

## The Effect Of Edmodo On Students' Willingness To Communicate, Intrinsic Motivation And Self-Confidence Of SMKN 4 Kendari

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### ABSTRACT

This study puts an emphasis on the use of edmodo as a form of computer-assisted language learning activity, investigating its effects on willingness to communicate (WTC), intrinsic motivation and self-confidence in learning English. The total number of participants involved was 27 students of X TKJ B in SMKN 4 Kendari. Quantitative data originated from close ended questionnaire, while open ended questionnaire used as qualitative data. *Paired sample t-test* was employed to seek the effect of social media on students' WTC, intrinsic motivation and self-confidence. The result shows that there is no significant effect edmodo on students' WTC, intrinsic motivation and self-confidence before and after did treatment. In contrast, the result of open ended questionnaire reports that edmodo may give positive impact on their WTC, intrinsic motivation and self-confidence. These different results affected by some factors namely, students' perception of edmodo, technology, language skills characteristic and design of learning activities.

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### 1. INTRODUCTION

Since the 1960s, technologies have been integrated into language instruction to facilitate language learning and to extend opportunities for making teaching and learning

available beyond the language classroom. It has been central concern of a number of teachers and students to be utilized for educational purpose as instructional tools. As<sup>[1]</sup> argued that "the new technology can be an invaluable learning tool in the EFL classroom". It indicates that language teaching and learning by using technology, social media particularly, can be a positive instructional tool for teacher and students.

Although there is a great benefit of using social media on students' language performance and enabling collaboration and meaningful communication in the second language, the empirical evidences on how social media help students with lower affectives appears to be limited. Affective variables are generally regarded as negative psychological factors, such as anxiety, low motivation, low self-confidence and frustration, which may interfere with students' willing to communicate in learning process. Applying social media in language learning and acquisition in order to get students to want interact in target language is really an important thing to investigate.

A construct called willingness to communicate (hereafter named WTC) was originally developed by McCroskey & Baer (1985; McCroskey & Richmond, 1990) in relation to individual difference in first language (L1) and was defined as the probability to engage in communication when given the choice in second language (L2) (MacIntyre & Charos, 1996) takes the role as variable affecting the students' language learning success and communication competence. Communication confidence, motivation and learning environment were found to be directly related to the students' WTC. In developing WTC and increasing motivation and self-confidence, learning environment which supports language learning should be taken into account since providing opportunity for a student practice second language and authentic usage can increase WTC, motivation and self - confidence among students in learning process. Learning by using social media may be an alternative way to create a learning environment that will increase students' WTC, motivation and self-confidence.

Since many schools do not utilize their classrooms and their computer laboratory in English teaching and learning process, it is really an important thing to investigate how effective a social media in teaching and learning where computers are available for students. This study wants to investigate the effect of social media, edmodo on students' WTC, intrinsic motivation and self-confidence at SMKN 4 Kendari. Untill now, few teachers at SMKN 4 Kendari are starting teach their students using edmodo to improve students' writing skills, but the majority of teachers does not examine how effective edmodo in learning English and how students' perception after using edmodo; whether it makes students willing to communicate, their intrinsic motivate and self confidence may improve in learning. This gap motivates the researcher to conduct an empirical study to see how effective social media in english teaching and learning process.

Another factor that makes this study important to investigate is that some researches on WTC was carried out in different context in the world, little reserach have been carried out in using and affecting of social media on students' WTC and Indonesian students particularly. The previous studies on WTC conducted in the Iranian, Turkey, Thailand, American, and other countries mostly focused on students'

affective factors and individual differences that affected WTC. Owing to these conditions, it leads to a consideration to examine Indonesian students' WTC and to identify whether social media may affect Indonesian students' WTC.

The kind of social media in which students' WTC, motivation and self confidence will be examined in this study is Edmodo which is popularly known as the Facebook of education. Edmodo provides interesting features which are easy to apply and comfort for students in learning. Thus, it is undoubtedly playing an important role in enhancing their WTC, motivation and self-confidence.

## **2. LITERATURE REVIEW**

### **2.1. The Concept of Willingness to Communicate in the Second Language**

The goal of language learning is to improve the students' communication competence in the target language<sup>[d]</sup>. In fact, in every communication behaviour, students can but unwilling to communicate and in other situation some students will to communicate in English, while others do not. They actually have to participate in communication in their less familiar language.

