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Does Interactive Whiteboard Affect Students' Writing Proficiency?

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Abstract

Currently, the development of information technology contributes a great deal to the English language teaching and learning process and, consequently, it has stimulated EFL teachers to implement the IT in teaching practices, in terms of adopting or adapting the materials and also strategies. The recent technologically language instructional tool is Interactive Whiteboard (IWB). The effect of IWB on teaching and learning of English as first, second, and as a foreign language have been widely investigated by several researchers. However, in Indonesian context, studies exploring the impacts of the IWB on EFL learner in public school have been rarely conducted. The 2013 curriculum designed by the Ministry of Education and Higher Education has insisted all Indonesian schools to utilize IWB as a part of curriculum in teaching and learning process. Applying an experimental study, the purpose of the study was to verify the effect of the Interactive Whiteboard (IWB) in pre-writing activities on the EFL students ability to develop their ideas and use of topic-related vocabulary words in writing. The participants of this study was the students of EFL learners consisted of ten classes. Clustered Random Sampling was used to select the sample. They were two classes to be chosen as the sample of the study. As such this study studied the improvement of mean score of one control group (n=23) as a classical class taught by using non IWB and mean score of one experimental group (n=25) taught by using IWB. The findings of quantitative data analysis indicated that IWB was effective used in pre writing activity for it could improve the students (Experimental group) to develop their ideas and they were able to use vocabulary words in writing properly.

Key Words: Interactive Whiteboard, Pre-writing, Writing Proficiency

Introduction

The use of technology in a teaching practice should be able to enhance the instructional program, to scaffold students' learning, to help students' construct their knowledge, to grab students' attention and to improve students' attitude. The effect of the use of technology in term of Online Learning has been scrutinized by Tippanet and Sukavatee (2017). The study was a comparison between Face-to Face and Online settings in Creative Writing Instruction. The findings show that Online setting was more effective in elevating students' writing ability. The study also reported that through Online setting the students' motivation in learning improved. The march of technology in term of its contribution to elevate students' performances has become an issue in EFL research.

The recent technologically instructional tool that is growing largely is the Interactive Whiteboard (henceforth, IWB), which has multiple capabilities in facilitating the teaching and learning processes. IWB as a media of teaching comprises of IT component, such as the pen, the touch screen, the projector, etc. Practically, this IT is used with a computer. It is generally used as media of presentating educational material to enhance interaction during the process of instruction. Operating this IT component insists the user (teacher to be aware of each of the component). The use of IWB which is supported by the teacher's ability to operate it is contributive to enhance teaching and learning process in the classroom. Hence, for the use of digital tools, for example IWB, in EFL instruction offers manifold contributions, the teachers should be literate in using the digital tools. A study on teachers' perceptions on their digital literacy in EFL classroom conducted by Anggeraini, et.al (2019) revealed that majority of the teachers had average ability in basic digital literacy, intermediate digital literacy, and advanced digital literacy.

According to Amolo, et al, (2007) IWB was utilized in various disciplines and it echoed positive effects on teaching and learning. Another study conducted by Bettsworth's, (2010); Orr, (2008); Schmid, (2008); Schroeder, (2007) revealed that IWB offered positive impacts for EFL learners when it was used as a media of teaching. Other studies dealing with the use of IWB on students' vocabulary mastery have been conducted by some researchers. These studies aimed at verifying the effectiveness of IWB on vocabulary learning and the result revealed that through the use of this digital tool there was significance development of the students' vocabulary (Namaghi & Alinejad, 2016; Alshaikhi, 2016; Ahmad & Ali, 2018; Arifani, 2019 & 2020).

As a productive skill, writing is a complex skill. Rao (2007) argued that writing insists the learner to think to form ideas and to have ability to summarize. Further he stated that having ability to analyze is another requirements that should be possessed by students in writing. When writing activity is focused on a process (as opposed of product of writing), the learners must follow some writing processes as they are proposed by Hayes, et al, (1980) - pre-writing, drafting, revising, editing, and publishing. Hence, it is obvious that the complicatedness of writing can be identified from the requirements and the process. The former, as it is stated by Rao (2007) above, that in writing the students should be skillful in presenting ideas and develop them and also be skillful in analyze and summarize the materials. The later implies that a piece of writing could be accomplished by passing through many stages.

