

# PROCEEDINGS

ISSN 2303-1417



IN COOPERATION  
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THE HONG KONG  
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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
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MALAYSIA



THAILAND



**20-21**  
**May 2016**  
Bandar Lampung  
University, Indonesia

## 4<sup>th</sup> ICEL 2016

### THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



# PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**4<sup>th</sup> ICEL 2016**

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20 -21 MAY 2016



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4<sup>th</sup> ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

**Drs. Harpain, M.A.T., M.M**

*4<sup>th</sup> ICEL 2016 Chairman*

## **PROCEEDINGS**

The Fourth International Conference on  
Education and Language (4<sup>th</sup> ICEL 2016)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21 2016

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## THE IMPLEMENTATION OF USING ONLINE APPLICATION IN INCREASING STUDENTS' MOTIVATION

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### Abstract

The researcher aimed to measure students' motivation in implementing the online class learning by using application *Schoology* in speaking class. The participants of this research are the second semester of English Education Study Program in UBL who took speaking II class. The data that the researcher has collected is from the result of questionnaire. By using qualitative technique, the researcher can find differences between online and offline session in increasing students motivation. The questionnaire was posted after the materials have been done by the students. The questionnaire was posted in *Schoology* through SuperMonkey and Google forms website. The result of this research showed that the students became more active, and also their motivation is increasing in learning English because of some factors in influencing learning process.

*Keywords:* blended learning, speaking skill, self achievement, social dimension, and learning environment

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### 1. INTRODUCTION

Learning English is very hard to do for students especially for those who assume that English is their foreign language. Mostly students in Indonesia do not like learning English even English is the most important language in the world. Students think that English is their foreign language and English does not often use in daily communication whether in environment, in society or in formal official government. English does not use to communicate each other to another in Indonesia but communicate each other or another country. Without mastering English we will be left behind. It is very hazard for people who live in developing country. To increase social life in developing country is learning English. Nowadays, learning English from beginning is a must. English is one of big problem that has to be faced by students in school and be solved by teacher. Vocabulary is one of many factors that students deal with. Enriching vocabulary can help students to get a meaning of word, sentence, paragraph, text and so on. When students do not have enough vocabulary in learning English, they will start thinking that English is their problem. Listening to the audio, asking and giving opinion, reading a text and understanding a paragraph after that retelling about the paragraph is common in teaching learning process. Students will get hard to do all of the activities if they do not master in remembering vocabulary. Vocabulary is the center of learning English. So, for those who are not capable enough in listening, speaking, writing and understanding a text are caused by lack of vocabulary.

Translating a text or audio recording in English is not simple. Sometimes in English what students understand is not as same as what text or audio recording mean so. It usually happens because students translate the text word by word – it is called by translating literally or semantically. When translating the text student does not only use semantic side but also use pragmatic side. Pragmatic is the way to comprehend text in general and it is related the meaning in whole the context. In many cases students will face trouble in grapping the real meaning of the text because of translating word by word. This is another factor that make students do not like learning English. They do not care whether they can speak English, listen to audio, write a paragraph and read a text. Since English is hard to understand, most of students have a lack of motivation in learning English. Having motivation in learning is needed for all of students. Motivation is one of key factors that can influence the rate and success of learning English as a foreign language. Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Woolfolk (1998) defines “Motivation as an internal state that arouses, directs and maintains behavior” (P.372). Salvin (2001) defines, “Motivation as an internal process that activates, guides and maintains behavior over time”. ( P.345)

Learning English together with friends is more effective to increase students' motivation than learning English by themselves. If one of students does not know about certain meaning of a word in text, the student will ask to the other students about the word and solve the problem with the other friends. It will help students a lot to grab the point in the text easily. Discussing activity in learning English is needed. For students who live in developing

country and assume that English is a foreign language have motivation based on their personality and social dimension or background. Having motivation based on personality it means students have a desire to learn English well or to get special achievement. On the other side, having motivation based on social dimension it means students get support doing something from family, teacher, friends, looking other students' spirit in learning English and the forth. Getting support give special part of sense in students itself. Students will start thinking to keep someone's support on. Looking the other students' spirit in learning English also can increase students' motivation. It caused by having competed sense. In learning students do not want to be loser. They will do what their friends do. Both of the factors are able to improve students' motivation because there is a goal that students want to achieve and there is a reason behind the goal.

