

**STUDENTS' PERCEPTIONS OF TEACHER'S SOCIAL PRESENCE IN AN EFL
ONLINE COURSE INTERACTION**

A Thesis

**Presented to the department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language
Education**



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STATEMENT OF WORK'S ORIGINALITY

With all honesty, I state that the undergraduate thesis which I have written is my work, and it does not contain the work of others, except what I have mentioned in the quotations and references. This thesis has never been submitted for another purpose and another degree.

I state that the content contained in this thesis is the result of my hard work to obtain a degree, and all the assistance I have received in the preparation of this thesis has been mentioned in the references.

Yogyakarta, 25 May 2022



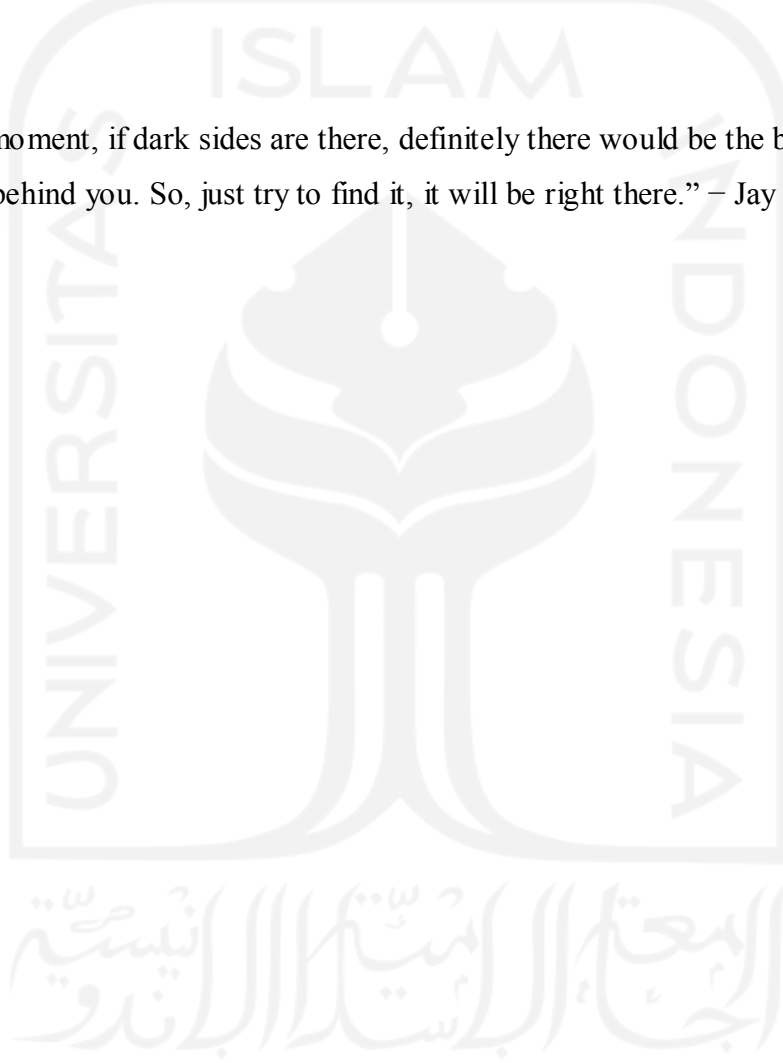
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MOTTO

“Surely with (that) hardship comes (more) ease.” – [Q.S. Al – Insyirah (94):6]

“This is no time for ease and comfort. It is time to dare and endure.” – Winston Churchill

“Every single moment, if dark sides are there, definitely there would be the brighter side always behind you. So, just try to find it, it will be right there.” – Jay Park



DEDICATIONS

I dedicate this thesis to:

1. My family. My mother, who I really thank you for the support and the prayers until I can reach this moment. I also want to dedicate this work to my father. Although you cannot see me until this point in life, I know that you always support all the things that I have done.

2. My older brother and my older sister, Bang Tama and Kak Butet, for always video calling me to make sure that my life is still going on even though we are far away.

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8. Lastly, I would also like to appreciate myself that I am able to finish this undergraduate thesis. Thanks to myself for being able to get through all of it and facing the problems and obstacles.

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The researcher is aware that the writing of this undergraduate thesis is still below from perfect; therefore, constructive criticism and suggestion for the better results in the future. Expectantly, this undergraduate thesis can provide the beneficial for the readers.

Wassalamualaikum Warahmatullahi Wabarakatuh.

