CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, its scope, purpose, and significance. An explanation of those topics will be presented below;

1.1 Background of Study

Online learning has become a major component of education globally. According to the National Center of Education Statistic (NCES) in 2021, 61 percent of all undergraduate students in 50 stated and the district of Colombia were enrolled in at least one online learning course. Moreover, according to the National Center of Education Statistic (NCES) in 2020, 71 percent of postbaccalaureate students in 50 stated and the district of Colombia were enrolled in at least one distance education course. Postbaccalaureate degree programs include master's and doctoral programs, and professional doctoral programs. Based on Na Ubon, 2005, the increasing amounts of online learning's students caused by technology that makes learning and teaching more efficient.

Online learning is getting more and more attention because teaching is increasingly migrating from traditional media (such as books) and face-to-face lectures to computer-based media e.g., narration, animations, instructional videos, hypertext involving printed text, and illustrations, as well as educational games and simulations (Clark & Mayer, 2016). In an online learning, the computer or other gadgets displays material to a learner. The computer or other

gadgets prompts the learner for more information, and present appropriate material based to the learners.

Clark and Mayer (2016) pointed out that online learning can be defined as instructions provided on digital devices designed to support learning. The definitionincludes three parts about the content, method, and reason of online learning: regarding what, the materials presented include text and/or graphics in oral or printed form, such as illustrations, diagrams, photos, animations, or videos; regarding the how, the medium is computer – based device such as desktop computer, laptop computer, tablet computer, smartphone, or virtual reality; and about the why, the teaching goal is to impart a specific change in the learner's knowledge.

Online learning is developed from some theoretical frameworks. Palloff and Pratt (2007) believe that the most important factor of successful online learning is"the formation of a learning community through which imparted and meaning is co-created". Online learning creates a learning community through the interactions among students themselves, the interaction between faculty and students, and the collaboration in learning that results from this interaction. According to Garrison and Arbaugh (2007), community is necessary for higher order learning to occur, and that this type of learning is best experienced in a community of inquiry where teachers and students are engaged as real individuals thinking critically about intellectual matters.

Garrison, Anderson, and Archer (2000) proposed the Community of Inquiry (CoI) framework for online learning. This framework offers a way to

conceptualize what it means to experience deep and meaningful learning, particularly in an onlinelearning environment. The three elements of community of inquiry are social, cognitive, and teaching presence. One of the elements in community of inquiry framework is social presence. According to Garrison (2016), social presence is the ability of participants to identify with a group, communicate openly in a trusting environment, and develop personal and affective relationships more and more by way of projecting their individual personalities.

In online learning, social presence has been shown to be associated with successful learning outcomes and learner satisfaction (Arbaugh & Benbunan-Fich,2006; Hwang & Arbaugh, 2006), as well as facilitates greater interaction (Beuchot& Bullen, 2005) and engagement (Brown, 2001). While social presence alone will not guarantee critical discourse in online learning, it is highly improbable that suchdiscourse will emerge without it. As a result, social presence should be viewed as a balancer between teaching and cognitive presence (Garrison, Anderson, & Archer,2010). They further argue that "the essential relevance of this feature is its functionas a support for cognitive present, implicitly helping the process of critical thinkingcarried on by the community of learners," (p. 89).

Social presence is linked with some indicators, which Rourke at al. (2001) exemplifies as affective responses, interactive responses, and cohesive responses. Affective responses included expression of emotion, use of humor and self-disclosure. Interactive responses included quoting one another, referring

3

explicitly to other massage, asking question, complementing, and expressing appreciation, andexpressing agreement. Cohesive responses included vocatives, addresses, or refer to the group using inclusive pronouns, and phatic and salutation.

Research suggests that social presence plays a significant role in the learning performance and process (Christine, 2019; Tu, 2002). For example, Tu (2002) expressed that social presence has benefits for teaching and learning activities (e. g., instructional design, and development), especially in online education in which class members communicate through decontextualized situations. However,she also pointed out that most studies in this area are deficient when they come to providing the appropriate measurements, settings, and periods of study needed to investigate social presence effectively.

A study conducted by Lowenthal et al. (2020) assessed the social presence in an online discussion board by using the social presence indicators by Swan. (2003). The course consisted of 19 graduated students completing coursework for an educational specialist degree or a PhD in educational leadership. The study aimedto shed light understanding on social presence in an online learning class. Results showed that the most expressed responses are interactive responses with 2581 occurrences of the total indicators, while cohesive responses 2454 occurrences and affective responses only 1373 occurrences from all the social presences' indicators.

Christin (2021) also examined the sense of social presence based on the three categories by Rourke et al. (2001). Through the discussion transcripts of postings

from on online discussion, Syeren Cristin finds that cohesive categories were the main driver of learners' interaction, followed by interaction categories and the lastis cohesive categories. Syeren Cristin also concludes that the social presence makesthe participants actively engage in the discussion.

1.2 Research Question

This study is aimed upon Syeren Cristin (2021) which conducted the research about social presence that expressed by online instructors and learners in the online discussion forum asynchronously. The present study tried to elicit the sense of social presence in an online learning which is conducted synchronously through zoom learning platform. Three research questions are proposed in this study:

1. What social presence instances were identified from the teacher's talk in onlinezoom meeting?
2. What social presence instances were identified from student's talk in online zoom meeting

1.3 Scope of the Study

The scope of this study was the social presence manifested in the video of online learning through zoom meeting platform. The study focused on the interaction between teacher-students and students-students through careful examination of interactive responses, affective responses, and cohesive responses.

1.4 Purpose of the Study

1. To find out what kind of social presence can be identified from teacher'stalk

2. To find out what kind of social presence can be identified from student'stalk

1.5 Significance of the Study

1. Theoretical benefit

    The result of the study is expected to give reference to researchers who are interested to further study social presence in the online teaching and learning environment.

2. Practical benefit

    a. The study aims to increase the knowledge about social presence of online learner that may help the educators in designing the online lessonthat promotes active interaction to achieve meaningful learning.

    b. The study can be a guideline or input for English Language instructors of in guiding the discussion of blended learning so that it can be as effective as face-to-face interaction.