









activities were set to provide opportunities for the teachers to carry out their online interaction.

#### 4.2. Answer to Research Question 2

Occurring once, one uncategorized word, i.e., 'test' or one of 3042 postings to code was deleted among the postings leaving the Un.As category removed in the table. Other categories [Ref.Q], [Com.Ch], [Sim.As], [Oth.As], [Ind.Cor], and [Err.Exp] were also removed since they did not appear in this study.

From the postings, 228 units of analysis were obtained. All analysis units downloaded were analyzed; they were not sampled. Further micro analysis was guided by the modified interaction analysis parameter (Table 1). From all units of analysis, the coded postings were reported to amount to 3041. Intercooder agreement was reported to be 85.09% (2612 of 3041 codes). The codings which indicated disagreements between the two raters – amounting to 14.10% – were not included in the data analysis. From 2612 scaffolding functions coded, this study found that only 10 categories were used in the teacher interaction (see Table 2).

Table 2. Scaffolding interaction related to teaching experience length

	Cate gory	Length of Teaching Experience				To- tal	%
		A	B	C	D		
1	<u>Dir.M</u>	44	65	62	56	227	8.69%
2	<u>Cl.R</u>	1	1	3	5	10	0.38%
3	<u>Conf. Ch</u>	0	0	0	1	1	0.04%
4	<u>Fur.As</u>	283	222	276	287	1068	40.89%
5	<u>Ext.Ex p</u>	74	114	128	153	469	17.96%
6	<u>Dir. Cor</u>	0	1	3	2	6	0.23%
7	<u>Mo.O p</u>	1	1	0	4	6	0.23%
8	<u>Nom</u>	168	134	216	220	738	28.25%
9	<u>Gr. M+</u>	13	19	23	23	78	2.99%
10	<u>Gr. M-</u>	1	0	7	1	9	0.34%
Total		585	557	718	752	2612	100%
		22.40%	21.32%	27.49%	28.79%		
Grand Total		2612					100%

Note:

A: < 6 years; B: 6-10 years; C: 11-15 years; D: >15 years

<u>1.Dir.M</u>	Direction Maintenance.
<u>2.Cl.R</u>	Clarification request.
<u>3.Conf.Ch</u>	Confirmation check.
<u>4.Fur.As</u>	Further assertion.
<u>5.Ext.Exp</u>	Extended Explanation.
<u>6.Dir.Cor</u>	Direct Correction.
<u>7.Mo.Op</u>	Modified Output.

<u>8.Nom</u>	Nomination.
<u>9.Gr.M+</u>	Positive Group Maintenance.
<u>10.Gr.M-</u>	Negative Group Maintenance.

Indicated in Table 2, the four groups of teacher are slightly equal in terms of scaffolding activity in their online interaction – about 20% each and the highest percentage (slightly below 29%) goes to teachers having more than 15 years of teaching service. This group of teachers engaged the most in the online interaction.

It is interestingly found that among the scaffolding categories, Conf.Ch had the smallest occurrence (only 1 occurrence; Table 2). This might be due to the length of teaching experience (more than 15 years of teaching service). This came from a 'senior' teacher who might be courageous enough to ask for confirmation. To be more particular, this senior teacher asserted 'Bagaimana bunda Nn, selama kegiatan disuruh anak mendengarkan penjelasan gurunya tentang kebun binatang hanya melalui gambar? Membosankan anak, bu. [translation: What do you mean, Ms Nn? The students are asked to listen to the teacher's explanation about ZOO by only looking at the picture?]

It is also interestingly found the teachers of less than 6 years of teaching service do not perform any Dir.Cor. Perhaps culture has something to do with this pronouncement. Eastern culture is leaking into most Asian countries due to the lack of courage among the "younger" people to reprimand their senior counterparts, especially when those comments are straightforward [16], [17].

This study is similar to a previous study [12]. Further assertion (an assertion to issues indicating the progress of the on-going discussion of a particular issue and not to a new problem) in this study occupies the first rank (slightly below 41%) in the occurrence. Students' interaction in the previous study [12] and teachers' interaction in this study with regard to Fur.As becomes the most frequent occurrence. This might indicate that in a learning community of both students and teachers, cognitive presence appears when the task is structured or guided. In the previous study [12] the students are given a task (learning to be an expert) to later share their expertise while the teachers in this study are given tasks to answer questions during their reflective discussion. Yet, this study does not display similar result with an earlier study [13] which reports that Cl.R occurs the most frequently. The interaction happening in the earlier study engages students who want to know more while the one in this study happens among in-service teachers who own ample content knowledge and thus perform more on assertion of ideas during the on-going discussion.

This study reveals that Nom 'Nomination' is the second rank (slightly above 28%). It contradicts the result of the previous study [12] which recounts that

student interaction does not make use of Nom as many as this study under report indicates. This is understood as the community of teachers might be more polite in addressing one another in their communication especially in a formal mode of discussion.

Further analysis was done to the scaffolding functions appearing in this study. Referring to [12], two categories were further detected. The first category included Cl.a.R ‘Clarification request’ and Conf.Ch ‘Confirmation check’ which were classified as those scaffolding functions naturally accounted for the need of assistance in interaction (Table 3). The second category shielded more scaffolding functions: Fur.As ‘Further assertion’, Ext.Exp ‘Extended Explanation’, Dir.Cor ‘Direct Correction’, and Mo.Op ‘Modified Output’ (Table 4). The second group of scaffolding functions were those accounting for assistance support [12]. Since Dir.M ‘Direction Maintenance’ (constituting slightly below 9%) did not belong to any of the groups as it actually showed procedural matters within a reflective discussion, it was excluded in the discussion for Cognitive presence. To identify the cognitive presence in teacher interaction, the contrast between the two (interaction showing request of assistance and endowment of assistance is presented in Figure 1.