The fact shows that although the effect of IWB has been seriously scrutinized by some researchers, it is rarely implemented in Indonesian context, especially for young learners. The establishment of 2013 curriculum by the Ministry of Education and Higher Education in 2013 required the school to use IT in teaching learning process, especially in the domain of skill. So far, the practice of teaching has focused on content subject to facilitate the students to be successful in examination as an indicator to pass from the school. This phenomenon automatically stimulates the teacher to take great effort to prepare and train the students to be successful in achieving proficiency in all content subjects. Consequently, the teachers give only a little attention on using IT in teaching and learning process. That is why, few studies were conducted dealing with the use and the effect of IWB in writing although, as stated previously, IWB is a proper media used for young learners.

Regarding to the description above, the study was directed to verify whether IWB was effective used in pre-writing activity to support the students' development of ideas and the use of-words related vocabulary in writing with the formulation of research questions as follows:

1. Is IWB effective used to improve students' development of ideas during pre-writing activity?
2. Is the use of IWB effective in facilitating the students to use topic-related vocabulary words during pre-writing activity?

Literature Review

Process Theory of Writing

Writing is a deliberate activity of communicating ideas, feeling, and opinion in written form. Writing is done because of some purposes: to deliver thoughts, message or feeling, to describe objects, to explore or learn a new knowledge, to entertain, to inform news or information, to explain a certain phenomenon, to argue ideas, to persuade, to judge something, to

solve problem, and to mediate (Copeland, 2010). The activity of writing could be viewed as a product and a process. Writing is viewed as a product when in this activity the students are directed to be aware of using components of writing, such as word formation, spelling, sentence structure, and also mechanic. The varieties of components that constitute a piece of writing are used as the basic opinion to say that writing is a complicated activity. Practically these aspects must be used appropriately and correctly. When the activity of writing focuses on appropriateness and correctness in using, for example choice of words and sentence pattern, writing is understood as a complicated activity (Rahman, et al., 2013, Jahin 2008). In his study, Rahman, et al., (2013) stated that in writing the writer implements his ability to arrange letter, word, and specific language sentence into written communication. Jahin (2008), on the other hand, argued that writing is essential feature of learning a language because it provides an excellent means of fixing the vocabulary, spelling, and sentence pattern. Hence, if writing is more emphasized on the concept of correctness and appropriateness, the essence of writing to communicate ideas is not totally achieved. Consequently, the activity of writing only leads the students to produce a piece of writing with a proper and correct use of vocabulary, spelling, sentence construction, etc.

Meanwhile writing as a process refers to the activity of writing that is done through some stages they are invent, gather and plan, organize and outline, write a first draft, and revise (White, 1986). The stages lead the students to construct their ideas for the target of writing as a process is communicating the writers (students') ideas or feeling. The stages of writing in pre-writing guides the students to boost their communicative abilities through a perfect piece of writing. In the stage of finding the topic in the pre-writing activity, the students are trained to generate ideas and share ideas with their friends. In the activity of exploring the given topic, writing their experiences, and sharing ideas with others, the students actually practice to communicate their ideas in written form.

Practically, writing becomes a measure for academic success (Jahin, 2012). However, it is difficult skill to be mastered since it needs high comprehension (Setiyana, 2015) that cause the students tend to avoid writing. Richards & Renandya (2002) explicitly stated that for ESL/EFL learners writing is believed as the most difficult skill. The main reason is that writing involves a complex process in which the students need to put ideas down on paper to transform ideas or thoughts into words (Arifani, 2020; Brown, 2001) and certainly it requires a certain level of linguistics knowledge, writing conventions, vocabulary and grammar (Erkan & Saban, 2011). They also need to consider the flow of the ideas in order to be connected together as well as the link between clauses and sentences so that the readers can follow the sequence of ideas well.

Interactive Whiteboard and Its Function

IWB is a digital tool with a complicated components, such as a white electronic board and touch-sensitive. The white electronic board is used to display the computer screen that is connected to electricity. In the teaching learning process, this digital tool can function as a media of presentation. The use of IWB is briefly described by Miller (2003). He points out that IWB is a tool that supports both teaching and learning when the users want to highlight texts, handwriting recognition, capture and manipulate web content and many other functions. In short IWB is applicable and it offers manifold functions.

One of the study on investigating the impact of IWB was conducted by Marzano (2009) by involving teachers in fifty schools across the USA and thousands of students that were divided into two cohorts (1622 students as control group taught in regular classrooms and 1716 students

as experimental group). The general results revealed that the IWB gave positive effect indicated by the gained percentile of the experimental group. Another study conducted by Albaaly (2010) also revealed similar results. Dealing with meta-analytic findings, he asserted that there should be four conditions in terms of (1) teacher's experience in teaching (10 years or more), (2) teacher's experience in using the technology (two years or more), (3) teacher's frequency in using the technology in his/her classroom (between 12 and 80 percent), and (4) teacher's self confident in using the technology during the proces of teaching and learning.