The concept of WTC was first developed on the basis of Burgoon's concept (1976) of unwillingness to communicate, and described to explain individual differences in first language communication. From this viewpoint, McCroskey and his associates (McCroskey & Baer, 1985; McCroskey & Richmond, 1987) defined WTC developed the WTC construct in L1 for the first time. In some studies believes that there are some factors that may impact students' WTC. As<sup>[m'98]</sup> argued that in the second language context, situational variables also influence students tendencies to initiate or engage in second language communication. This perspective claims that there are some situational factors which can potentially affect an individual's WTC. He<sup>[m'98]</sup> defined WTC in the second language as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2". WTC in the second language was not only conceptualized as a trait, but also state level which is changeable across situation.

In adaptation of WTC to second language communication contexts, MacIntyre et al. (1998) conceptualized a heuristic model in order to explain variables that might have an impact on individuals' WTC in the second language. The heuristic model of WTC second language is developed in (figure 2.1) as follows:

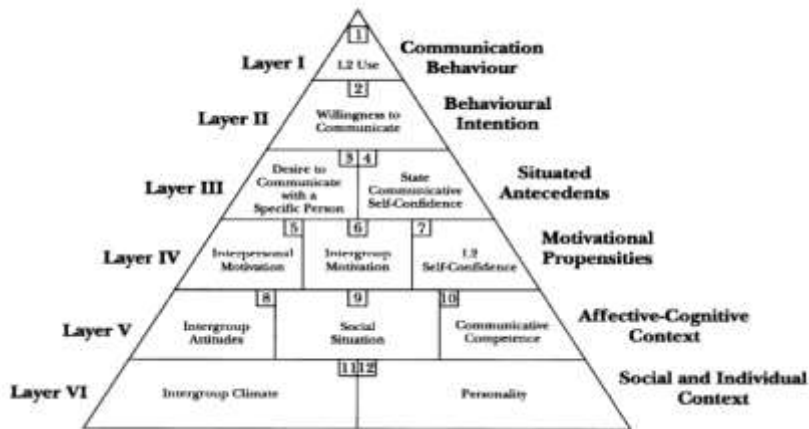


Figure 2.1 Heuristic models of variables influencing WTC (MacIntyre et al., 1998, p. 547)

Many second language students may not use the opportunities to learn language through authentic communication<sup>[K'33]</sup>. In edmodo, it gives students an opportunity to express themselves, share ideas, give opinion freely, and discuss with teacher easily, it directly increases their motivation and self – confidence in learning process. In situation where a students who have high motivation and low anxiety (high self – confidence) about communicating may appear to have willing to communicate influence on second language use directly. It is indicated that edmodo might alter a students's willingness to communicate. As<sup>[fj'33]</sup> explained that when groups of language students using CMC were presented with a task to solve, they seemed more willing to communicate than groups using spoken language. Then, producing WTC is an important component of modern language instruction<sup>[m'98]</sup>. Social media, edmodo particularly is one of modern technology that may be used as instructional tool.

## 2.2. Intrinsic Motivation

Some students seek to communicate in the target language, while others avoid communicating in the second language. Among the variables that often influence students' performance in second language communication is motivation. In<sup>[y]'</sup>study showed that affective factor such as motivation and willingness to communicate play an important role in language achivement. Then, as<sup>[n]</sup> explained that “researchers in social psychology and education have recognized the importance of motivation for successfull second language learning”. As one of the affective variables that can influence language learning, motivation appears as a crucial predictor to measure students' performance and success in second language learning.

In 1985, Decy & Ryan created a motivation theory that they called Self-Determination Theory. This theory can be categorized as extrinsic motivation, intrinsic motivation and amotivation. Students who have intrinsic motivation will engage in an activity because that activity is enjoyable and satisfying to do. Students who have intrinsic motivation in learning tend to be happy in learning process because learning is

necessity. The elements of intrinsic motivation such as enjoyment, curiosity, happy, etc give big impact for students in learning second language.

