CHAPTER I

INTRODUCTION

This chapter deals with context of the study, focus of the study, objectives of the study, significance of the study, limitation of the study, and organization of the study.

A. Context of the Study

Today's technology has played an important role to uplift student's performances during the process of learning, and improves student's motivation to learn. It also enhances student's achievement and makes more genuine activities and materials. Technology is currently conceived as an impetus to embark on learning as it supports better interaction between teachers and students and amongst students themselves. In fact, technology increases global understandings and stresses student's individual needs.

The march of technology has carried every aspect of learners' lives in its folds. As technology, in its various facets, has become progressively accessible to the mainstream learners, it has revolutionized the teaching and learning approaches and modes. Technology has essentially contributed in elevating learners' performances during the process of learning and lifting up their motivation to learn. It, also, empowers teachers with more interactive activities and materials. Technology is currently conceived as an impetus to embark on learning as it promotes interpersonal, intrapersonal, and whole class interaction.

Moreover, its wide-ranging bouquet of functions addresses learners' individual needs, meets their multiple intelligences, andconsequently, prompts them to be autonomous learners.

The development of information technology contributes a great deal to the Englishlanguage teaching and learning process. For example, multimedia slideshows, projectors, etc. are getting more and more familiar to teachers and learners as they are applied to a large number ofschools. However, once again, the information still flows in one direction from teachers tolearners and the focus is still put on teachers since the majority of teachers cannot get out of theslideshows. Boyapati (1999) associates it to the ability to communicate effectivelymissing and a possible lack of problem identification, formulation and solution.When there is a dominance of teacher-centred teaching in the classroom, there arebound to be a lack of student engagement, making learning less significant, personaland meaningful to the learners.

The inevitable employment of technology in education has propelled teachers to adopt new pedagogical approaches, strategies, tools, materials, and equipment and integrate them with technology in a way that fulfils the needs of their students as digital beings. Technology has proved its efficiency in teaching English as a Foreign Language (EFL). Various technological tools such as blogs, webquests, wikis, IWBs, PPTs, and others have been highly instrumental in facilitating the teaching/learning process of the English language. In fact, integrating technology in pedagogical practices enables EFL students not only to practice the English language within the confined walls of the classroom, but to

transcend them and use it outside the classroom using their personal PCs, mobiles, ipads, and others either to surf the net for various educational websites, blogs, videos, and wikis; to download instructional applications that provide heaps of activities and exercises on the different skills of the English language; or to refer to PowerPoint presentations for various purposes such as getting organized information about language topics.

This provides opportunities for EFL students to study or practice English at their availabilities and to interact with their peers, friends, relatives, or native speakers of English and to communicate in English virtually and at any time. Moreover, the interminable exposure to the language and the inveterate use of it through a vast variety of applications and activities boost the EFL students' performance and, progressively, lead them to be autonomous learners of the English language.

The International Society for Technology in Education (ISTE) employed the concept of "Educational Technology"to review their standards for students in 2007. "Educational technology", according to Gillman (1989), has the power to enhance the instructional program, to improve student academic performance, and to provide effective and efficient classroom, school, and administrative systems (p. 16). In 2008, the International Society for Technology in Education completed its first revision of the National Educational Technology Standards for Teachers (NETS-T). Present applications of Educational Technology denote that new technology-based manners of teaching and learning have the promise to thrive all through educational outcomes since they create learning environments where

students are actively engaged in the learning process. Many of the performance indicators for the 2008 standards are essentially expressions of constructivist learning theory with the additional requirement that it is done with technology (Willis, 2012). According to Maclean (2011), a constructivist learning setting differs greatly from one based on the traditional model. In the constructivist classroom the teacher becomes a guide for the learner, providing bridging or scaffolding, helping to extend the learner's zone of proximal development. The students areencouraged to develop metacognitive skills such as reflective thinking and problem solving techniques. The independent learner is intrinsically motivated to generate, discover, build and enlarge her/his own framework of knowledge. Theories of learning such as the constructivist theory highlight the significance of actively engaging students in the learning process, and lately a variety of technologies has been designed to support active engagement in learning. They have induced educators to assimilate technology into their curricula efficiently and efficaciously. ESL/EFL teachers have been enthralled by the use of technology in their classes. Propelled by this high interest in technology, many organizations have been created specifically for technology and language such as World Computer Assisted Language Learning (WorldCALL), Europe Computer Assisted Language Learning (EuroCALL), the American Council for Teachers of Foreign Languages (ACTFL), and Computer Assisted Language Instruction Consortium (CALICO). Moreover, the professional organization of Teachers of English to Speakers of Other Languages (TESOL) added a Computer Assisted Language Learning (CALL) interest section for

teachers dedicated to using computer technology in their teaching practices. Furthermore, Journals, such as Language Learning and Technology and Computers and Composition, have offered teachers a heap of research and practical uses of technology in language classrooms. In addition, numerous researchers have highlighted the value of the use and practice of incorporating technology into the teachers' instructional practices. According to (Takacs, et al1999), multimedia is able to grab students' attention through the use of sight, sound, and response. It can also be very exciting since it deviates from the routine ofdealing with workbooks and texts. Multimedia tools produce interactive and experimental classroom experiences that have been reported to improve attitudes. Research findings evidenced that positive attitudes boost and motivate learning (Ross, et al, 1996).