Yogyakarta, 25 May 2022

The Researcher



Fadilla Rahmi



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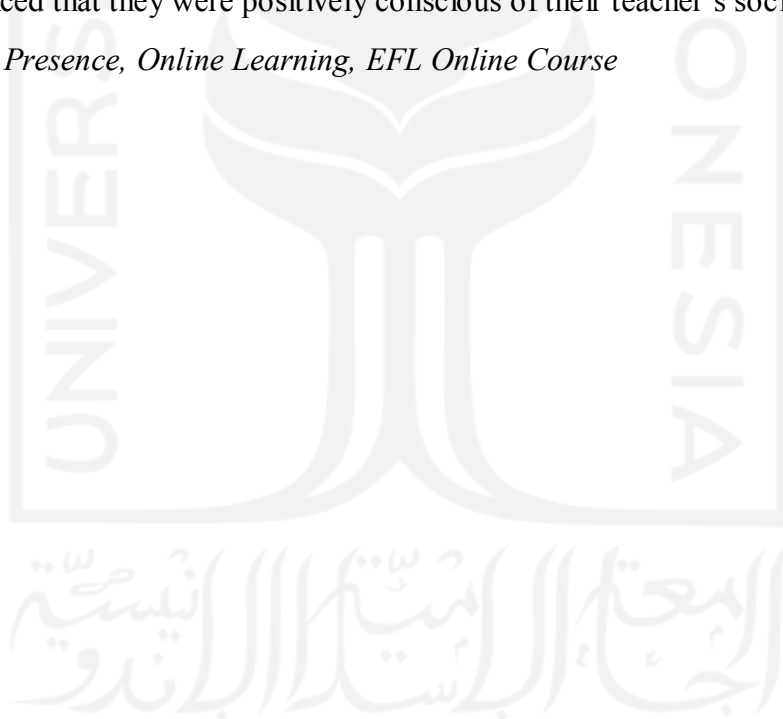


Students' Perceptions of Teacher's Social Presence in an EFL Online Course Interaction

ABSTRACT

One of the elements in measuring the success of online learning is social presence, which involves interaction from both parties, namely the teacher and the learner. Although research on this topic is quite commonly examined in countries using English as the first language, this research is still less applied in EFL countries. In addition, research on social presence in EFL countries is mostly related to the learners themselves. Therefore, this research intends to find out students' perceptions of the teacher's social presence in online classes. The research was conducted at a private university in Yogyakarta, involving 81 people as the participants in this study. This study conducted a survey by adapting a questionnaire from Gunawardena (1995), which consisted of 17 rating items with a scale of 1 –indicates a positive perception– to 5 –indicates a negative perception–. The study explained the highest and lowest perceptions based on the overall results and the results of each class, and the results pointed out that the students perceived the teacher as warm as the highest and personal as the lowest. Therefore, most students noticed that they were positively conscious of their teacher's social presence.

Keywords: Social Presence, Online Learning, EFL Online Course



CHAPTER I

INTRODUCTION

1.1. Background of the Study

Online learning has developed rapidly in the last decades. Nirwana and Muhlis (2020) reported that 56 % of universities and colleges implement online learning as a strategic plan, and more than 1.000 institutions consider online learning to be a long-term plan. Likewise, the situation of COVID-19 requires learning activities conducted entirely online; in consequence, online learning has evolved into an essential tool in education (Giatman et al., 2020). In spite of this expansion, online learning is still perceived as lacking the atmosphere of being connected (Aragon, 2003; McInnerney & Roberts, 2004). It causes the opportunity for both students and teachers to communicate interpersonally to be hampered, so it gives a consequence to their feeling of being isolated. Therefore, by involving their presence socially, they are capable of reducing these isolation feelings and increasing social interaction.

Social interaction is related to social presence, and it becomes a crucial factor for the effectiveness of the interaction in learning activities (Gunawardena, 1995; Garrison et al., 2000). To the extent of it, entailing class participants' social presences can be the way to establish the interaction for this context. Based on Baber's (2021) statement, social interaction is exchanging information and ideas among more than two people. It means that social interaction shows a connection with interactivity. As stated by Gunawardena (1995), the positive social presence indicates positive interactivity. Widely, the higher social presence obtained in the class points out the higher social interaction and vice versa. Thus, to keep in the existence of the interactivity during online learning, the class participants need to maintain

their feelings of realness the same as in face-to-face learning because it is the primary concern to the establishment of the social presence. According to the statement of Gunawardena & Zittle (1997), social presence is the extent which the person is seen as authentic in communication medium during online interaction.

Study on social presence during online learning get attention from some researchers (Tu & McIsaac, 2002; Krish et al., 2012; Khine & Santos, 2014). Tu & McIsaac (2002) discovered that high social presence among students and teachers increased the interaction in online classes. Afterward, Khine and Santos (2014) stated that social presence was the main element in encouraging interaction and a sense of being in the community among online students collaboratively. It means that social presence is a significant aspect for increasing the effectiveness of teachers in providing learning instructions (Krish et al., 2012). Social presence becomes a factor in the establishment of interactive learning, not only face-to-face learning but also online learning.

Horzum (2015) examined the social presence of higher education students in Turkey, and it pointed out that students' social presence was optimum due to increased interaction. A relational topic of the study was also conducted by Nirwana and Muhlis (2020). They investigated students' social presence and perceived learning at a state university located in Makassar, Indonesia. They found that the factor influencing students' social presence was comfort and recognition. Putri et al. (2021) also examined students in Indonesia regarding this topic, and they also pointed out that they felt comfortable communicating online. Seeing these findings, it implies that finding out students' perceptions is appropriate to be noticed to facilitate a great online learning environment.