Classroom environment is a crucial factor that may be affecting students' intrinsic motivation in learning process. If teacher create a learning environment that make students feel comfortable and interest to participating, it may increase student' intrinsic motivation in learning. As<sup>[L]</sup> argued that "another method for improving students' motivation is through the classroom environment". Edmodo could be one of some recommendations in creating classroom environment that more pleasure to students. In teaching by using edmodo make students more feel enjoy and happy because it provided features that able build positive feeling in improving students' intrinsic motivation. The more students feel have high positive motivation the more they will to communicate and learn.

### **2.3. Self-Confidence**

Building students' confidence is one of the most important steps teacher can take to ensure an atmosphere for learning. It is the most significant in language learning that provides students with the motivation and energy to become positive about their own learning. It also creates them to acquire the second language and enjoy the learning process. Perception of self - confidence has been found to effect second language language<sup>[C'D'N]</sup>. Students' self confidence in learn second language is positively affected their learning performance and success.

Self confidence defined as a combination of perceived communication competence and lack of anxiety<sup>[C'K]</sup>. The communicative anxiety of students would decrease significantly, while students' perceived communicative competence is increased. The students who lack of confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to interact with other students in class. As<sup>[T]</sup> described that "the student will not be able to make a good start in foreign language learning, because low self confidence affects students' learning motivation". In doing so, a student who lacks in self-confidence will most probably have negative attitudes towards the course and the classroom. A student will have negative feelings like fear of failure and anxiety towards the course during the class, and avoid participating in learning activities.

Owing to these conditions, creating an learning environment in which each student will feel confident can considered important. The learning situation in which students can answer questions without hesitation express themselves, without any fear or anxiety of making mistake their teacher or their friends even if they make a mistake will build up their self-confidence. According to<sup>[T]</sup> proposed that foreign language learning classrooms must promote self-confidence. This could lead us to suppose that learning environment and the language teaching activities they are required taking part in directly correlated with their self-confidence.

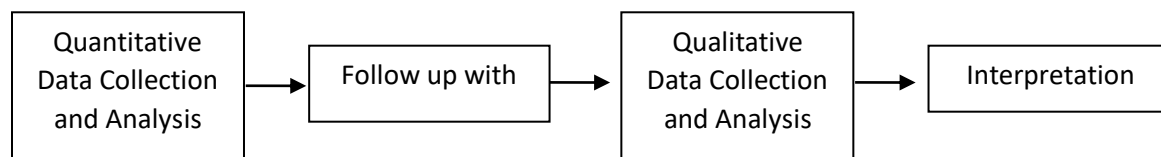
There is strong evidence to suggest that using social media, Edmodo particularly as a new learning environment may be a alternative way in increasing students' self confidence. Teacher will feel more comfortable and confidence with their teaching so it

will give positive affect to their students psychology. Teacher' calm and confident nature and actions can promote students' self-confidence (Krashen, 1982; MacIntyre and Clement 1977; Öner, 2008) cited in [T]. When students feel confidence in learning process, it can create a relaxed classroom atmosphere, learning without feel boring, and keep away from anxieties in classroom.

### **3. METHODS**

#### **3.1. Type and Design of the Study**

The type of this study combines qualitative and quantitative approaches data (mixed method). This study used one type of mixed method designs; that is Explanatory Sequential Design. Below is the diagram of this design:



#### **3.2. Instruments**

The instruments which were used in this study including a WTC questionnaire, intrinsic motivation questionnaire, self - confidence questionnaire and open ended questionnaire. The WTC questionnaire composition is divided into four competences of English language learning, namely speaking, reading, writing and listening that consist of 10 items. The WTC questionnaires will be used in this study are adapted from McCroskey (1992), Cao and Philp (2006), MacIntyre, et al. (2001) and Wattana (2013). Responses to the items on a 5 point Likert scale is used including 1 (very unwilling), 2 (somewhat unwilling), 3 (neutral), 4 (somewhat willing) and 5 (very willing).

The second section of questionnaire include 10 items which were used to measure students' intrinsic motivation. This study used Language Learning Orientation Scale - Intrinsic Motivation, Extrinsic Motivation and Amotivation subscales (LLOS-IEA) are created by Noels et, al., (2000). Noels et, al., was adapted it from the Academic Motivation Scale (AMS) by Vallerand et, al., (1989, 1992, 1993). ). In this study, the questionnaire only examined students' intrinsic motivation.

