Motivation and confidence of Indonesian teachers of non-English to support creating English-speaking environment

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Abstract

Creating English-speaking environment is necessary to enhance English language learning and acquisition. Motivation and confidence have been an issue because they potentially either contribute or hinder learners to learn and use English for interactions. This research paper discusses about the motivation and confidence of Indonesian teachers of non-English to use English as the medium of instruction resulting from their participation in the blended learning course. The research was undertaken in an interpretive qualitative methodology and using case study method. Qualitative data were collected from multiple sources such as in-depth interviews, observation notes, online interaction script, and reflective journals of the participants. To add meaning to the qualitative data, quantitative data were collected through surveys. The research revealed various increase in the levels of motivation and confidence of the participants. Transformation of external to internal motivations appeared to occur. Factors that contributed to the increase of the motivation and confidence are discussed.

Keywords: motivation, confidence, blended-learning, transformation

1. Introduction

This paper presentation examines the motivation and confidence of Indonesian teachers of non-English in learning and using English as the medium of instruction. English speaking environment was perceived necessary to enhance the English language communication skills of students. However, students had very limited contact hours for English. To create the English speaking environment, Indonesian government once made a policy for selected schools to use English as the medium of instruction, especially in mathematics, science, and vocational training courses. The question was how prepared the teachers of these subjects were to use English in the classroom. To respond to this condition, an English language training course using a blended learning approach was offered to a group of teachers as targeted by the policy. This study was to explore how motivated and confidence these teachers were to learn and to use English as the medium of instruction. In addition, this study was to investigate if the blended learning course is associated with the change of motivation and confidence of the teachers. It appeared that the teacher participants in this study experienced the change of motivation and confidence to higher levels. It was also reported that the external motivation was transformed to internal motivation. Section 2 discusses the method used. The results are discussed in Section 3. Supporting data and evidences are provided in appendices.

2. Method

The study was undertaken in an interpretive qualitative methodology and using case study method. Sixteen teachers of mathematics, science, and vocational training courses from three different schools participated in the research. A four-month English language learning course was offered to the participants using a blended learning approach: a combination of face-to-face tutorial and online learning interactions. Facebook and Edmodo were used as the platform for the online learning interaction.

In the face-to-face tutorials, participants learned and practised English expressions commonly used in the classroom in their own school environment and undertook microteaching sessions in which they practised to use English as the medium of instruction and received constructive feedback from learning facilitator and peers. In the online interactions, all participants from three different schools socially interacted and discussed content-related issues. English was used in the online interaction.

After the four-month learning, individual participants were observed in their classroom in which English was used as the medium of instruction. The forty-five minute class observation was undertaken two times in duration of two months. However, three out of the sixteen participants were also observed in their classroom during the first week of the blended learning course. This observation was the initiative of the three participants because they needed feedback on their English.

The collected data were mainly qualitative that were obtained through observation notes, recorded interviews, participants' reflective journals, and the online interaction scripts. These qualitative data were analysed by using Braun and Clarke's (2006) thematic analysis and content analysis. Envivo 10 was used in the data analysis process. To complement the data, pre-and post-surveys were also undertaken and analysed descriptively. Fifteen questions in the survey (Appendix 1) were given to participants as a pre-and post-survey. The survey included questions about confidence (1-4), motivation (5 -12), and the amount of English used by the participants in their teaching (13-15). Within the motivational questions, two questions (questions 5 and 9) were categorized into internal motivation and five questions (questions 6, 7, 8, 10, and 11) were categorized into external motivation. One question (question 12) was categorized as neutral which indicated no or lack of interest in learning English (Deci & Ryan, 1985; Vallerand, 1997).

3. Results and discussion

The research indicated that participation in the blended learning course appeared to increase the level of motivation and confidence of teachers to learn and use English as the medium of instruction. This section described the changes and discusses some factors that were apparently had impacts on the changes.