Recently, the study of social presence in online learning has been majorly conducted in several universities in English as L1 areas (Hostetter & Busch, 2006; Cobb, 2009), yet this topic is still rarely found in the EFL context (Nirwana & Muhlis, 2020; Putri et al., 2021). Furthermore, the study of Gunawardena (1995) was the section and interrelated with the study of Gunawardena and Zittle (1997). By seeing it, this study attempts to examine the EFL students' university perception of social presence in the online course. Since the difference in demographic areas is one of the factors that influence social interaction (Mushtaq & Rehman, 2015), it is necessary to find out their perception in a different region from the previous study. With the application of quantitative methods, the data collection of this study is conducted by surveying the students in one of the private universities in Yogyakarta. The survey is held by spreading the questionnaire adapted by Gunawardena (1995); thereafter, the data is analyzed using SPSS to examine students' perception of the social presence in the course carried out online.

1.2. Formulation of the Problem

This study examined a private university students' perceptions of their teacher's social presence in an online course. The research question which could be applied to this study was; What are the students' most and least common perceptions on their teacher social presence in an online course interaction at a private university in Yogyakarta?

1.3. Objective of the Study

Based on the research question above, the objective of this study is to examine the most and the least common perception of students on teacher's social presence in the online course of a private university students in Yogyakarta.

1.4. Significance of the Study

The result of this study aims to give a contribution for students to be aware of their teacher's social presence and reflect on their participation during online learning. Furthermore, the result of this study is also expected to be able to give insight for the teachers to adjust the approach to enhancing social presence, so it makes the class more interactive. Lastly, this study is expected to be able to expand the current literature on social presence for future researchers.



CHAPTER II

LITERATURE REVIEW

2.1. Social Presence in Online Learning

Social presence was first conveyed by Short, Williams, and Christie (1976) as the “degree of salience of the other person in the interaction and the consequent salience of the interpersonal relationships” (p.65). They added that social presence involves the concepts of intimacy and immediacy. Intimacy is interpreted as communication which is influenced by physical factors such as eye contact, smile, and personal topic when interacting with the interlocutor. To the extent, intimacy points out to the feeling of being connected that the communicators experience when interacting with interlocutors; thereby, it creates a sense of closeness and increases the aspects of immediateness.

According to Gunawardena and Zittle (1997), Immediateness itself is defined as the distance that the communicator places on the object of his or her communication in a psychological way. Immediateness can be identified both verbally and non-verbally. The communicator applies verbal immediacy by showing the informality when using the language, while the non-verbal immediateness is seen in the physical nearness and facial expression used by the communicators. In a broader way, intimacy is relatable to immediateness, and the communicators who feel excellent intimacy during communication will show positive immediateness. As a result, in the case that these two aspects show a positive correlation, the communicators’ social presence indicates great significance too (Gunawardena, 1995). The aim of social presence itself is to establish the level of feeling at ease among the communicators.

The definition of social presence has been developed in the online context. Gunawardena & Zittle (1997) stated that social presence is the extent of a person contributed in mediated communication as the real person. Supporting the study of Gunawardena & Zittle (1997), Garrison et al. (2000) also added their assumption of social presence. They assert that social presence is the capability of participants to present their own characteristics in the community as the real people. More largely, the authenticity of individuals' characters is the main support for each individual's involvement and presence in the online context. Other researchers, such as Tu and McIsaac (2002), also state the definition of social presence. They imply that social presence is the intensity of participants' perception, feeling, and reactions when they are connected through computer-mediated communication. It means that social presence is seen from the way people see the use of the communication medium and the way they include themselves in order to interact with the other participants of the communication medium.

Social presence is the factor that supports interactivity. As stated by Tu and McIsaac (2002), Interactivity is the ability of both students and teachers to communicate in the learning media, thereby creating a sense of involvement for both participants. Tu and McIsaac (2002) also stated that immediacy is the component of the interactivity.

Subsequently, the factor that enhances social presence is the feeling of affectivity among the students and teachers. The aspect of affectivity relates to the feelings and attitudes of the participants in the learning media. Gunawardena and Zittle (1997) revealed that the closeness adjusted by the teacher is the main factor in maintaining students' affections in the online course. More broadly, besides teaching and managing the course of learning, teachers need to ensure students' affective responses as a basis for supporting social presence. When the students obtain the positive affective,

it also shows great learning satisfaction. Same as the research conducted by Dorand (2020), it pointed out the sense of affection was the most successful strategy for the satisfaction in learning.

In case these two components point out good relations, it will build cohesiveness among students and teacher. Cohesiveness is defined as the unity of the group in the pursuit of encountering the goals and satisfaction effectively in the learning. Mentioning names and using word particles such as 'we' is a form of cohesiveness (Rourke & Anderson, 2001). More broadly, the participants will feel their presence is meaningful with the cohesiveness in the online learning group.

Based on the explanation above, it can be concluded that online social presence can be interpreted as the level of individual's involvement in interacting and connecting with each other in communication medium by showing their characteristic as an apparent person. This indicates that the communication medium is not a barricade to show their true identity. This study attempts to examine the students' perceptions of social presence in an online course. This study measured students' most and least perceptions regarding these items; stimulate, personal, sociable, sensitive, warm, colorful, interesting, appealing, interactive, active, reliable, humanizing, immediate, easy, efficient, threatening, and helpful. As stated in the previous studies (Gunawardena, 1995; Hostetter & Busch, 2006; Reio & Crim, 2013), social presence is the aspect that can be the way to enhance participants' interactivity and satisfaction during online learning.