Based on the fact above, the researcher concerns with learning English for foreign language, the goal of teaching English in Indonesia is the enhancement of students' motivation in learning English especially in speaking skill. Role of teacher in students' motivation is necessary. As emphasised by Dornyei (2001), "teacher skills in motivating learners should be seen as central to teaching effectiveness" (P. 116). Teacher can decrease students' motivation if the teacher never gives reinforcement, support and always blame the students. (Hamdan et al., 2013) defined that in the traditional teacher-centered model, the teacher is the main information sources that the students have, and everything comes from the teacher in the class. (p.5) in teaching learning process, Indonesia should change the previous system to the new one which can make students to be active and creative in learning English.

For that reason, the researcher tries to use method by applying online application in the classroom. Students can not only have interaction and discussion in the classroom but also they can have interaction and discussion in the application online. The application is called by *Schoology*. The function of this application is introducing and discussing material that will be performed in the classroom. Teacher and students can be in the application, so they can have an enjoy learning in online forum. For example, teacher will post the certain material in application, students will see the post then they will discuss together with their friends or teacher. It will help students who have lack of motivation in learning English. At the end of discussion, teacher will give assignment for them related to the material and students will perform in the classroom later. So, the activity in the classroom is only showing their performance. The role of teacher is just for facilitator. Teacher just guides students to accomplish the target of the material and the assignment. This application is very helpful for teacher in teaching. This application also prevents students feel bored in the classroom. By applying this online application researcher wants to see students' improvement in learning English and wants to see student's motivation in learning English. In this research, the researcher will compare teaching learning process by using manual technique and using online application. The researcher wants to prove that is there any influence in learning English by applying online application for students' motivation?

Indonesia is in the first rate in using cell phone based on AS research. Indonesian spends their time for playing their cell phone until 174 minutes in a day. Indonesia is also in the eighth rate in using internet. Internet users are getting increase in every year. Both of factors are common to see in Indonesia especially in teenagers. Students prefer use their cell phone to learn their study. Mostly students are too busy at playing the cell phone even there is a teacher in the class. It is one of phenomena that decrease students' interest and decrease student's motivation in learning. It is because mostly teachers in Indonesia still use traditional method in teaching learning process makes students feel bored in the class all the time and try to find another activity by through playing cell phone. Role of teacher and method of teacher in the classroom can influence students' motivation in learning.

### **1.1 Problems of the Research**

Based on the background above, this research has three problems:

- 1) How do online speaking classes influence students learning motivation?
- 2) What kind of factors that make students feel motivated in learning English?
- 3) How does it influence students' internal and external motivation in learning English?

### **1.2 Objectives of the Research**

In this research, there some objectives that researcher wants to grab. The first is to know how online speaking classes influence students in learning motivation. The second is to find what kind of factors that make students feel motivated in learning English even it is internal factor or external factor. The last point how online class gives influence to students' internal and external motivation in learning English. All of three points can be got by online application (*Schoology*) when it is used. The researcher also wants to prove that using online application can give influence in students' motivation in learning English.

## 2. LITERATURE REVIEW

### 2.1 The concept of Motivation

Motivation is one of factors that students need in every learning process. (Dörnyei, 1998: 117) stated “Motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language (L2) learning.” Based on the theories above, the meaning of motivation is an admitted tool that can give an effect in language learning process generally. There are so many theories related to motivation, such as;

*“Motivation refers to the intensity of one’s inner drive to learn. An integrative orientation means that the learner is learning L2 for social and cultural goals. The motivation to get the goal can be high or low.” (Brown (2001)*

*“Motivation is a tendency to expend effort to achieve goals.” (Johnson in Schmidt, Boraie & Kassabgy, 1996:11)*

*“Motivation is the process whereby goal-directed activity is instigated and sustained.” (Pintrich & Schunk in Dörnyei, 1998:118)*

*“Motivation that stems from factors such as interest or curiosity” Woolfolk (1998) ( P.374)*

*“Extrinsic motivation involves doing something to obtain something else (a means to an end)” Santrock (2004) (P.418)*

In getting motivation is based on every individual’s goal. Whether the motivation will be high or low it also depends on how students can control their self. What kind of goal that students want to achieve can be a factor in increasing motivation.