3.1. Changes in motivation

Participation in the blended learning course was reported as having been associated with the change of motivation of participants to learn and to use English as the medium of instruction in the classroom. The interview data indicated that the level of motivation of all participants changed in different ranges. Six out of the sixteen participants mentioned that their level of motivation had changed from (2) unmotivated to (4) very motivated; five participants from (2) unmotivated to (3) motivated; four participants from (3) motivated to (4) very motivated; and one participant from (1) very unmotivated to (3) motivated. No participant exhibited a large movement from (1) very unmotivated to (4) very motivated. However, there was an indication of fluctuating levels of motivation during their participation in the blended learning. The absence or lack of support from the school management and the positive response from students contributed to the fluctuated motivation. See Appendix 2

Even though slightly different, data from surveys confirmed the positive changes in the motivation of participants. The data show notable changes in the motivation of some participants: a change from the negative to positive domain. This implies that these participants were initially less motivated but became more motivated after their participation in the blended learning course. Some other participants remained in the positive domain: “agreeing” and “strongly agreeing” in their responses to some questions.

To better understand the finding, it is necessary to look at the changes in the internal (integrative) and external

(instrumental) motivations of the teachers. Two integrative-motivation questions indicated that all participants were positioned in the positive domain (4 = very strong and 3 = strong) of the internal motivation at the end of the blended learning course as shown in Table 1 in Appendix 3.For question 5, seven participants remained very strong (4), and two participants remained strong (3). Five participants reported the change from 3(strong) to 4 (very strong), and two participants from 1 (very weak) to 3 (strong). For question 9, six participants remained very strong (4), five participants remained strong (3), four participants changed from strong (3) to very strong (4), and one participant from very weak (1) to strong (3). Thus, at the end of the blended learning course, the participants' integrative motivation appeared to be positive.

Changes also occurred in the external (instrumental) motivation (questions 6, 7, 8, 10, 11) as shown in Table 2 in Appendix 4. The five instrumental-motivation questions indicated some changes to opposite direction such as from very strong (4) to strong (3) and from strong (3) to weak (2). For example, question 7 "I learn English to improve my chances for a better career (e.g. to be a principal)" indicated that two participants changed to opposite directions: one from strong (3) to weak (2), and 1 from very strong (4) to strong (3). Two other participants remained weak for question 7. Questions 10 and 11 were related to the reasons for learning English simply to follow the program and requirement of the school. Three participants reported their changes of motivation to both items of question to opposite direction: from very strong (4) to strong (3) and from strong (3) to weak (2). The change of instrumental motivation to weakening directions signalled the significance of

the participation in the blended learning course. The level of instrumental orientation or external motivation was lowered and weakened whereas the level of integrative or internal motivation is higher and strengthened.

Data from question 12 show that five participants initially had no or little interest in learning English but gradually became interested by. This means that there was a change from amotivated to motivated as highlighted in Table 3 Appendix 5.

3.2. Changes in Confidence

Information from across the dataset confirmed that participation in the blended learning course was associated with the change of teachers' confidence in using English as the medium of instruction. The confidence of all participants increased in different ranges. For example, interview data indicated that eight out of sixteen participants had changed from (2) unconfident to (3) confident; three participants from (1) very unconfident to (3) confident; three participants from (2) unconfident to (4) very confident, and two participants from (3) confident to (4) very confident.

The change of the level of confidence as indicated in the survey was also notable as indicated in Table 4 Appendix 6. Participant 3 and 5 remained confident at question number two number one respectively whereas other participants changed to higher levels of confidence. The following section

describes the factors that were reported as having contributed to the improved confidence and motivation.

3.3. Factors impacting on changes to motivation and confidence

Participants reported some internal and external factors that had impacts to the change of their motivation and confidence. External factors included positive response from students, feedback from peers, the environment in the blended learning course, and the school's policy. Internal factors included the awareness of participants on the significance of having good English proficiency and on the responsibility to help students.

External factors

Positive response from students was reported as having affected the change on the level of motivation and confidence. Four participants reported during the interview sessions that positive responses from students contributed to the increase of their confidence. The online interaction script generated by other participants as well as my observation notes confirmed this report. When teachers used English instead of Indonesian for classroom instruction, they reported that students were more focused to listen and tried to understand. See the data at Appendix 7. Another teacher was of the view that using English in the classroom was a kind of encouragement for students to improve their English. See Appendix 8.

Motivation also came from peers. For example, looking at other participants speaking in English also triggered the

motivation of a participant. The opportunity to learn together with friends in the blended learning course was also seen as a supporting factor to increasing motivation. This is consistent with what Brophy (2010) said that sharing the same belief "we are all learning together" contributed to create a learning cohort (Brophy, 2010) and thus to increase motivation. See Appendix 9. Feedback from peers contributed to increase their confidence in using English in the classroom. The feedback was obtained from peers when the participants developed a lesson plan, when they undertook teaching practices in the micro teaching sessions, and when they posted problems online. For example, P1 reported that feedback from peers made her more confident. The data from online interaction also supported this report. See Appendix 10.

