

CHAPTER 1

INTRODUCTION

This chapter reveals the background of the study, the research questions, the purpose of the study, and the significance of the study. The explanations of these parts are presented below.

1.1 Background of the Study

The technology advancements of the past decade have influenced many aspects in life including education. Gradually, the traditional face-to-face learning shifted to online learning which is distanced in nature. Mc. Isaac and Gunawardena (1996; p.5) defined distance education as structured learning in which the students and instructor are separated by time and place. In fact what differ from traditional classroom settings is only students who are physically separated from an instructor. "No more than a hodgepodge of concepts and activities taken from conventional classroom settings and placed on learners who have only been physically removed from the teacher". Actually it is not as simple as that because teachers' role changes when there is no face-to face interaction. Adjusting an appropriate teaching role can help students to be more independent in their learning (Archana, 2016).

There are several aspects that affects students during online learning which are self-efficacy and cognitive presence. Self-efficacy refers to personal beliefs or to someone's confidence in his own ability to complete the given task. The theory of

self-efficacy highlighted that human behavior and performance depend on how deep the connection between someone's thought and the given task (Bandura, 1986, 1997).

There are four principals source of information that constructed self-efficacy belief such as: mastery experience, social persuasion, vicarious experience and physiological states (Bandura, 1994, 1997). Beliefs about self-efficacy have a significant impact of the definition of goals and compliance through the influence they exert on individual choice, motivation, resilience, and on emotional reactions. These, on the other hand, will influence the effort and persistence in performing a given task. This means that self-efficacy influences either the cognitive or the affective dimension of the learning process. However, when it comes to online contexts, the information sources may have other background. The variables that influence self-efficacy in online contexts may come either from previous successes in online systems, anxiety towards technology learning, feedback from teacher / trainer or frequency of a pre-training course (Stone, 1993).

In 2007 Bates and Khasawneh conducted the study about the influence on the perception of self-efficacy in online learning. They found that successes that students obtained in the past in online learning context influence their self-efficacy. So, they point out to the importance of adequate and premature training enabling students to meet and practice the different elements that a system of online learning provides. This point can connect to the feeling of ability to study or use a virtual learning system as an incorrect perception of this ability can influence the feeling of self-

efficacy and, consequently, performance. The feedback provided by the teacher is another very important source of information to regulate the sense of self-efficacy.

As stated earlier the variables that influence self-efficacy in online contexts may come either from previous successes in online systems, anxiety towards technology learning, feedback from teacher / trainer or frequency of a pre-training course. Beside those variables, Darabi and Arrastia (2011) argued that online learning should pay attention to the level of knowledge construction. Therefor it is necessary to know the cognitive situation during the learning process in online learning.

Community of Inquiry (CoI) is one of the best theoretical frameworks to describe the online learning process, and it often used to understand students learning experience in online learning. There are three independent elements, such as: social presence, cognitive presence and teaching presence. This study will focus on cognitive presence because there is the causal contribution between self-efficacy and cognitive functioning and vice versa.

The previous study conducted by Shen (2013) tried to investigate the role of self-efficacy in online learning environments. The focus of this study was on the dimensions of online learning self-efficacy, variables related to students' online learning self-efficacy and the relationship between self-efficacy and students' online learning satisfaction. Through the exploratory factor analysis, they identified five dimensions of online learning self-efficacy; self-efficacy to complete an online

course, self-efficacy to interact socially with classmates, self-efficacy to handle tools in a Course Management System (CMS), self-efficacy to interact with instructors in an online course, and self-efficacy to interact with classmates for academic purpose. In addition, the role of demographic variables in online learning self-efficacy was also investigated. Demographic variables such as: gender, online experience and academic status were found to predict online learning self-efficacy. Lastly they found that online learning self-efficacy predicted students' online learning satisfaction. As the feedback from the study above, beliefs about self-efficacy have a significant impact on the definition of goals, and compliance through the influence they exert on individually choice, motivation, resilience, and on emotional reactions. These, on the other hand, will influence the effort and persistence in performing a given task. This means that self-efficacy influences either the cognitive or the affective dimension of the learning process. This research concern with the relationship between self- efficacy and cognitive presence in online learning.

1.2 Research Questions

Based on the background above, the researcher aimed to examine further about self-efficacy belief and cognitive presence in online learning. Therefore, two research questions were set out to guide the study.

1. What is the effect of self-efficacy on students' performance in English online learning?
2. What is the effect cognitive presence on students' performance in English online learning?

1.3 Purpose of the Study

The purposes of this study are:

1. To find out how self-efficacy affected students' performance in English online learning;
2. To investigate the effect of cognitive presence on students' performance in English online learning.

1.4 Scope of the Study

The scope of this study was the online learning conducted in some study programs and universities located in Jakarta and Banten. Including self-efficacy, how it affected student in online learning and its effect on cognitive presence in online learning.

1.5 Significance of the Study

The results of this study are expected to give new insights to the educators and institutions regarding self-efficacy and cognitive presence and how it is affected students' performance in English online learning. The results of this study are also expected to give a reference for further researches especially in the field of self-efficacy and cognitive presence in English online learning.

*Mencerdaskan dan
Memartabatkan Bangsa*