The Use of IWB in Indonesia

Although the IWB has been used successfully in institutions of learning in many developed countries, the use is relatively new in most Asian countries like Indonesia. In Indonesia, a majority of international schools, if not all, have adopted the use of IWB as part of its teaching and learning endeavors. While there might be a few public schools that are chosen as pioneers to head pilot projects on the use of IWB, as a whole, public schools in Indonesia have not adopted this technologically supported teaching nation-wide. However, there has yet to be any immediate plans to introduce the interactive whiteboard in the local public schools. The use of interactive whiteboards is something new this country. Since its introduction, it has gained popularity in Indonesia.

The IWB has been used in different levels of educational institutions. From pre-school, primary, secondary school level to tertiary level, the penetration of IWB seems to be wide. Some researches on the use of IWBs have been done in the fields of science, mathematics and languages, especially in developed countries as stated earlier. These researches have reported a positive impact on the learning outcome in students. However, these researches were done in the context of the respective countries overseas.

Advantages of using the IWB

IWBs have been used and researched extensively in the teaching and learning process. The results revealed that IWBs gave positive impacts on various aspects, so that IWB itself have been attached to its effects, such as (a) the effect of IWB on students' interactivity (Beauchamp, 2007 and Glover and Miller, 2007) and (b) the effect of IWB on students' active participation in the classroom (Smith et al., 2005, Levy, 2002, Bryant & Hunton, 2000, and Julie Langan-Perez, 2013).

A study conducted by Beauchamp, (2007) was intended to know the effect of IWB on the students' interactivity. He asserted that when IWB was used the classroom interactivity could be created that lead to spontaneous and collaborative teaching and learning. Meanwhile Glover and Miller's study (2007) revealed that practically IWB could affect teachers progress through the stages of interactivity, they were supported didactic, interactive stage, and enhanced interactivity. The researchers explored that at the supported didactic stage, IWB functioned as a visual support in which the novelty factor affected the majority of students' attraction. The interactive stage, on the other hand, functioned as an experimental stage. The interactivity could be produced when, in this stage, teacher is able to use a various stimulations in illustrating, developing, and testing discrete concepts. In the last stage, enhanced interactivity stage, the teacher conducts a kind of exploitation of the interactive capacity of the IWB. It is intended to make an integration of both concepts and cognitive development.

Students' engagement or participation can be built up through the use of IWB during the process of teaching and learning as long as it is used in more effective way. In language instruction, students' engagement can be used as an indicator to say that there is a shift from teaching paradigm to learning paradigm. Through the shifting of the paradigm, the students learning could be enhanced for it automatically creates learning atmosphere. The effect of IWB on the students' engagement and motivation have been conducted by Smith et al., (2005) and Levy, (2002). They asserted that the use of IWB in the classroom could stimulate the students' active participation and the IWB enhanced participation with not only the teacher but also their partners.

Method

To examine the effect of IWB on students' ability to develop ideas and use proper vocabularies in pre-writing activities this study employed a Quasi-Experimental design with quantitative approach. Ary, et.al (2010) argue that experimental research is a study of the effect of the systematic manipulation of one variable on another. In this cause-effect relationship study, the study was intended to test hypothesis started with a question about the relationship between two variables (IWB and writing ability). It is in line with Mackey and Gass (2005) have highlighted that "quantitative research generally starts with a hypothesis and is followed by the quantification of data and some sort of numerical analysis is carried out". This study involved one independent variable (IWB); the cause variable that influences the other variable and one dependent variables (students' writing skill); the variable upon which the independent affects it.

Sample

The population of this study was ten classes consisted of 170 EFL learners. Population is all members of any well-defined class of people, events, or objects (Ary et, al 2010). The population of this study was ten classes consisted of 170 EFL learners. They were male and female young learners range of age between 15 to 20 years old. This study involved 48 participants which were selected by using cluster random sampling, 25 participants belonged to control class and 23 participants were put in experimental class.

Research Instrument

The quantitative data of the study were in the form of scores taken from writing an essay test. The participants' essay were scored using an essay scoring rubric consisting of five aspects: idea, organization of idea, vocabulary, grammar and structure, and mechanics. Through the use of essay writing scoring rubric, the students ideas development and vocabulary were scored using interrater in which two different raters scored the students' works.

Data Analysis

The data resulted from students' essay test were analyzed using SPSS independent sample T-test to examine (1) significant difference mean scores of pre-test and post-test related to the students' ability to develop their ideas those in the classical/control group and those in the experimental class, and (2) significant difference mean score of pre-test and post-test of the use of proper vocabulary words between the control group and the experimental group.