The recent technologically instructional tool is the IWB, which facilitate the learning and teaching processes. Interactive Whiteboard is a technological tool that, used along with a computer, makes an intense impact as a presentation device. However, IWBs differ from other computer technologies in targeting a whole-class instruction rather than individual use. In recent years, there has been a remarkable financial investment in the installation of the IWBs in schools in Britain, the United States, Australia, and other few countries. Part of this has been funded by grants and some by the governments themselves. This has led to a notable change in pedagogical practices and approaches. For instance, using the IWB effectively demands providing teachers with a comprehensive view on it as a technological device and on its use as a supportive instructional tool in the

classroom. In other words, teachers should first be able to recognize its different parts, such as the pen, the touch screen, the projector, etc. They should also be aware of the utility of each part in order to be able to deal with any sudden technological problem. More importantly, teachers should be informed about the real potential of the IWB as an instructional technological device and its effects as a teaching aid on the teaching/learning process. However, mere information about the IWB doesn't attain the intended target behind using it. Actually, teachers should also receive adequate training on the IWB's various functions to the extent that allow them to devise activities that suit their students' styles of learning and needs so that they can reach optimal learning in their classrooms.

Several research found that IWBs had positive effects on teaching and learning in various disciplines, though the extent to which this effect occurred were different (Amolo, et al, 2007; Beeland, 2002; British Educational Communications and Technology Agency (BECTA), 2002; Morgan, 2008; Smith, et al, 2006; Somekh, B, et al., 2007; Swan, et al, 2008). Few studies have explored the impacts of this new technology as a pedagogical tool on English Language learners, especially EFL learners, and their findings were positive with respect to the effect and the potential of the technology (Bettsworth's, 2010;Davies, 2007; Lee, 2002; O'Dowd, 2007; Orr, 2008; Schmid, 2006, 2007; Schroeder, 2007; De Almeida Soares, 2010; Toscu, 2013; Warschauer, et al, 2000).

Writing is a reflective activity that demands adequate time to cogitate on a certain topic and to investigate and sort any background knowledge. (Chakraverty, et al 2000). EFL/ESL Writing has always been viewed as a prominent skill in

teaching and learning since it provokes students' thinking and forming of ideas, develops their ability to summarize, analyze and criticize, and enables them to learn, think and reflect on the English language (Rao, 2007).

There has been a drastic shift from the traditional writing approach, known as the product approach focusing on the accuracy of the linguistic form and the imitation of model writing, to the process approach, which relieves the student from the heavy load of obtaining directly the final writing product. This is because in the process approach to writing, the students pass through many stages in order to accomplish the final writing product. These stages involve pre-writing, drafting, revising, editing, and publishing (Hayes, et al, 1980). Accordingly, the process approach to writing entails a collaborative process instead of a private and solitary act. Hence, writing is more matched with the concepts of social, cooperative/collaborative, and constructivist activities. However, the students' ability to communicate in writing still poses a continual learning problem. Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Hamp, 1987). Many teachers view writing as a skill they suffer to teach and many students consider it a skill they don't like to learn (Reilly, 2005). This has induced teachers to seek advanced instructional tools to assist them in teaching writing.

Currently, technological tools, such as IWB, has rarely been used in teaching in Indonesia, especially in public schools. This is because all Indonesian schools have to adopt an established curriculum designed by the Ministry of Education and Higher Education in 2013. Part of this curriculum comprises

Information Technology (IT) instruction at the secondary level, in grades 7-12 with one class period per week. This instruction is restricted to information skills and does not emphasize the use of ICT in other content areas. The Indonesian secondary curriculum concentrates on the content subjects that are part of the Indonesian official examination, and, accordingly, teachers certainly exert their efforts on covering as much content as possible through lectures and demonstrations. Given its lack of prominence in the Indonesian official examination, and due to the high-stakes nature of the examination system in Indonesia, teachers have little motivation to use ICTs. In consequence, very few studies pertaining to the use and effect of the abovementioned technological tool, the IWB, was carried out in Indonesia, and indeed, no previous study investigated their impact on the writings of EFL learners in Indonesia. However, many studies have highlighted the function of technology in enhancing different facets of writing such as content development, vocabulary, syntax, and others.