All participants mentioned that their learning experiences in the blended learning course had provided them with more positive perspectives about using English as the medium of instruction, and thus made their confidence to use it in the classroom greater. The learning experience included the collaboration with peers and the teaching practices. See Appendix 11.

Internal factors

Internal factors included the awareness of participants: being aware of the significance of having good English proficiency, and of the responsibility to help students in their English language learning. See appendix 15.

These two forms of awareness appeared to contribute to the increased motivation of participants. These two forms of awareness are categorized as internal regulation or self-regulation (Wertsch, 2008), neuropsychological function (Vygotsky, 1978), intrinsic motivation (Deci & Ryan, 1985), and integrative orientation (Gardner, 1985). It is then necessary to investigate what made the participants became aware of the two conditions.

Considerable amounts of research (Ryan & Deci, 2000; Vallerand, 1997) signalled the possibility of motivational transformation. Positive feedback, communication, or rewards as social-contextual events promotes the feeling of being competent and enhance intrinsic motivation (Ryan & Deci, 2000). Vallerand's (1997) suggested that positive feedback has potential to make learners feel more competent, and in turn, the feeling of being competent is also potential to make the learner intrinsically motivated. This literature has convinced me to suggest that the social-contextual events including the positive feedback that the participants received in the blended learning course was powerful to make the teachers feel more competent, and thus changed their perspectives and made them become intrinsically motivated. The participants' social interactions in the blended learning course appeared to be powerful to transform their other regulation (external motivation) into self-regulation (internal motivation).

Confidence is seen as an element of emotion (Barbalet, 1998), emotional reaction to prior experience (MacIntyre, Dörnyei, Clément, & Noels, 1998), an element of affective factors (Mahn & John-Steiner, 2002), and an integral part of

practical actions (Roth, 2007). It is the confidence that make individuals to do actions. As confidence is an abstract and subjective thing, and judged differently by different people (Bowman, 2014), I would predict that information about changes of confidence is best to be self-reported by the individuals who felt the confidence changes. The first two data sources are self-reported as they were obtained from interview and survey. However, I understand that data triangulation is required to strengthen the self-reported data such as by providing data originated from other people. A field note of an observer, for example, is usable for data triangulation. Even though confidence is an abstract thing, subtle changes in confidence can be observed through behaviour. The level of nervousness when using English in the classroom was reported as an indicator to the level of confidence. My observation notes showed that teachers were less nervous in using English in the classroom during the second observation. Thus, the self-reported data and my observation notes confirmed the increase of participants' confidence.

4. Conclusion

Participation in the blended learning course appeared to increase the level of motivation and confidence of Indonesian teachers to learn English and to use it as the medium of instruction. External and internal factors contributed to the change in motivation and confidence. Importantly, participation in the blended learning course appeared to have been powerful to transform the external to

internal motivations. It was the social-contextual interactions in the blended learning course that appeared to trigger the internal motivation and confidence of the teachers. Using English as the medium of instruction is seen as the support that the teachers of non-English can contribute to create an English-speaking atmosphere at school. The English-speaking environment is believed to enhance the English learning and acquisition of students and teachers.

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Analysis And Design of integrating Domain Controller Active Directory by Lync and Exchange Server Technologies to Support *Hybrid Learning* and *Virtual Classroom Activity*

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Abstract *- The emergence of various kinds of e-learning technology is an advancement of technology and the role of technology in meeting human needs, especially in the field of distance education. Lync videoconferencing is used as a medium for distance learning in a virtual classroom. This system is part of a directory service, can be integrated with directory services such as mail from the exchange server. Ative directory where the domain controller is the basis of a system formation. Active directory will make the implementation of policies that are attached to each student or group account class, and perform authentication when it joins the students in the virtual classroom. Users that have been made in the active directory domain controller is utilized as well as markers of presence in virtual classrooms and digital learning. So it is not required back-making system from scratch such as domain, user and so on and integrated with the system that has been running at this time.*

Key Word:: *Virtual classroom, Domain controller, Active Directory, Intergrasi System*

I. Introduction

Advances in technology and mobile human activity, led to various types of e-learning [1]. Distance learning education both with a hybrid model learning, blended learning and online learning full, has the goal of providing ease of learning for students and teachers as an alternative way of teaching students [2] [3].

