researcher made a conclusion which includes the overall result and suggestion for further studies.