In learning process, motivation has a function that is very important to help students to achieve their goal in learning language. If we talk about motivation, there will be many topics discussion and many aspects that can be included. Having a target in learning and getting push from people around can be factors which influence students’ motivation. Psychological is also one of aspect in having motivation based on internal and external parts.

### 2.2 Types of motivation

(Harmer, 1991, p. 3) uses the word ‘goal’ to categorize the motivation in second language learning into two types:

1. *Short-term goal* means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores. After students have already passed the examination their motivation will decrease by the time.
2. *Long-term goal* refers to a wish of students who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language. Students think about their future and students will maintain their motivation in learning because there is a target in future.

Krashen (1988, p.22) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.

1. *Integrative motivation*, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006, p. 86)
  2. *Instrumental motivation* involves the concepts of purely practical value in learning the second language in order to increase learners’ careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006, p. 86)
1. *Extrinsic motivation* refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity (Arnold, 2000, p. 14)

Extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

2. *Intrinsic motivation* refers to learning itself having its own reward (Arnold, 2000, p.14).

It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will.

### **3. RESEARCH METHODOLOGY**

After joining online class session and finishing class project, all students will feel many differences between getting learning process in online class and finishing class project performance in the class. The researcher gave a questionnaire to students to measure whether students were motivated or not during online class session. Students were required to complete a questionnaire as a separate assignment. Approximately three weeks after all the projects were completed, a post-study survey was administered and collected to know the result of students motivation. The questionnaire were used as a proxy for understanding how exposure to and use of mobile technologies by a student can impact overall willingness to adopt new technology.

#### **3.1 Participants**

The researcher took a qualitative research in this research, which was conducted by applying observation and questionnaire sheet. The participants of this study are students of 2<sup>nd</sup> semester of English Education Study Program of Teacher Training and Education Faculty (FKIP) of Bandar Lampung University who took Speaking II subject which was a compulsory subject to be taken by the students in enhancing their ability of this skill. The research was conducted by involving 26 students – four were boys, and twenty two were girls.

#### **3.2 Teaching Procedure**

In teaching learning English process of speaking subject instruction, the method of teaching divided into 2 sessions; the first session was held in online class session on Wednesday evening and Friday evening at 7- 9 p.m and the second session was held in the classroom on Tuesday morning. *Schoolology* operates as a teaching/learning platform outside the conventional classroom. *Schoolology* is a kind of online application that helps students to learn easily. This online application recorded all the processes, from the materials, discussions, questions, and also the assignments. They can also share their answers to others, and they can do classmates-checking to their classmates answer. One student would be checked by other ten students for their answers. The materials of this class were based on the real life of the students. The materials were also very common for the students. Choosing common materials for the students that have the goal to make them more enjoy in doing the class, and easier to understand the class. In the end of meeting 2 of online class, there was an assignment which must be done in the classroom. The activity was about presenting something in front of the class that is related to the material has discussed in online class; it will be individual and group performance and the other students would give comment about the presentation which was held once a week (Tuesday) as it has been scheduled by the university from the beginning of the semester. In the end of the offline class, the teacher provided a video which would appear in the next online class, the purpose is to introduce the students about the material that will be discussed later. It will help students to have a better preparation before the online class. The topics are prepared by the teacher, such as idol, love, and travelling.

#### **3.3 Data collection instruments**

For collecting data, the researcher made some questions for evaluating students' motivation in doing blended learning. As Friesen (2012) stated that Blended learning designates the range of possibilities presented by combining internet and digital media with established classroom forms that require the physical co-presence of teacher and students. The researcher did also observation to observe students' process in learning of online class. The observation and questionnaire were to measure and evaluate the students' motivation by using *Shoology* in speaking class. The observation data was taken from online and offline class that had been being held since at the beginning of April 2016 until at the beginning of May 2016. The questionnaire was made based on the theory motivation that the researcher used. The indicators in making the questionnaire were about self achievement (short goal and long goal), social dimension and learning environment. These are the contains of the questionnaire;