when using e-learning, the learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with a variety of learning resources including multimedia can quickly updated by teachers [4]. Of course, it can benefit educators, both in the area of educational institutions and companies that require their employees to increase skills [5]. on the Educational Activities if followed many people would need a space large enough to accommodate the participants. Or can be implemented in a scheduled rotation but it would require more time and it will affect the amount of charge

Conventional education can only be done in a classroom, but e-learning in a virtual classroom can be done with the concept of one to many good local conferencing and mobile conferencing. It means the teachers can teach more than one class at the same time. conferencing systems can also be done a head to head between teachers and students without hampered by

distance and time. This certainly increases the effectiveness and flexibility of learning [6].

STMIK AMIKOM Yogyakarta is an educational institution, which has a research institute animated film. educational institution that is named PT. Mataram Surya Vision Pictures with the placement of employees who are divided in six buildings, Building 1, Building 2, Building 3, Building 4, Building 5 and 6 buildings Employees here are as learners and some employees as a teacher in STMIK AMIKOM Yogyakarta. FastTrack education held each month and there are a lecturer who performs the daily teaching activities.

In this case, lync technology used for real time communications which allows users (educators and learners) can perform audio / video conferencing, meetings, presentations, to the presence in the virtual classroom. Technology lync is part of an integrated system with active directory domain controller and exchange server, where the active directory domain controller as the initial formation of a foundation conference system [7].

The purpose of this research is to utilize list of employee user that was created in active directory users and computers, the initial function of the user is a user authentication against an existing resource in the network storage server computer. Users can function as a sign of the presence of a user login when learners join in virtual classrooms with technology synergize lync and exchange server.

Domain Controller

A domain controller (DC) is a server that responds to security authentication requests within a Windows Server domain. It is a server that is responsible for allowing host access to Windows domain resources. [8].

Active Directory

Active Directory is the directory service on a windows server. Active Directory includes the directory, which stores information about network resources, as well as all the services that make information available and useful [8].

Active Directory domain controllers in this study functioned as [9]**:**

- As learners Presence
- Authenticate students using computers in office
- Saving account information learners
- Implement the security policy as follows:
    - Managing rules (policy)
    - Permissions (priviledges) on research data,
    - Other matters Relating to the security of other users or computer.

II. Problem Analysis

In order to get the right solution, there should be analysis of the problem of the system running the current and the expected system desires. Some of these problems are:

1. Utilizing a list of users that have been formed in the user and the computer active directory domain controller into an integrated system that supports virtual classroom
2. on the use of the high mobility activity, there is no system support virtual classrooms and video conferencing to facilitate instructors teach or to facilitate face-to-face conference between departments.

III. Recomendation

A. Design of the Network for the virtual classroom

Designing networks that integrate active directory domain controller, Lync Video Conference and Exchange Mail Server implemented in the network with the IP address of each as follows:

Table 1. IP address

SERVICE	IP ADDRESS	NETMASK	GATEWAY
Domain Controller AD	10.1.1.253	255.255.255.0	10.1.1.254

Lync Video Conference	10.1.1.252	255.255.255.0	10.1.1.254
Exchange Mail Server	10.1.1.251	255.255.255.0	10.1.1.254

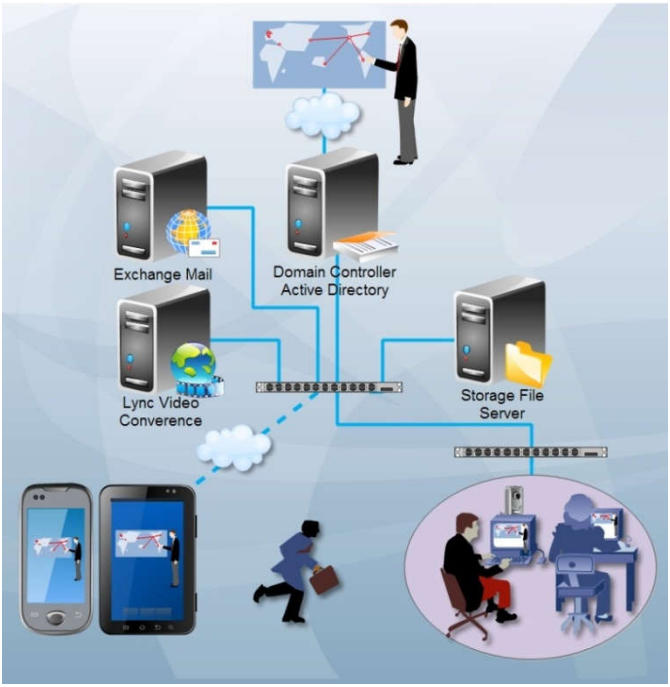

Figure 1. Network for virtual classroom

Description:

Designed an integrated system with each other. The system consists of a system of active directory domain controller, file server, lync Technology, and exchange mail server. When a user

that has been created in the active directory domain control is in active directory users and computers will be able to use the user's identity when a user joins the virtual class room. Accessing the join link can also be shared via email in accordance with their own class or group. The files of research or research data stored in the storage server can be accessed in accordance with the policy in the group, and attached at each user. This means that users access the data maintained authority and a track record that has been done by the user can be known.

The system is built in a network that can be used on a local area network or mobile network when video conferencing, presentation and demonstration of research results. Instructors with a flurry of work hours can make the learning process and can remotely monitor developments in research that has been done by each group.

IV. Implementation

A. Mechanism of Active directory Integration System Integration with Lync

Computer network that has been formed and inter-connected with each other ie Active Directory domain controller, video conferencing lync and exchange mail server. after forming the interconnected computer network system integration and synchronization process can be carried out information, with mechanisms and explanations are shown in Figure 2.

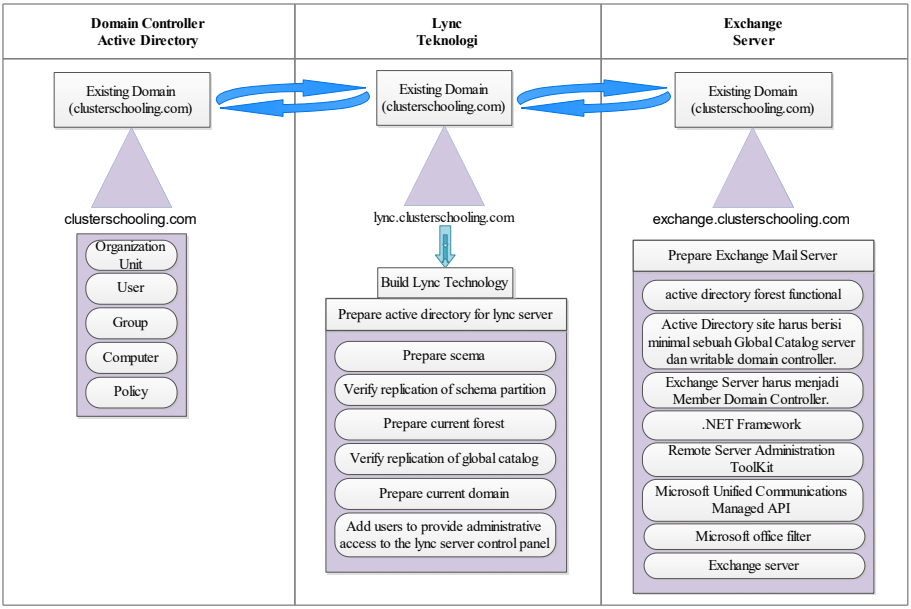

Figure 2. System Integration Mechanism

Description:

Active directory domain controller is used as an initial basis in integrating technology and exchange conferencing server. This has the benefit that becomes high availability servers. it is because the system is still available when the primary server is going down. when the server is going down the job can be executed by the server domain resulting from the replication of the primary server.

before applying conferencing technology lync, Lync must first become a member of a domain controller (clusterschooling.com) and immediately make the process of replication on a domain controller so that all the information that has been formed in the primary domain controller can be stored on the Lync server. After all the information stored on the server lync, lync then the installation process can be done.

same as mail exchange server, so that all the information stored on the primary domain can be saved, then that should be done is to become a member of the main domain server domain clusterschooling.com. after becoming a member of a domain, it can continue the installation process as well as application-independent exchange server.

All three servers can be integrated, so any information that is in the active directory domain controller will be announced a major update to the server and in the replication domain (domain for lync and exchange servers), the user-user, organization units, policy and so on. Anything that has been

updated in both the main domain, lync server and exchange server will be updated in each domain server, this is the result of the integration system each domain.

Results Integration and Auto Update Information System

Administrators create user, group, policy conducted in the active directory domain controller (active directory users and computers), the information will be updated by lync and exchange, this is also happens if admintrator create a user in lync then the information will be updated on the domain controller active directory and exchange mail server.