2.2. Previous Studies

Reio and Crim (2013) attempted to investigate the students' social presence and satisfaction with online learning of university students in a university in the United States, and they collected the data through online questionnaires. The findings indicated that the individuals with a more significant social presence in the course were bound to be satisfied with their learnings. Comparing

these two findings, research conducted by Cobb (2009) declares the findings comprehensively by indicating the factor of social presence and describing the connection to learning satisfaction. Meanwhile, Reio and Crim (2013) only provide the connection without pointing out the students' perception of their presence.

In EFL context, Nirwana and Muhlis (2020) conducted a study of students' social presence in online learning during pandemic by conducting a survey study. They examined 70 university students majoring in English literature at one of the state universities in Makassar. Those students were asked to fill in the questionnaire of social presence. They found that the students feel comfortable when attending online class; however, their abilities to adapt in interacting through online class was still low.

Moreover, Putri et al. (2021) also carried out a study with the same topic. They surveyed and interviewing 54 students which were being their respondents also pointing out that they enjoyed interacting through online environment and the students also agreed that communicating in online course were impersonal because they found the infrequent responses of teacher and other students while they were mispronounce some words.

By reviewing the results of previous studies, it is obvious that social presence is the significant factor to great interaction. Additionally, the studies that were previously conducted by these researchers mainly focused on the correlation of social presence and other aspects such as learning satisfaction and interaction; however, it is only less studies concentrating on pointing out the aspect of students' perception of teacher's social presence. In addition, the study which focuses on examining students' perceptions of teacher's social presence in online learning is still rarely conducted in the EFL context. Thus, this study attempts to examine the most and minor students' perception of teachers' social presence in an online course at the private university in Yogyakarta.

By conducting this research, it is expected that students will be more aware of their teachers' social presence during online learning, so that it can be the consideration for teacher and students in enhancing interactivity in the online course.

2.3. Theoretical Framework

This study will be the guidance of the framework below, which focuses on social presence in online class in EFL context.

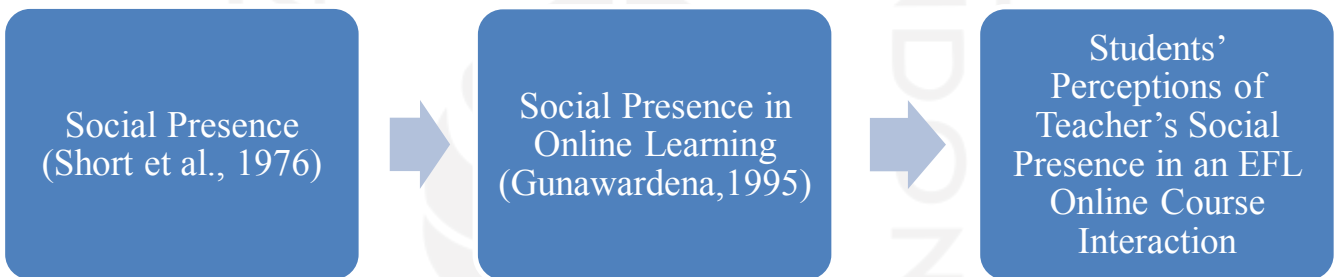


Figure 2.3.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains the methodology of the study, which comprises several aspects such as research design, population and sample, data collection, and analysis techniques.

3.1. Research Design

This study carried out the quantitative research method using a survey study. Survey study includes quantitative methods in which a researcher implements a survey by spreading the questionnaires that will be filled by the sample of population which it has the goal to describe the population's opinion, attitude, or characteristics to certain issues; thereafter, it will be presented in numerical description, and the researcher concludes the findings (Creswell, 2012). The advantage of this method is that it can collect a large quantity of data to seek the overall opinion of the topic; however, the result cannot inquire the in-depth opinion of the individual. Additionally, this study conducted a cross-sectional method that collected the data at one point in time. This type of research was appropriate to find out the overall perception of the participants in examining current issues.

3.2. Population and Sample

To conduct this research, the researcher chose the students majoring in the English Language Education Department of a private university in Yogyakarta. The reason of taking the students of this major was because they mostly related to relationship with other people, so it required more interaction. With the establishment of substantial interaction, the possibility for the emergence of social presence was also great. The students were surveyed from 3 English classes with the same lecturer, seeing that the same lecturer tends to give the same treatment

to each class as well. There should be 28 students in each class, so the total was 84 students that had the average level of moderate both English proficiency and motivation for learning English.

The reason that these classes were chosen was that the students had never conducted face-to-face courses. Thus, the researcher wanted to know the perception of the students of their lecturer's social presence during online learning. Moreover, the researcher chose three classes with the same lecturer to find out whether students' perceptions of the social presence in each class were the same or not.

The sample used for this study was 28 students from each class of 'A', 'B', and 'D' of one of the English classes taught in this major, with the total number of students being 84.

