

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Teaching and learning processes have undergone many changes. Teachers in the past used traditional ways to teach their students by using black or white board, chalk and marker. Teacher direct students to learn through memorization and recitation techniques thereby not developing their critical thinking, problem-solving, and decision-making skills (Sunal, 1994 p.75248). The history of education has been filled instance in which students and teachers were focused on student-oriented learning, today's pedagogical evolution has added technology to the equation. New media offer a wealth of opportunities for interaction, yet many times are employed in a non-interactive mode that tends to focus on creating an online lecture. (Conrad & Donaldson, 2011. p.6).

Technology in higher education has the potential to significantly improve student learning (Turney, 2009, p.71). Nowadays technology refers to multiple tools which mediate interaction, including social media tools, virtual learning environments (online learning) and mobile tools. The computer and the internet help language learners to communicate with native speakers or other language learners to practice the target language. Thurlow (2004) from Herring (1996) defined computer-mediated

communication (CMC) as communication that takes place between human beings via computers. Crook (1994) also developed the computer-as-toolkit model which fit with the Herring's definition. The use of technologies has developed as the existence of online learning as media for the learning process.

Online-learning, as an integrative application of ICTs, together with the networking offered by the worldwide-web, has helped to make teaching and learning "even more ecological and evolutionary" (Kelly, 1994, p. 394; Louisy, 2001). In online-learning, there is an interaction between teacher-students and students-students. When considering technology, different types of virtual learning environment enhance different types of interaction. Many institutions use online learning in their teaching and learning processes. A private university in South Tangerang uses an online platform as the media in teaching and learning processes. 40 percent from all over teaching and learning activities are held in the online platform.

In online learning, especially in English online classroom teacher as the instructor use both first languages (L1) also second or target language (L2). Therefore, these people may view the use of L1 as characteristic of the old fashioned grammar-translation method, which largely focused on translating from L2 to L1 as a way of learning the L2 (Polio & Duff, 1994). This L1 and L2 also used by the teacher in giving teacher feedback to students' tasks. Students should understand the teacher's feedback to revise their works.

In this study, the researcher only as an observer to observe the interaction between teacher and students in a private university in South Tangerang online learning platform.

1.2 Research Purpose

The purpose of this study is to find out the frequency of L1 (Bahasa Indonesia) and L2 (English) words produced by the teacher-students and to find out the purpose of using L1 for their interaction in an online learning environment.

1.3 Research Questions

1. How many words (L1 & L2) do students and teacher produce during online interaction in the online discussion forum?
2. What are the purposes of using L1 during their interaction in the online discussion forum?

1.4 Scope of the Study

The research focuses on the teachers and students' words production in the discussion forum in a private university in South Tangerang. There are six classes taken in this study. Productive skills class were chosen as the data in this research.

1.5 Significant of the Study

The result of the study could give several advantages to some participants such as students, teachers, the university, also the developer of

the online learning classroom. The findings of the study shall be useful and invaluable in:

1. Provides the use of L1 in the discussion forum on the online learning platform.
2. Provides the possibilities if the teacher uses more L1 in the discussion forum on the online learning platform.
3. Provides better insight on the strength and weaknesses using the online learning platform as the media of teaching and learning processes.