Table 1. The contains of the questionnaire

No	Pertanyaan	Jawaban				
		1	2	3	4	5
1	Joining online class makes me easier to prepare activity in the class, so I can have good performance later.					
2	I want to get a better job that related to English in the future.					
3	I like sharing problem of the material and making discussion with other friends and teacher.					
4	The material in online class is very easy to connect with our society.					
5	Comparing between the result of my friend's assignment and mine in the classroom makes me want to try hard to get a better result too.					
6	Online class helps me to get interaction with my friends and teachers.					
7	Getting good score in every assignment is a must.					
8	Learning English is important for making me a knowledgeable and skillful person.					
9	I get many references to help me to get idea in making good performance by seeing my friend's comment.					
10	Seeing my other friends' comment makes me want to fix my mistake.					
11	How did you feel during online class session in increasing your motivation of learning process? (Additional question)	(give your opinion about it)				

The questionnaire contained 11 questions. 10 of 11 questions are multiple choices that have 5 points to be chosen by students; (1) Strongly Disagree (2) Disagree (3) Uncertain (4) Agree (5) Strongly Agree. The last question is as an additional question that in order to making paragraph to answer it. In making the questionnaire, the researcher adapted from some journals that became the guideline. It was made in English, because this was suitable with the study program and also there is a student who is from abroad which used English as the second language. The questionnaire which has been made was posted to *Schoology*. The students responded the questionnaire once, after all of the materials had already taught by the teacher. All the responses were collected online through the SurveyMonkey/Google Forms website.

#### 4. RESULT AND DISCUSSION

After posting the questionnaire by using the Super Monkey/Google Form website through *Schoology*, students answered the questionnaire. There are ten questions that contain a single indicator in every question to measure students' motivation. The indicators are self achievement, social dimension and learning environment. In every question has also 5 points for helping students to answer it. (1) Strongly Disagree (2) Disagree (3) Uncertain (4) Agree (5) Strongly Agree.

Table 2. The Interpretation of Likert mean scale (taken from Lin, Yu, Wang, Ho[XIII

Interpretation of Mean Score Values	
Scale	Description
1.00-1.49	Strongly Disagree
1.50-2.49	Disagree
2.50-3.49	Neutral
3.50-4.49	Agree
4.50-5.00	Strongly Agree

Here is the result of 10 questions in the questionnaire;