The following formula is the calculation of the sample number of students that would be taken in this study. In this study, the calculation of the number of samples from the population used Slovin's formula.

n = Number of sample

N = Population

e = Error rate (5% = 0,05)

$$n = \frac{N}{(1 + Ne^2)}$$

$$n = \frac{84}{(1 + (84)(0.05)^2)}$$

$$n = \frac{84}{1.21}$$

$$n = 69.4 (69)$$

Based on the results above, it could be concluded that the minimum sample number was 69.4 or 69; thus, there should be 69 students who will be examined according to the calculation of the sample. After conducting the survey, the number of participants who filled out the questionnaire became 81 students.

3.3. Data Collection

The questionnaire used for collecting the data is from Gunawardena (1995), and this study was part of Gunawardhena and Zittle (1997) study. Gunawardena (1995) used this questionnaire to determine the students' perception of social presence in the use of GlobalEd as the computer-mediated communication by rating it. In this study, the researcher attempts to examine the most and the least students' perceptions of teacher's social presence in an online course taught by one lecturer in different three classes by filling out the questionnaires given.

For filling the questionnaires, respondents were asked to rate 17 questions using a 5-point rating scale with a number ranging from 1 to 5 with the categories of stimulating-dull, personal-impersonal, sociable-unsociable, sensitive-insensitive, warm-cold, colorful-colorless, interesting-boring, appealing-not appealing, interactive-non interactive, active-passive, reliable-unreliable, humanizing-dehumanizing, immediate-non immediate, easy-difficult, efficient-inefficient, unthreatening-threatening, and helpful-hindering. The scale of '1' indicated a positive perception of the teacher interaction in an online course; meanwhile, the scale of '5' showed a negative perception. In case they were neutral or thought that the class was equally stimulating or dull, they marked by circling "3" the scales' midpoint.

At first, the questionnaire was translated from English to Indonesia before spreading out to the participants to facilitate the respondents to understand the meaning. Then, the questionnaire would be checked by the supervisor. After the questionnaire was approved, the

researcher asked for a permission letter for the data collection from the faculty and sent this letter to the related lecturer. The researcher also asked for permits to join the classes to collect the data. It was expected for the respondents to fill in each item's questionnaire to help the researcher in collecting this study's data. The time estimation to fill this questionnaire is around 10 to 15 minutes. The answers and personal data were only used in this research, and it would not be disseminated. The participants filled the questionnaire in a state to be the volunteers, and the respondents were able to incomplete this questionnaire if only they found confusing questions.

3.3.1. Validity

Validity is defined as the extent to which the accuracy of the measuring instrument shows the test score (Creswell, 2012). Heale and Twycross (2015) also added that validity is divided into content validity, construct validity, and criterion validity. They indicated that criterion validity is undertaken in examining the correlation study; because this study did not conduct the correlation study, this study applied content validity and construct validity. Content validity is intended to ensure whether the contents of the questionnaire are relevant to the study objectives. In the meantime, construct validity is required to examine the accuracy of an instrument in measuring the construct. The pilot study was carried out to examine the questionnaire from Gunawardena (1995). The questionnaire had been checked by the advisors before collecting the data to make sure that the participants could easily understand the questionnaire.

The researcher had conducted a re-validation of this questionnaire, and among 17 items, there were two invalid items, namely, item number 16 indicating a threatening-unthreatening

rating, and item number 17 indicating a hindering-helpful rating. Since these items of questionnaire was reversed, the data obtained of these two items were invalid and causing the correlation value was less than the R table value; thus, the questionnaire items were not presented in the results. The R table value of this research was 0.323; meanwhile, the correlation values of the 16th and 17th questionnaire items were 0.061 and 0.034. In addition, the application of the same questionnaire in different context could also influence the study's results.

3.3.2. Reliability

According to Creswell (2012), reliability means that the instruments' scores are stable and consistent. It means that the score of the instrument conducted by researchers should be almost the same when implemented at different times. The questionnaire that was obtained by Gunawardena (1995) is still valid to be used inasmuch as the Cronbach alpha point is 0.87, and the value of Cronbach alpha adapted in the current study is approximately close to the point presented in the study by Gunawardena (1995), which is 0,88.

3.4. Data Analysis Techniques

These were the steps applied in this research in analyzing the data.

1. Reviewing the literature on social presence in online learning.
2. Using questionnaires adapted by Gunawardena and Zittle (1995).
3. Checking each item in the questionnaire and the item validity analysis, and translating the questionnaires from English to Bahasa to ensure that participants could easily understand the meaning.

4. Spreading out the link of questionnaires 84 students of English Language Education and had 10 to 15 minutes to complete the questionnaire.
5. Using Microsoft Excel to provide the data and using SPSS to analyze the data from questionnaires into the statistics form.

3.5. Data Indicators

The following indicators was the lead for interpreting the data:

1 = Positive perception

3 = Neutral

5 = Negative perception



CHAPTER IV

FINDING AND DISCUSSION

This chapter represents the finding and discussion of the data which had been obtained based on the questionnaire of students' perception of teacher's social presence in online class interaction in Introduction to Argumentative online classes in the department of English Education of a private university in Yogyakarta based on Gunawardena (1995). The data were analyzed using descriptive statistics aimed to examine the average of each questionnaire item; after that, the data will be ranked from the highest to the lowest ratings. The result will be divided into participants' information, overall findings, and findings from each class.