Findings

a. Analysis of the quantitative data taken from Post-test dealing with the students' development of Ideas taught using the IWB in Pre-writing Instruction

This part presents the results of computation using both descriptive statistics and independent samples t-tests to examine whether IWB improved the groups' performance in developing their ideas.

Table 1. Descriptive Statistics of Post Test Scores (Ideas) of Two Group

Groups	N	Mean	Std. Deviation	Minimum	Maximum
IWB	25	76.40	11.136	60	100
Classical/Regular	23	65.87	10.407	40	80

Table 1 showed difference the mean value between the IWB class and the Classical/Regular class. The mean score of the IWB class ($M=76.40$, $SD=11.136$). Meanwhile in the Classical/Regular class the mean ($M=65.87$, $SD=10.407$) in the students' performance after the use of IWB in pre-writing instruction.

Before testing the difference significance score in developing ideas in pre-writing between experimental (IWB) class and control (classical) class, it was initiated by testing the normality and homogeneity. The Normality test was done to convince that the collected scores were normally distributed by using Kolmogorov-Smirnov with the rule $\alpha=0.05$ and the result is as follows:

Table 2. Normality tests between the two groups

	IWB	Classical
N	25	23
Kolmogorov-Smirnov Z	1.150	.844
Sig.	.142	.474

*Significant at $p < .05$.

The table above showed that the test data were distributed normally because the significance was above $\alpha=0.05$ ($0.142 > 0.05$) in IWB class and ($0.474 > 0.05$) in Classical class.

Homogeneity test, on the other hand, was conducted to know that the variances of data were equal or homogenous and also to determine the variability of the class. To achieve these data, Levene statistic test was applied with the rule $\alpha=0.05$ and the result is as follows:

Table 3 Test of Homogeneity (Idea Scores)

Levene Statistic	df1	df2	Sig.
.002	1	46	.967

*Significant at $p < .05$.

The table above revealed that the homogeneity test results of the two cohorts was 0.967 as the significance of the data and it is higher than 0.05 ($0.967 > 0.05$). Therefore, the two groups of the class had homogenous variance.

Table 4 The result of Independent Samples Test of Scores on ideas development

4	t-test for Equality of Means			Mean Difference
	t	Df	Sig. (2-tailed)	
Equal variances assumed	3.377	46	.001	10.530
Equal variances not assumed	3.387	45.986	.001	10.530

*Significant at $p < .05$.

Table 4 indicates that the significance level sig. 2-tailed was 0.001 and it was smaller than 0.005. Thus, there is significance different ability in developing ideas in pre-writing activity between the experimental group taught using IWB and control group taught using regular technique.

b. Analysis of the quantitative data taken from Post-test dealing with the students' ability in using Topic-related Words after being taught using the IWB in Pre-writing Instruction

To establish different ability of the two cohorts in using proper topic-related words, writing an essay was done in post-test. Both descriptive statistics and independent t-test were implemented to find the mean scores of the two groups after the treatment. The mean test score in using topic-related words, as shown in Table 5, of experimental group was 81.40 (SD=8.841) and control group was 65.00 (SD= 8.528) indicating difference mean score between the two groups.

Table 5. Descriptive Statistics of Post Test Scores (Topic-Related Words) of Two Group

Groups	N	Mean	Std. Deviation	Minimum	Maximum
IWB	25	81.40	8.841	70	100
Classical	23	65.00	8.528	50	75

As it was done in the previous part, testing the normality and homogeneity was also conducted before testing the difference significance score in using topic-related words between experimental (IWB) class and control (classical) class. The normality test was done to convince that the collected scores were normally distributed by using Kolmogorov-Smirnov with the rule $\alpha=0.05$ and the result is shown in Table 6 below:

Table 6. Normality tests between the two groups (Topic-Related Words)

	IWB	Classical
N	25	23
Kolmogorov-Smirnov Z	1.027	.956
Sig.	.242	.320

Table 6 shows that the test data were distributed normally because the significance was above $\alpha=0.05$ (0.142 > 0.05) in IWB class and (0.474 > 0.05) in Classical class.

Meanwhile homogeneity test was conducted to know that the variances of data were equal or homogenous and also to determine the variability of the class. To achieve these data, Levene statistic test was applied with the rule $\alpha=0.05$ and the result is as follows:

Table 7 ⁷ Test of Homogeneity (Vocabulary Scores)

Levene Statistic	df1	df2	Sig.
.221	1	46	.640

The Table 7 shows the homogeneity test results of the two cohorts was 0.640 as the significance of the data and it is higher than 0.05 ($0.640 > 0.05$). The value implied that the two groups of the class had homogenous variance.