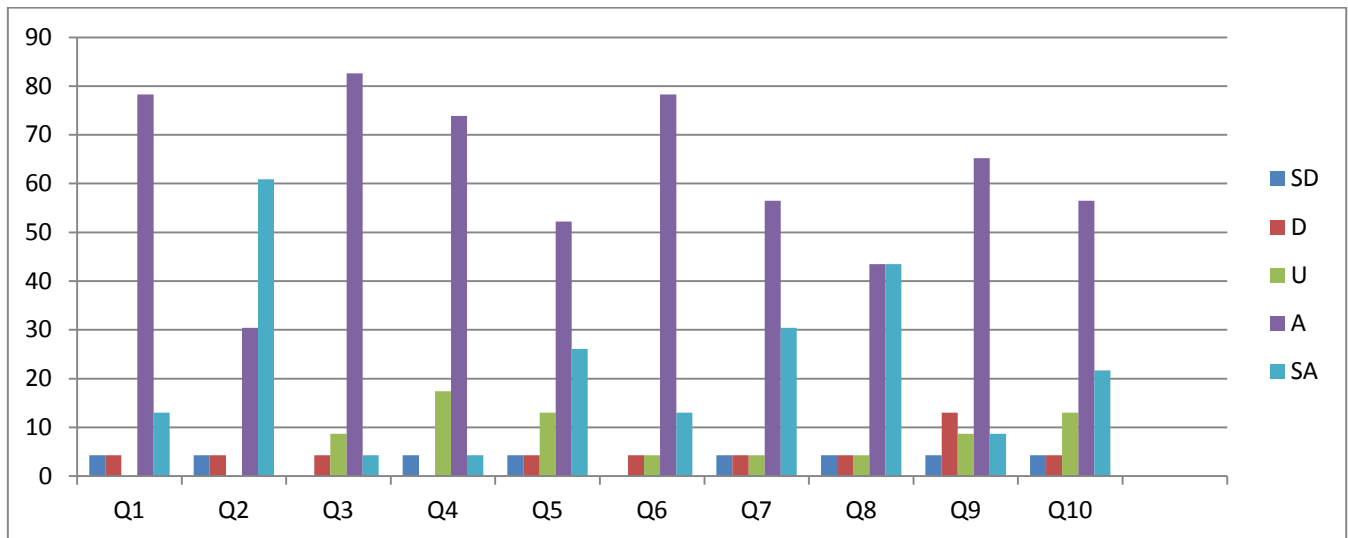


Figure 1. The result questionnaire

For the first indicator, it is about self achievement that is included in number 1, 2, 7 and 8. Such as; Joining online class makes me easier to prepare activity in the class, so I can have good performance later. It is question number 1 that has got 78.3% agree and 13% strongly agree. I want to get a better job that related to English in the future. It is question number 2 that has got 60.9% strongly agree and 30.4% agree. Getting good score in every assignment is a must. It is question number 7 that has got 56.5% agree and 30.4% strongly agree. Learning English is important for making me a knowledgeable and skillful person. It is question number 8 that has got 43.5% agree and 43.5% strongly agree. The result was got by 23 responses that have joined online and offline class. Based on the result of questionnaire above, we can measure the motivation of students. We can also conclude that using online application *Schoology* can increase motivation of students in self achievement. Self achievement is one of three indicators that it comes out from students' self. Self achievement is used as a target of students for achieving a certain goal whether it is long goal or short goal. Self achievement can be also called by internal factor of motivation.

For the second indicator, it is about social dimension that included number 4, 5, and 10. Such as; The material in online class is very easy to connect with our society. It is question number 4 that has got 73.9% agree. Comparing between the result of my friend's assignment and mine in the classroom makes me want to try hard to get a better result too. It is question number 5 that has got 52.2% agree and 26.1% strongly agree. Seeing my other friends' comment makes me want to fix my mistake. It is question number 5 that has got 56.5% agree and 21.7% strongly agree. The result was got by 23 responses that have joined online and offline class. The three questions can measure the students' motivation in social dimension part. Social dimension is part of motivation that is got by supporting people surroundings. It is like external factor of motivation.

For the last indicator, it is about learning environment. This indicator describe about what kind of factors that can be appeared in teaching learning process. It is included interaction and communication between teacher and students or students and students. The numbers are 3, 6, and 9. Such as; I like sharing problem of the material and making discussion with other friends and teacher. It is question number 3 that has got 82.6% agree. Online class helps me to get interaction with my friends and teachers. It is question number 6 that has got 78.3% agree and 13% strongly agree. I get many references to help me to get idea in making good performance by seeing my friend's comment. It is question number 9 that has got 65.2% agree.

Based on all of the percentage of questionnaire above, the researcher can conclude that using online application *Schoology* in teaching learning process can help students to increase their motivation.

This is the additional data of students' responds about online class session that can give an influence. Students give their opinion about their motivation in experiencing of learning online class session and offline class performance.

Here is also the additional result of student's opinion about using *Schoology*;

## How did you feel during online class session in increasing your motivation of learning process?

(20 responses)