4.1. Research Finding

4.1.1. Participants' Information

The table below is the information of the participants in this study who attended the introduction to argumentative classes.

Class	Number of Participants
A	28
B	26
D	27

Table 4.1.1. Participants' Information

In regards to the table above, 28 participants were from Class A, 26 students were from Class B, and 27 students were from Class D. Thus, the participants who filled the questionnaire in total was 81 students.

4.1.2. Overall Findings

According to the questionnaire that had been spread to 81 participants, there were 15 rating items that point out students' perception of the lecturer's social presence in the interaction in Intro to Argumentative Classes. From 17 items, 15 items were selected as the valid items because the correlation value exceeded the R table value.

Number of Questionnaire	Ratings	N	Mean	SD
5	Warm	81	1.72	0.98
12	Humanizing	81	1.86	1.03
6	Colorful	81	1.87	0.95
7	Interesting	81	1.9	1.04
8	Appealing	81	1.93	0.97
13	Immediate	81	1.96	1
9	Interactive	81	2.02	1.01
10	Active	81	2.07	0.99
15	Efficient	81	2.08	1.06
3	Sociable	81	2.08	1.05
1	Stimulating	81	2.09	1.06
11	Reliable	81	2.16	0.99
4	Sensitive	81	2.17	1

14	Easy	81	2.19	0.95
2	Personal	81	2.29	1.01

Table 4.1.2. Overall Findings

The highest positive perception is determined from the low mean value. The lower the mean value, the more it points out a positive perception, since a rating with a 1 scale indicates a positive rating, while the 5 scale indicates the oppositional rating results. From the overall finding shown in the table above, it can be considered that the three highest rating of the overall findings were ‘warm’ (Mean= 1.72, SD= 0.98), ‘humanizing’ (Mean= 1.86, SD=1.03), and ‘colorful’ (Mean= 1.87, SD= 0.95). Meanwhile, the three lowest ratings were ‘personal’ (Mean= 2.29, SD= 1.01), ‘easy’ (Mean= 2.19, SD= 0.95), and ‘sensitive’ (Mean= 2.17, SD= 1). From these findings, it can be assumed that the students are likely to feel the friendliness and comfort carried by the teacher in this online course. However, seeing from the lowest perceptions, these feelings may not be enough to make all the students sense personal closeness to the teacher. They are prone to assume that the intensity of the teacher's sensitivity in showing awareness to pay attention to what they need in this online course is also not fully conveyed properly because, while considering the personal rating, it seems that the openness between teachers and students is still low compared to all perceptions.

4.1.3. The Prominent Social Presence

Based on the table of overall findings, students’ participated in this class gave positive rating to their teacher’s social presence. The students perceived the teacher’s social presence as ‘warm’, ‘humanizing’, and ‘colorful’. It means that the teacher built student interaction and engages students by providing affection, perhaps in the form of giving sympathy and

emotional support; thus, students gave the highest perception on these three items. Then, it was followed by the perception of 'interesting', 'appealing', 'immediate', 'interactive', and 'active'. This showed that teachers were able to build interesting interactions with their students which engaging the students to include in discussing the topic. The teacher was also likely to respond quickly to what was being the obstacles for her students. By building interesting interactions and quick responses, the possibility for positive interactions from both parties –teacher and students– would also arise.

4.1.4. The Less Social Presence

From the overall findings, students rated teacher's social presence modestly in 'personal', 'easy', and 'sensitive'. This implied that building personal closeness between teachers and students is the most difficult aspect to implement than other perceptions. The opportunities for face-to-face learning that have not been realized may lead to a lack of openness for some students to express their problems during online learning. It had an impact on the difficultness for teachers to know or even handle those students; thus, it affected to the students' perception of the sensitiveness of the teacher. Then, 'reliable' and 'stimulating' also entered the list of low perceptions among other perceptions. This perception was related to the previous perception. Students who tend to feel the teacher's sensitivity was less likely to feel the low of a sense of trust; thus it made them less likely to be stimulated to interact. In this online course

If it is considered on the mean value which is close to neutral, students still had a major positive perception of their teacher. It can be perceived that the sense of unity between teachers and students in this online course had been formed and it had been worked accordingly.

4.2. Discussion

From the results presented above, students from a private university in Yogyakarta had shown their perception that the teacher had implemented the social presence in this online course using a questionnaire developed by Gunawardhena (1995).

In contrast to the results of Gunawardhena (1995), the rating of 'interactive' became the highest perception in her research, while the rating of 'warm' is the highest perception in this study. The difference between the results of this research and the results of Gunawardhena's (1995) research is seen from the length of the research period; Thus, the methods applied by the teacher and the learning media used in distance learning continue to evolve. Because distance learning media are constantly evolving, teachers considers to apply the suitable methods according to the use of the media.