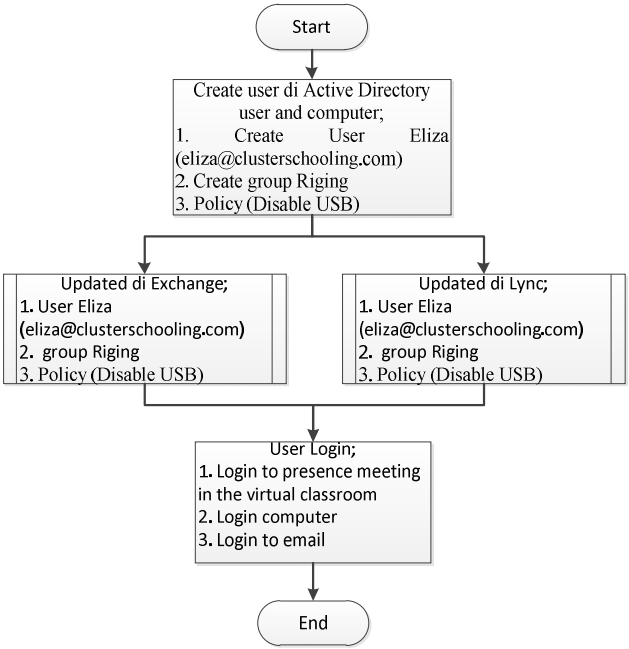

Figure 3. Results of system integration

B. Creating the Virtual Classroom and Virtual Classroom Join

The first thing done before the start of classes a teacher is making the class schedule. The class schedule will be communicated to students. Delivery notification may be done in accordance group and each class can be done by one person by one person. Students can join in virtual classrooms by checking each email and click the link that is created by the instructor.

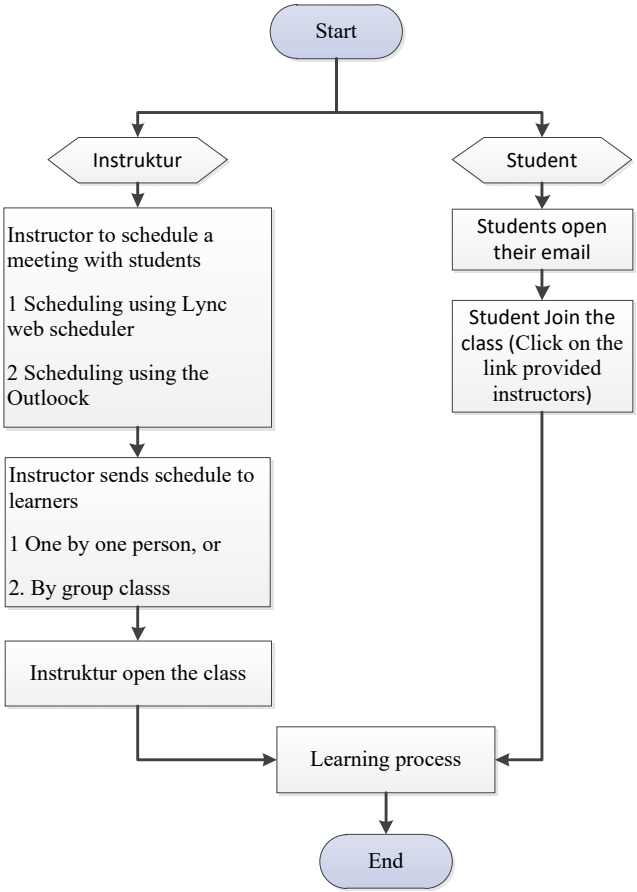

Figure 4. Starting a Virtual Classroom Rule

V. Conclusions

Integration of Active Directory domain controller with lync server and exchange server can occur if the lync server and exchange server to be a member of a domain controller and do active directory domain replication process.

The information has been updated on each server in both the domain controller server or lync server or exchange server will be updated also on other servers.

Teaching and learning activities by the virtual classrooms design can be run well by utilizing a system that has been integrated. Active directory domain controller as the user makes the learners, group classes and policies on user and group classes. Lync server as a medium for meeting scheduling of virtual classrooms, videoconferencing, presentation files, demo programs, virtual whiteboards, polls, and chat. Exchange server as a media link to join the class email delivery virtualroom.

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