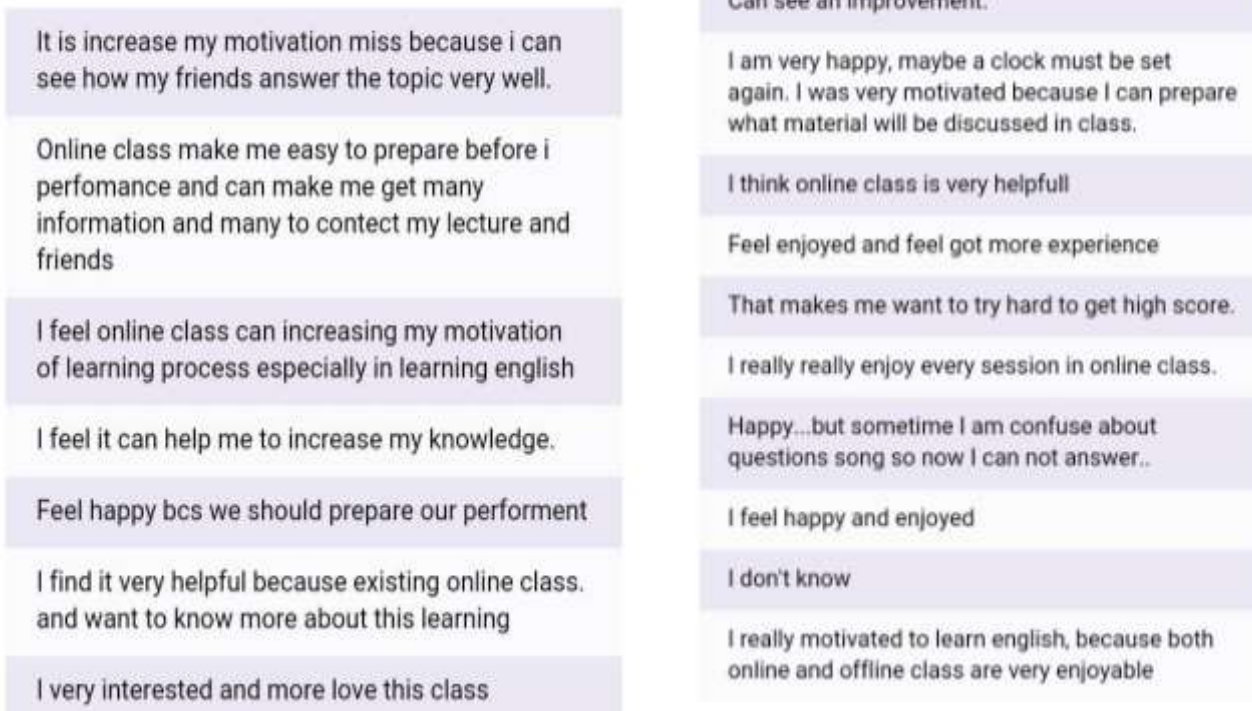


Figure 2. The picture of students' opinion

### 4.1 Research Question

Online application *Schoology* has given an influence in teaching learning process of Speaking II class of Bandar Lampung University. By using online class session the students can be easier to learn the material and also have interaction to teacher and other students. If one of the students has a problem with assignment, she/he can ask directly and discuss it together. Seeing other friend in the online class also can help students to be easier in making assignment. Making students enjoy and interest in learning English can give a good influence in increasing motivation. Motivation is one of key factors that can influence the rate and success of learning English as a foreign language.

Based on Zoltan Dornyei theory motivation there are 3 factors that can influence students in increasing motivation, such as; Self achievement, social dimension and learning environment. Three of factors motivation has been succeed in blended learning of Speaking II of Bandar Lampung University by using *Schoology* based on the result of questionnaire.

Internal factor refers to learning itself having its own reward (Arnold, 2000, p.14). Students will be motivated in learning English because there is a goal or target that they want to get. External factor refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity (Arnold, 2000, p. 14). Students are given something to push their motivation. The motivation does not come out from students' self but other factors. The factor can be like a reward or supporting from people around them. So, internal and external factor can give influence each other in learning English.

### 5. CONCLUSION

This research depicted about using *Schoology* that can be able to increase students' motivation in blended learning of speaking 2 of Bandar Lampung University. The researcher wanted to know how online speaking class gives influence in increasing students' motivation. The other things that the researcher wanted to know is to find what kind of factors that make students feel motivated in learning English even it is internal factor or external factor. This research describes about how online class gives influence to students' internal and external



motivation in learning English by giving 11 questions in a questionnaire. The researcher made 11 questions in questionnaire that can be covered to describe students' motivation. The result showed that from all of questions in questionnaire, online class session can help students in developing their motivation in the class. There are 10 questions of 11 questions existing have good result. Students choose number (4) agree and (5) strongly agree as majority answer that it means students agreed that this method can give them influence in learning. The last question of questionnaire students also give good response in making opinion about using *Schoology* in increasing motivation of their learning. Almost all of them gave positive responses; if the researcher concluded the answers, the result is that the class is interesting, useful, helpful, and enjoyable. All of the result or problem can be got by online application (*Schoology*) when it is used.

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