Meanwhile, the lowest result from Gunawardhena's (1995) research was 'sensitive'. When comparing the lowest results, Gunawardhena's (1995) research results are in line with this study. It can be seen from the rating results of this study that most students choose 'sensitive' to be the third-lowest regarding how they felt in this online course. The 'sensitive' in Gunawardhena's (1995) study referred to the environment of online learning, while in this study, 'sensitive' was referred to the teacher's sensitivity to overcome the students' needs.

The students widely perceived that the teacher mostly showed that she evenly spreaded her warm and enjoyable sides during interacting in this online course. It can be seen that 'warm' is the highest rating that students perceive, and it is followed by humanizing and colorful. When considering the highest ratings, teacher tended to apply the affection aspect more in the course. Similar to Ensmann et al. (2021), teacher involvement, especially in affective aspects such as empathy, is an important aspect of helping students deal with anxiety in distance learning. This

transition to distance learning makes students feel anxious about take online learning, so the results of the study from Ensmann et al. (2021), it showed that the interaction and affection put in the course can help students overcome this anxiety. The same perception was also expressed in the research conducted by Stankovska et al. (2021). In their research, the students who participated in their research claimed that they were able to get through the online learning in pandemic situation because of the emotional and psychological support that they obtained from their lecturer.

By looking at the lowest rating, although the students feel that the teacher is warm and enjoyable in the course, the 'personal' rating is still in the lowest rank. Even so, the personal closeness between students and teacher were able to be felt through this perception is not as strong as other perceptions. In accordance with Tackie (2022), he found that besides teaching in the academic field, teachers must also create emotional closeness with their students. Distance learning implemented during the pandemic reduces the opportunity for teachers and students to interact in real and openly; meanwhile, the close relationship between students and teachers apparently is one of the indicators for successful online learning. By managing close relationships with students, teachers can easily maintain student engagement in online learning.

Relationship built in online learning is different from face-to-face learning. This statement may be explained in the findings of Putri et al. (2021) study. They found that students experienced clear differences in interactions in online learning and face-to-face learning. Students argued that interactions in online learning were more limited than interactions in face-to-face classes, so it makes they could not feel the 'real' interactions. Therefore, they prefer face-to-face classes over online learning.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two sub-chapters, which is the conclusion based on the research findings elaborated in the previous chapter and the recommendation for further research.

5.1. Conclusion

The results of this study show that most students' perception of the teacher's social presence of this online course was warm, which indicated a mean score of 1.72. With this item as the highest perception, the students probably feel that the teacher shows her empathy sides during interacting in this course. Perhaps, showing the emotional support from the teacher are able to help students to cope with anxiety that they might experience during online learning in a pandemic situation. On the other hand, the lowest students' perception of the teacher's social presence is personal, with a mean score of 2.29. By seeing this mean score, among other perceptions, it seems that personal closeness between the teacher and students was the hardest to build in this course comparing to the other perceptions, because of the situation that forced them to switch to online learning. Thus, some of them might have been struggled to aspire clearly what they need and interact closely with the teacher.

By taking into account the results of this study, these results are not able to be generalized since this study was carried out in a certain context at a certain time. However, this study can be an illustration of how this social presence occurs in a class implemented online.

5.2. Recommendation

According to the results, this study provides empirical data which can be used as insights to identify the online class participants' social presence. There are a few recommendations for future researchers, as follows:

First, while this research is investigating on a small scale and at one time, studies carried out on a larger scale need to be taken into consideration. The results will be more diverse in case the study is conducted with a larger number of participants, a wider context, and a longer timeframe. The second is because this study only focuses on the students' perception of the social presence of the teacher, it is also advisable to carry out research regarding the teacher, so the perceptions of social presence can be conveyed from both sides, which is the teacher and the learners.