The third section of questionnaires include 10 items asking students to report their communicative self - confidence in a classroom situation and in edmodo that is combination of language and communication anxiety and self - perceived competence. Language and communication anxiety questions are adapted and adopted from Horwitz et al.,'s study (1986), while self - perceived competence take from McCroskey and Charos's study (1996).

The last is open-ended questionnaire was used to investigate what learning activities are best affected students' WTC, intrinsic motivation and self - confidence that consist of three questions.

### 3.3. Procedures

Pre-test was conducted to gauge how students' WTC, intrinsic motivation and self confidence to communicate in the classroom before they were given the treatment, and Post Test done to measure the students' WTC level, intrinsic motivation level and self – confidence level after learning using Edmodo. Both of these result in pre – test and post test were compared to know students' WTC, intrinsic motivation and self – confidence before and after giving treatment under social media instructional program, edmodo. Then, gave a change for students to explain in their own words what are the best learning activities of social media that may be affected their WTC, intrinsic motivation and self – confidence in language learning English.

### 3.4. Data Collection and Analysis

The students' achievement data were taken from pre- and post-test test result and it was analyzed using descriptive statistics (mean score, median, modus, range, standard deviation). The inferential statistics was aimed to test the hypothesis. The current study *paired/matched t-test* to determine the effects of participation in edmodo on students' WTC, intrinsic motivation and self – confidence. While, open ended questionnaire data analyzed qualitatively in order to know students' opinion about what the learning activities are best conducted in classroom or in online relate to Edmodo that may be affecting their WTC, intrinsic motivation and self confidence in learning English.

## 4. FINDINGS AND DISCUSSION

### 4.1. Findings

A statistical analysis of *paired sample t-test* has been conducted to compare students' WTC, students' intrinsic motivation and students' self-confidence before and after applying edmodo.

#### The Result of Testing Hypotheses of Students' WTC Pre-Test and Post-Test

The computation using paired sample t-test could be employed to find out whether there was a significant effect of teaching by using edmodo class on students' WTC. The result of testing hypotheses by using SPSS Windows versi 16.00 can be seen in the following table:

*Tabel 4.1 Result of Testing Hypotheses of Students' WTC  
Paired Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_WTC	43.0370	27	5.13271	.98779
	Post_WTC	43.3333	27	5.85071	1.12597

Students' perception about their WTC in communicating in English before using edmodo class is 43.03 and after using edmodo, it increased just 0.3 point namely the mean average is 43.33.

**Paired Samples Test**

		Paired Differences				T	df	Sig. (2-tailed)	
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre_WTC Post_WTC	-.29630	9.09698	1.75071	-3.89494	3.30235	-.169	26	.867

A paired samples t-test was performed to determine the difference between students' perception of WTC in English in the classroom and edmodo class. An alpha level of 0.05 was used as a significance criterion for all statistical tests, as is standard practice. The hypotheses of students' WTC can be seen from the following description:

$H_0$  = There is no significant effect of social media on students' WTC

$H_1$  = There is significant effect of social media on students' WTC

Based on the table above, the result of t count is -4.637 with significance is 0.867 > 0.05. It can be concluded that  $H_0$  is accepted and  $H_1$  is rejected. It means that there is no significant effect of using edmodo on students' WTC.

#### The Result of Testing Hypotheses of Students' Intrinsic Motivation Pre-Test and Post-Test

The computation using paired sample t-test could be employed to find out whether there was a significant effect of teaching by using edmodo class on students' intrinsic motivation. The result of testing hypotheses by using SPSS Windows versi 16.00 can be seen in the following table:

*Table 4.2 Result of Testing Hypotheses of Students' Intrinsic Motivation  
Paired Samples Statistics*

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_Intrinsic_Motivation	40.5185	27	3.56662	.68640
Post_Intrinsic_Motivation	39.5556	27	3.61975	.69662

The mean average of students' perception about their intrinsic motivation in communicating in English before using edmodo class is 40.51 and decreased after using edmodo 0.96 point namely the mean average is 39.55.



### Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Intrinsic_Motiv. Post_Intrinsic_Motiv.	.96296	5.18490	.99783	-1.08812	3.01404	.965	26	.343

A paired samples t-test was performed to determine the difference between students' perception of their intrinsic motivation in English in the classroom and edmodo class. An alpha level of 0.05 was used as a significance criterion for all statistical tests, as is standard practice. The hypotheses of students' intrinsic motivation can be seen from the following description:

*H0 = There is no significant effect of social media on students' intrinsic motivation*

*H1 = There is significant effect of social media on students' intrinsic motivation*

Based on the table above, the result of t count is 0.965 with significance is 0.343 > 0.05. It can be concluded that H0 is accepted and H1 is rejected. It means that there is no significant effect of using edmodo on students' intrinsic motivation.

### The Result of Testing Hypotheses of Students' Self-Confidence Pre-Test and Post-Test

The computation using paired sample t-test could be employed to find out whether there was a significant effect of teaching by using edmodo class on students' self-confidence. The result of testing hypotheses by using SPSS Windows versi 16.00 can be seen in the following table:

*Table 4.3 Result of Testing Hypotheses of Students' Self-Confidence  
Paired Samples Statistics*

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_Self_Confidence	26.2222	27	3.21455	.61864
Post_Self_Confidence	24.4444	27	5.33013	1.02578

The mean average of students' perception about their self-confidence in communicating in English before using edmodo class is 26.22 and decreased after using edmodo 1.78 point namely the mean average is 24.44.

### Paired Samples Test

	Paired Differences	t	Df	Sig. (2-
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		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
					Lower	Upper			
Pair 1	Pre_Self_Conf Post_Self_Conf	1.77778	6.02771	1.16003	-.60671	4.16226	1.533	26	.137

A paired samples t-test was performed to determine the difference between students' perception of their self-confidence in English in the classroom and edmodo class. An alpha level of 0.05 was used as a significance criterion for all statistical tests, as is standard practice. The hypotheses of students' self-confidence can be seen from the following description:

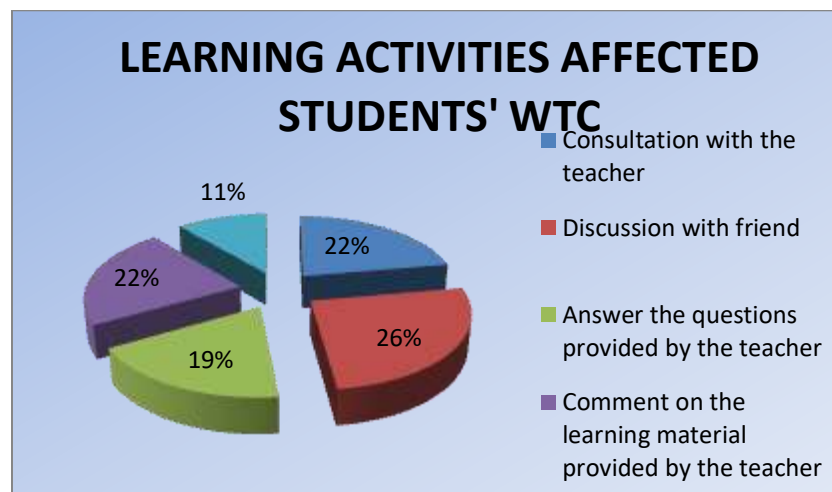
$H_0$  = There is no significant effect of social media on students' self-confidence

$H_1$  = There is significant effect of social media on students' self-confidence

Based on the above table, the result of t count is 1.53 with significance is 0.137 > 0.05. It can be concluded that  $H_0$  is accepted and  $H_1$  is rejected. It means that there is no significant effect of using edmodo on students' self-confidence.