The main reason why the researcher is interested in studying the phenomena that occur in the school is because it has a distinctive character that differ from others as it is considered as a qualified English Language School in town. The school is continuously making students quality improvements. One of the ways to improve its students quality is by implementing some activities outside classroom such as life clubs, online practice, and homestay program abroad that can improve the students' English proficiency. High academic performance is demonstrated by many students who receives high scores in their school test as well as during the national examination in recent years,so that many

students are able to get a scholarship and continue their studies to a higher education in some popular and prestigious schools in Indonesia or even abroad.

English First Kediri is also a school that continues to expand and improve its students' quality. One of the educational programs that has been done to support the improvement of students' English proficiency is homestay program, where the students experience to use the language they are learning in the native country. The school also provides some life clubs activities where the students can join various fun activities, for example cooking class, debate class, etc. Various programs that are provided for the students have significant result in improving the quality of the students. Moreover, this school is also a school whichhas a great trust from the community to educate their children. This is proved by the number of students who study in this school and most of them usually stay for more than a level. Surely, it will never happen if the school does not have a good quality in producing qualified students as well as the strong trust from the society.

Drawing on the aforementioned background, the current study investigated the effect of using Interactive Whiteboard (IWB) on students' attitudes towards writing and towards employing the new technological aid in writing classes examined by the study. Besides, the research examined students' writing achievements through engaging them in pre-writing activities which hint at enriching them with more ideas and support about the writing topic and providing them with vocabulary words needed for a clear expression of thoughts. Thus, there is a vital need for a research that investigates the effect of the

aforementioned technological tool, IWB, on the writings and attitudes of Indonesian EFL students at English First Kediri.

B. Problem Statements

The target behind using the IWB in a writing classroom is to facilitate EFL students' writing by enhancing their development of ideas, as well as allowing for proper use of topic-related vocabulary words. Also, the employment of these two tools aims at developing a positive attitude in EFL students towards writing in English and towards their use in a writing class. Thus, the current study will tackle the following research questions:

1. Does the use of Interactive Whiteboard in pre-writing instruction improve the development of ideas in the writings of EFL students?

2. Does the use of Interactive Whiteboard in pre-writing instruction lead EFL students to use topic-related vocabulary words properly?

3. Does the use of Interactive Whiteboard in pre-writing instruction boost the attitudes of EFL students towards writing?

Based on the stated problems, the present research study will examine the following hypotheses:

H1: The use of Interactive Whiteboard in pre-writing instruction improves the development of ideas in the writings of EFL learners at English First Kediri.

H2: The use of Interactive Whiteboard in pre-writing instruction leads of EFL learners at English First Kediri to use topic-related vocabulary words properly.

H3: The use of Interactive Whiteboard in pre-writing instruction boosts the attitudes of EFL learners at English First Kediri towards writing.

C. Purpose of the Study

Teaching writing for EFL students in Indonesia has always been viewed as a challenging task. The adoption of the process approach to writing, in contrast to the product approach, has reduced, to a certain extent, the stress and anxiety that EFL students used to feel when they were asked to write in English. However, the Indonesian EFL students continue to struggle with writing.

The primary goal from using the IWB instructional tools is to assist the Indonesian EFL students especially at English First Kediri in transcending theaforementioned difficulties. Moreover, by employing the IWB in pre-writing activities would create a motivating and an interactive atmosphere which allows students to be less worried when they write in English. The purpose of the present study is to examine the use of technologically instructional tools, specifically, the Interactive Whiteboard (IWB) in pre-writing instruction and their respective effects on the development of ideas and the proper use of vocabulary in the writings of the Indonesian English Foreign Language students at English First Kediri. It also investigates the Indonesian EFL students' attitudes towards the writing class including the act of writing and the use of IWB in the writing class when the IWB is employed in pre-writing instruction.

D. Significance of the Study

Based on the formulated research questions, this study is expected to give both theoretical and practical contributions.

1. Theoretical Contribution

This study would widen the knowledge horizon about the effect of interactive whiteboard on the writings and attitudes of EFL learners at English First Kediri.