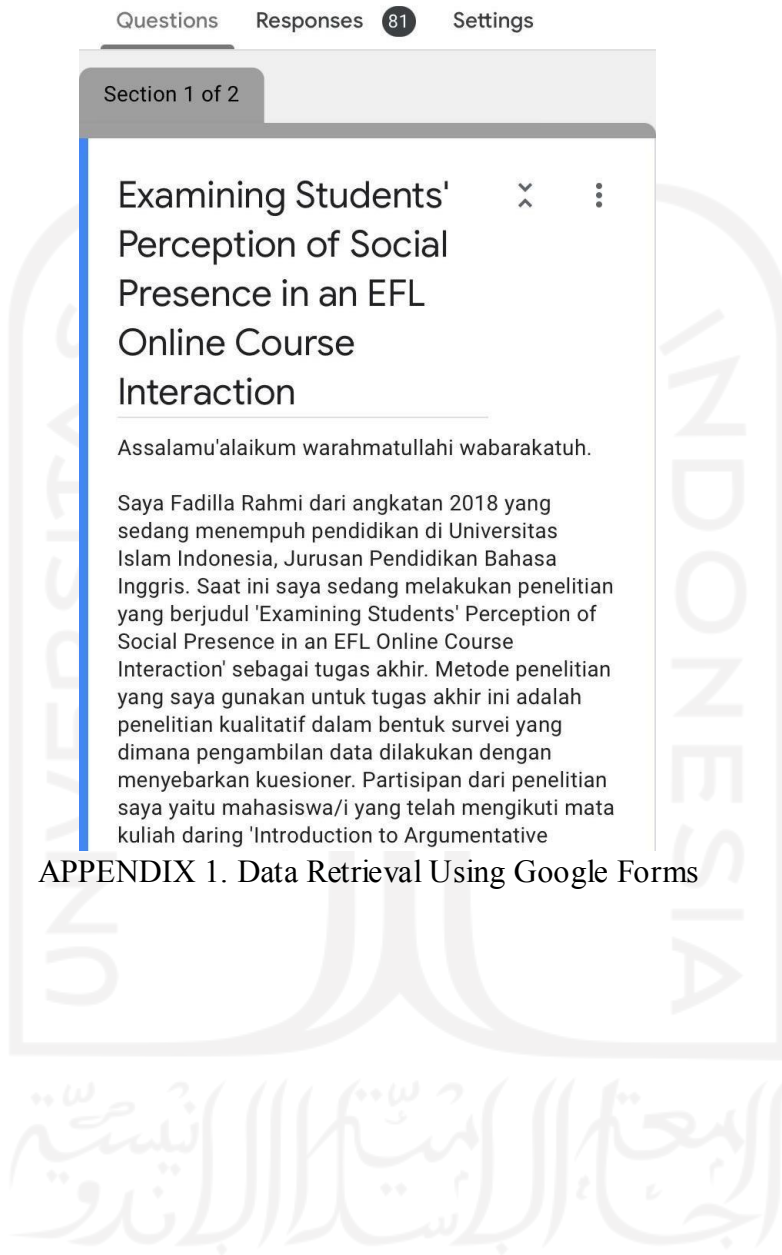
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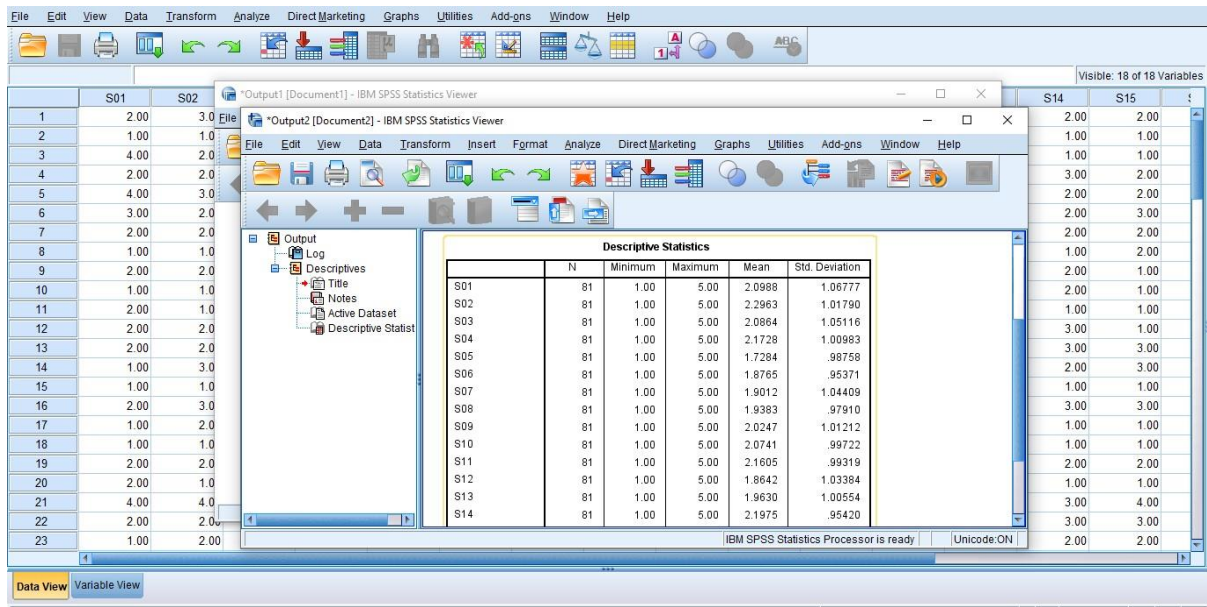
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APPENDICES



Stimulating	1	2	3	4	5	Dull
Personal	1	2	3	4	5	Impersonal
Sociable	1	2	3	4	5	Unsociable
Sensitive	1	2	3	4	5	Insensitive
Warm	1	2	3	4	5	Cold
Colorful	1	2	3	4	5	Colorless
Interesting	1	2	3	4	5	Boring
Appealing	1	2	3	4	5	Not appealing
Interactive	1	2	3	4	5	Non-interactive
Active	1	2	3	4	5	Passive
Reliable	1	2	3	4	5	Unreliable
Humanizing	1	2	3	4	5	Dehumanizing
Immediate	1	2	3	4	5	Non-immediate
Easy	1	2	3	4	5	Difficult
Efficient	1	2	3	4	5	Inefficient
Threatening	1	2	3	4	5	Unthreatening
Hindering	1	2	3	4	5	Helpful

APPENDIX 2. Questionnaire



APPENDIX 4. Data Analysis Using SPSS