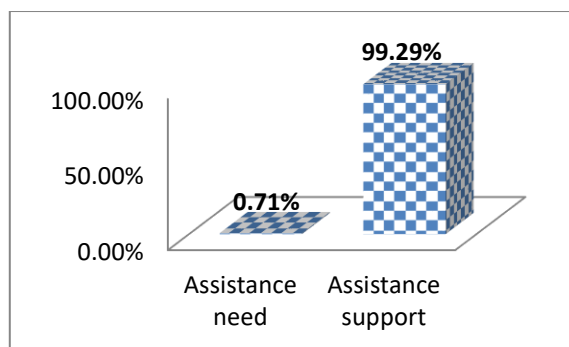


Figure 1. Scaffolding interaction

It is evidently found in this study that teachers of young learners support one another by expanding the knowledge among them – providing further assertion, giving more explanation, giving direct correction, and modifying output (reformulating responses resulting in a more accurate or complex idea – much more than asking one another for assistance. This shall reveal the research question of how the cognitive presence would be viewed.

In light of the social presence, the postings coded Nom, Gr.M+, and Gr.M- were further analysed.

Table 3. Scaffolding interaction revealing need of assistance

	Cate gories	Length of Teaching Experience				Total	%
		A	B	C	D		
1	<u>Cl.a.R</u>	1	1	3	5	10	90.91 %
2	<u>Conf.Ch</u>	0	0	0	1	1	9.09%
<b>Total</b>		1	1	3	6	11	100%
		9.09 %	9.09 %	27.27 %	54.55 %		
<b>Grand Total</b>		11				100%	

Note: Cl.a.R: Clarification request; Conf.Ch: Confirmation check.

Table 4. Scaffolding interaction revealing support of assistance

	Cate gory	Length of Teaching Experience				Total	%
		A	B	C	D		
1	<u>Fur.As</u>	283	222	276	287	1068	44.99 %
2	<u>Ext.Exp</u>	74	114	128	153	469	19.76 %
3	<u>Dir.Cor</u>	0	1	3	2	6	0.25%
4	<u>Mo.Op</u>	1	1	0	4	6	0.25%
<b>Total</b>		375	338	407	429	1549	100%
		24.21%	21.82%	26.28%	27.70%		
<b>Grand Total</b>		1549				100%	

Note: Fur.As: Further assertion; Ext.Exp: Extended Explanation; Dir.Cor: Direct Correction; Mo.Op: Modified Output.

Table 5. Scaffolding interaction (social presence-oriented)

	Cate gory	Length of Teaching Experience				Total	%
		A	B	C	D		
1	<u>Nom</u>	168	134	216	220	738	89.45 %
2	<u>Gr.M+</u>	13	19	23	23	78	9.45%
3	<u>Gr.M-</u>	1	0	7	1	9	1.09%
<b>Total</b>		182	153	246	244	825	100%
		22.06 %	18.55 %	29.82 %	29.58 %		
<b>Grand Total</b>		825				100%	

As indicated in Table 5 among the three categories appearing, Nom ‘Nomination’ is the highest rank reaching slightly below 90%. The community of teachers are polite in their communication. This study demonstrates teachers' exceptional courtesy in nominating or addressing one another though most of them use only a short “Bu”, or “Bunda” [translation: “Ma’am”] without the complete name. They do not say “I like your idea as it is ... .” They politely say “I like your idea, Bu, as it is ... .” or “I like your idea, Bunda, as it is ... .” In their social interaction, the teachers maintain group harmony and lower affective barriers more than they show lack of confidence, readiness, and frustration control. Only about 1% occurrence is found for negative group maintenance (compared to 9% which indicates positive group maintenance). This shall reveal the research question of how the social presence would be viewed.

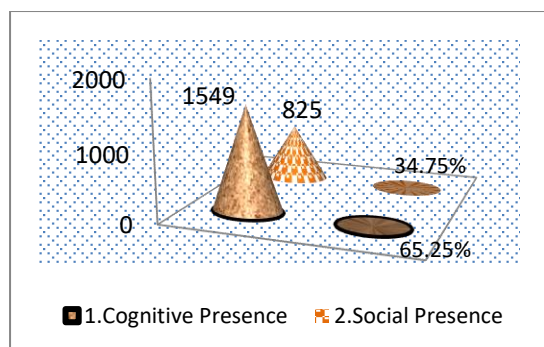


Figure 2. Cognitive-social presences

Eventually, the answer to the second research question is also presented in Figure 2. More on-task interaction (slightly above 65%) occurs in the discussion forum.

## 5. Conclusion

The study has revealed online interaction among teachers of young learners in Indonesia. It commences with the description of how the teaching presence is put up. In light of cognitive presence and social presence, the study reveals the heterogeneous scaffolding categories covering 10 types namely Direction Maintenance, Clarification request, Confirmation check, Further assertion, Extended Explanation, Direct Correction, Modified Output, Nomination, Positive Group Maintenance, and Negative Group Maintenance.

Some studies [12-14] have proved the strength of role assigning in student group interaction. Another study [15] has also proved that when roles are assigned, members will do their assigned role as expected and there is no monopoly from certain members. Another study [12] has even revealed that rotating roles assigned to low achieving students can increase these particular students to be engaged more. Further studies can then assign roles which are to rotated for teachers in small groups so that various responses can be obtained. Roles like ‘captain’, ‘encourager’ can be added with a specific ‘elaborator’ role or the role of “Courteous conflict creator” (p.37) [18], i.e., one that introduces differing opinions. To this particular additional group member role it is anticipated that the short postings of *FurAs* like ‘Agree’ can be expanded to reveal more insightful discussion among teachers.

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