

ABSTRACT

Kurniawan, D. 2022. **An Analysis of Students' Preference in Learning at The Master's Degree Program of English Language Education.** Faculty of Teacher Training and Education of Jambi University in Academic Year 2021/2022. The First Supervisor is Dr. Fortunasari, SS., M.A. Second Supervisor is Hadiyanto, S.Pd., M.Ed., Ph.D.

Key words: offline learning, online learning

Since the Covid-19 happened, most students have had the opportunity to follow the learning process offline and online throughout these two years. This research aimed to investigate the students' preference in learning at the master's degree program of English language education to explore how the students follow the learning preference. It was descriptive qualitative research with demographic profile and interviews to collect the data. The participants in this research were 5 students of master's degree program at English Language Education who had ever learned or followed the courses offline and online. The results revealed two themes and seven sub-themes. The themes were: 1) whether online or offline learning you prefer and why, and 2) the learning system. The first theme did not have any sub-themes. Whereas the second theme had seven sub-themes, such as 1) the process, 2) the method, 3) the role of the lecturer, 4) the understanding of the course, 5) the benefits, 6) the disadvantages, and 7) the most interesting thing. In conclusion the students in master's degree programs of English language education prefer offline to online learning because, for them, offline learning was more familiar, and it makes them easier to understand the lesson, and they followed the learning process as usually done. They came to campus to have the lecture, had some activities in the class during the lecturer, such as group discussion, presentation, doing assignments and examination, listening to the lecturer explaining and sharing the material in the class, and collecting the task or assignment from the lecturer to the program or the lecturer directly. In addition, when it is offline, the participants feel that they can have a new 'link' by interacting and socializing with other students.