2. Practical Contribution

   a. By reading this study, teachers of English are expected to widely adopt IWB to involve their student's in learning with technology.

   b. It is expected that this study be one of the references for other researchers in the same field to get information about teaching English on writings using IWB.

   c. The findings would also benefit the body of knowledge and bring higher level of student engagement with the use of the IWB, and thus with the hope of increasing proficiency in the English language. This could help create awareness of both students and teachers, and to understand the role each party play in the classroom, particularly in the learning of the English language.

   d. The report of potential benefits can be channeled to the Indonesia government and The Ministry of Education. Through studies like this, the Ministry of Education and the Indonesian government could decide if IWB is worth investing for the Indonesian public schools. It is with the hope that the study would spur the relevant governmental stakeholders to consider whether the conventional teaching methods

are here to stay, or a more engaging, contemporary and interactive form of teaching, such as with the use of the IWB, will be adopted.

E. Limitation of the Study

The study is limited in this aspect that findings may just reflect the situation exclusive to this private school only, in this case English First Kediri. Other schools with a different set of teachers and students may yield different results. Teachers in this school may be using the IWB in a certain manner and engaging students in a certain way that may be different from other school teachers.

F. Organization of Study

To make a clear and systematic description of the study, the researcher organizes the whole description of the study systematically as follow:

The initial part contains cover, title page, approval page, validation page, statement of authenticity, motto, dedication, preface, table of contents, list of appendices, and abstract which contain a brief description of which is discussed in the thesis.

The present study comprises five chapters. The first chapter provides an introduction, a background of the study, problem statements, the purpose of the study, the significance of the study, the organization of the study and the definitions of terms.

The second chapter consists of a literature review that presents the theoretical background, the role of technology in education and writing, learning styles, definition and kinds of IWBs, the advantages and drawbacks of IWBs, and previous studies on IWBs.

The third chapter examines the research methodology of the present study. It explores background information on the participants of the study, the research design, the research setting, instrumentation, materials, data collection, and data analysis procedure.

The fourth chapter provides the results pertaining to the three research questions and hypotheses of the research study.

The fifth chapter provides a summary of the procedure, discussion of the findings, implications, limitations, recommendations, and a conclusion. Conclusions contain the final description that related to the focus of the study. Then, implication cover the theoretical and practical impact of the research. Meanwhile, suggestions contain some suggested idea from the researchers which are addressed to the institution based on the result of the study.

The final part includes a list of references which is a list of books that researcher used for reference to support the study, appendices that contains some documents related to the research. At the very end is about the researcher (author) information which consists of the researcher's biographical data that describes the complete biography of the researcher.

G. Definition of Terms

1. *Attitude*: Attitude is a combination of positive or negative, learned and consistent behaviors towards a specific object (Magno, 2003).

2. *CALL*: Levy (1997) defined it as "the search for and study of applications of the computer in language teaching and learning."

3. *Constructivism*: It is defined as learning that "is a process of constructing meaning; it is how people make sense of their experience" (Merriam, Caffarella, & Baumgartner, 2007).

4. *Educational Technology*: Educational technology is defined as recent developments in computer-based technologies used to facilitate teaching‖ (Ebersole & Vorndam, 2003, p. 4). The goal of educational technology is to improve student achievement and ensure that the technology benefits students, teachers, parents, school administrators, and communities nationwide (The CEO Forum on Education and Technology, 2001).

5. *EFL*: It is an acronym for English as a foreign language, is defined as the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication‖ (Richards, Platt, & Platt, 1992).

6. *ICT*: Information and Communication Technology (ICT) is defined as computer based tools used by people to work with the information and communication processing needs of an organization. It encompasses the computer hardware and software, the network and several other devices (video, audio, photography camera, etc.) that convert information (text), images, sound, motion, and others into common digital form (Milken Exchange on Education Technology, 1999).

7. *Interactive Whiteboard*: The British Educational Communications and Technology Agency (BECTA) defines IWBs as a large, touch-sensitive

board which is connected to a digital projector and a computer. The projector displays the image from the computer screen on the board. The computer can then be controlled by touching the board, either directly or with a special pen. The potential applications are: using web-based resources in whole-class teaching, showing video clips to help explain concepts, presenting students' work to the rest of the classroom, creating digital flipcharts, manipulating text and practicing handwriting, and saving notes on the board for future use (BECTA, 2003).

8. *Process Approach*: The writing process approach puts emphasis on a process in which the finished products came after a series of drafts (Cohen, 1990, p.105). The focus of process approach is on the steps involved in drafting and redrafting the piece of written work (Nunan,1999).

9. *Product Approach*: It is a writing approach that focuses on the final product; the coherent and error- free text. (Nunan,1999).

10. *Promethean ActivBoards*: Promethean ActivBoards offer interactive whiteboard solutions. Promethean offers a range of interactive whiteboard solutions to meet needs of today's classroom (Gupta, 2011). Durability for the classroom environment is built in; built-in RF technology lets it communicate wirelessly with other products (like the Activslate mini-board) without additional computer ports, receivers, or drivers (Branzburg, 2008).