#### The Result of Opened Ended Questionnaire

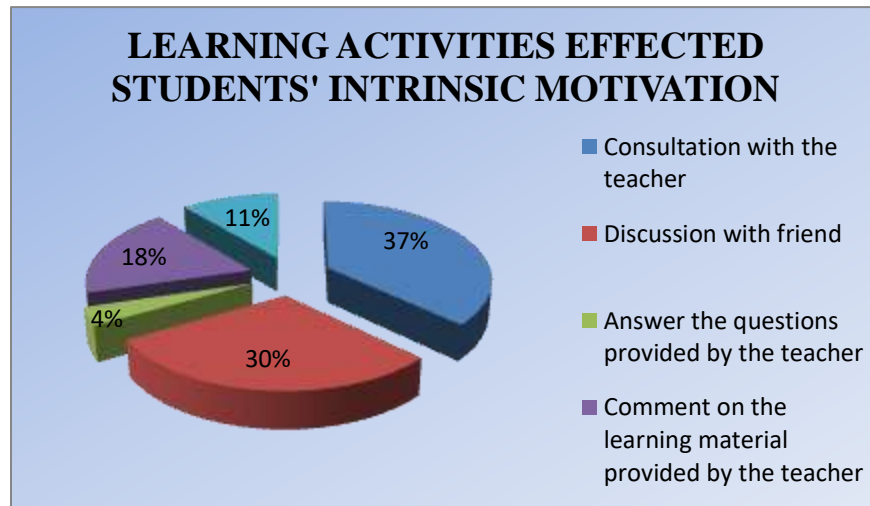
In this study, the researcher also used open ended questionnaire in order to know students' perception of learning activities are best affected students' WTC, students' intrinsic motivation and students' self-confidence after using edmodo class.



Graph. 1 Learning Activities Affected Students' WTC

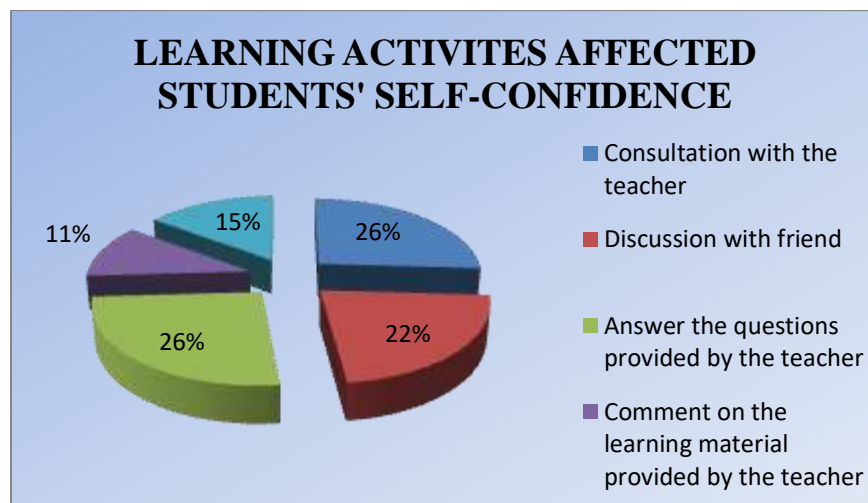
Concerning with the Graph 1, it is clear that from 27 students who joined the edmodo class, the majority of the students argued that the most of learning activities that affected their WTC in learning English is discussion with friend (26%, 7 students), both of 6 students for consultation with the teacher and comment on learning material posted by the teacher (22.22%). Answering the questions given by the teacher and

assignment submission are the last kind of learning activities that students choose to effect their willingness to communicate in learning English.



Graph. 2 Learning Activities Affected Students' Intrinsic Motivation

As shown in Graph 2, the majority of the students (37.04%, 10 students) favor that the best of learning activities which affected their intrinsic motivation in participating in learning English is consultation with the teacher, while 8 of 27 students argued that discussion with friend make them motivate in learning English (29.63%) that followed by 5 students (18.52%) who considered that comment on the learning material posted by the teacher. Additionally, assignment submission got 11.11% (3 students) and answering the questions given by the teacher only 3.70% or just 1 student who choose to effect their intrinsic motivation in learning English.



Graph. 3 Learning Activities Affected Students' Self-Confidence

The Graph 3 showed that both of consultation with the teacher and answering the questions given by the teacher (25.93%, 7 students) are the most learning activities that

affected their self-confidence in participating in learning English. While 6 and 4 of 27 students argued that discussion with friend (22.22%) and assignment submission (14.81%) improve their confidence in learning English. There are 3 students who favor that comment on the learning material effected their self-confidence in learning English (11.11%).

#### **4.2. Discussion**

From the both of result above, the researchers could argue that Edmodo is not a effective learning tool in improving students' willingness to communicate in English and increasing students' intrinsic motivation and self-confidence in the X TKJ B context. It indirectly contrast with Kathiri's opinion that "the chat features of edmodo allow students to broaden both the type and amount of their communication offering them opportunities to increase their confidence and motivation". Likewise, Türkmen (2012, p. 353) argued that Edmodo provided students a "perfect" environment giving them opportunity to learn and enjoy, and would increase students' motivation for learning English. It is clear that in the X TKJ B context, chat features of edmodo does not give highly effect for students to more willing to communicate than in the classroom, and their intrinsic motivation and self-confidence in learning English in Edmodo class is same like in classroom.

More specifically, Arroyo (2011) regarded Edmodo as an excellent tool for communication in terms of constructing knowledge through collaboration. Moreover, Sanders (2012) examines Edmodo's effect on students' engagement and their responsibility for their own learning. These arguments is not applicable to students of SMKN 4 Kendari, X TKJ B that feel edmodo does not make them engaging in communication of their learning.

In the students X TKJ B context, there are some factors that affected successful of online learning in influencing their WTC, intrinsic motivation and self-confidence.

#### *Students' Perception of Edmodo*

Students of X TKJ B express that discussion with friend, consultation with the teacher and answering the questions posted by the teacher are best learning activities in edmodo that affected their WTC, intrinsic motivation and self-confidence in using English. They think that by participating in social media help they develop their fluency in English, not to develop their four skills communicative competence specifically like practice speaking with friends, read a text, write a essay or listen the conversation. Edmodo class, make them more confidence and motivate to use English when they interacting with their classmate and may say what they want to say without afraid making mistakes. Kotler (2012: 2) explains that "one of the most distinct advantages that social media offers in respect to education and learning is that it has the ability to significantly increase the level of engagement and interactivity among students". Additionally, Kongehan (2012) agreed that as a social interaction means, Edmodo reveals as adequately high level of acceptance.

#### *Technology*

Technology may affect successful of online learning, exactly in this study. The first meeting in treatment, some students reported that they faced some problems when try to access the Web. Internet connection and low loading become main problem in online learning by using edmodo. As a result, in some meeting them absence to join the class, so it affected their willing to participating in class and their intrinsic motivation to participate. One of the frequently reported disadvantage of online delivery concerns technical problems faced by students while trying to access the Web (Alberth, 2011).

#### Language Skill Characteristic

In WTC questionnaire, researchers divided it into four language skills; they are speaking, reading, writing and listening. The fact, in meeting of edmodo class, some language skills are not appropriate applying in online while others suitable for teaching in classroom. . In the students of X TKJ B context, reading activity may be appropriate teaching in the classroom than online class because students looked boored read a text from computers or mobile phone than read text directly so that it affected students' WTC and intrinsic motivation. Speaking class is language skills that appropriate applying in online class than in the classroom because it may improve students' intrinsic motivation however in some cases students is not confidence to did it. Students more feel confidence when they asked to give their opinion after listen the music that posted by teacher. "The challenge for teachers and researchers in the field is, therefore, to comprehensively scrutinise which language skills are better taught face to face; which are appropriate for online; and which can be taught using hybrid mode" (Alberth, 2011).

### **5. CONCLUSION**

After analyzing and discussing the findings of the research, the researcher comes up with conclusion that there is no significant effect of edmodo on students' WTC. This is based on the result of paired sample t-test showed that t count is -1.69 with significance is  $0.867 > 0.05$ . It can be concluded that  $H_0$  is accepted and  $H_1$  is rejected. It means that there is no significant effect of using edmodo on students' WTC. In short, edmodo class, does not give a greater WTC for students to learn English. In addition, the second tested hypothesis reveals that there is no significant effect of social media on student' intrinsic motivation after analyzing using paired sample t-test found that t count is 0.965 with significance is  $0.343 > 0.05$ . This result shows that  $H_0$  is accepted and  $H_1$  is rejected. In short, edmodo class, does not improve intrinsic motivation for students to learn English. Edmodo class also does not give the effect on students' self-confidence. By using paired sample t-test found that the result of t count is 1.53 with significance is  $0.137 > 0.05$ . It can be concluded that  $H_0$  is accepted and  $H_1$  is rejected. It means that there is no significant effect of using edmodo on students' self-confidence. In this case, edmodo class does not work to increase students' confidence to learn English. From the three tested hypotheses can be concluded that there are no significant effect of edmodo on students' WTC, intrinsic motivation and self-confidence in the students of X TKJ B context.

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