Table 8 Independent Samples Test of Scores (Topic-Related Words)

4	t	t-test for Equality of Means		Mean Difference
		df	Sig. (2-tailed)	
Equal variances assumed	6.530	46	.000	16.400
Equal variances not assumed	6.540	45.889	.000	16.400

Table 8 indicates ⁶ that the significance level (sig. 2-tailed) was .000 and it was smaller than 0.005. Thus, it can be concluded that there was ⁸ significance different ability in using Topic-Related Words in pre-writing activity between experimental group taught using IWB and control group taught using conventional technique.

Discussion and Conclusion

Testing Hypothesis 1

²² result of statistical computation on the students' ideas development revealed that there was significant different mean score of the experimental group taught using IWB in pre-writing activity and the mean score of the classical ⁵ group taught using regular pre-writing instruction. The improvement of the mean score of the experimental class between pre-test and post-test and the significant different score between experimental class and control class yielded from the statistical computation indicated that IWB-based instruction used in pre-writing activity was effective used in teaching essay writing. That is why from the improvement of the experimental group mean score and the significant different score between experimental group and control group in students' ideas development it could be stated that, the second hypothesis, Interactive Whiteboard was effective to improve the EFL students' development of ideas was ¹⁷ accepted.

A Study conducted by Savchunk et al., (2019) about the interactivity of ICT in

language teaching in the context of Ukraine university students revealed that the use of ICT have shifted the students' preferences in learning. The authors elaborated that the students had desire to engage independently in learning through computer-assisted work. In this activity, further, the students could solve problem quickly, they got improvement in motivation and time management. The study also echoed the shift of teaching approach from a teacher-centered to a student-centered approach. When the IWB-based instruction was implemented in the experimental group, the students displayed their ability in developing their ideas better than those taught using regular pre-writing activity in control group. ³

Practically, the use of IWB was potential to promote every individual self-efficacy and learning interest (Hall & Higgin, 2005; Shi et al., 2018) when IWB was used in pre-writing instruction. As stated Savchuk et al., (2019) above that the use of IWB was able to create an innovative instruction in which there was a shifting of teaching approach (paradigm) from teacher-centered to students-centered. In the students-centered approach, the students take their own effort to do self-learning improvement and self-construction of knowledge (Shi et al., 2017). Developing ideas is an activity to construct knowledge. That is why the finding of the study dealing with the students' ability to develop their ideas in pre-writing activity confirmed the theory proposed by Shi et al., (2017) mentioned above.

The finding ¹ of the study also confirmed the result of the study conducted by Amolo (2007) that also showed the positive contributions of the IWB to students' achievement in Social Sciences. The finding of the study was also aligned with the findings of a study conducted by Cunningham, et al (2019) that the use of technology could stimulate students' positive attitude for it supported their learning. Through the use of IWB the students can foster themselves to study in collaboration. It is in line with the findings of the previous studies conducted ³ Benoit, (2018) and De Vita et al., (2018) saying that the use of IWB enables both the teachers and students to create a collaborative learning environment ³ to provide innovative teaching and learning practices.

IWB-based instruction has been applicable used in multi-disciplined of ³ knowledge. Its ability to stimulate interaction during teaching and learning process indicates that IWB is a potential digital tool. Interaction done by students and their partners, in EFL or ESL teaching and learning context, shows that the classroom environment provide opportunity for the students to engage themselves in language practice, so they can develop their ideas better.

Testing Hypothesis2 ²²

The result of statistical computation on the use of related-word showed that there was significant ²⁴ different mean score of the experimental group taught using IWB in pre-writing activity and the mean score of the classic ⁵ class taught using regular pre-writing instruction. The improvement of the mean score of the experimental class between pre-test and post-test and the significant different score between experimental class and control class resulted from statistical computation indicated that IWB-based instruction used in pre-writing activity was effective used in teaching essay writing. That is why ¹ is fair to say that, the second hypothesis, Interactive Whiteboard was effective to lead EFL students to use topic-related vocabulary words properly was accepted.

The finding of the study is aligned to a growing numbers of previous studies

on the effectiveness of IWB in which IWB based instruction positively enhance learning outcomes, such as enthusiasm and motivation (Turel, 2011) and academic performance improvement (Amiri & Sharifi, 2014). In the context of EFL instruction when the students are totally motivated through the use of innovative media, they have more opportunity to participate actively to respond or to ask questions. Hence interactive classroom could be created. The teaching of language interactively is potential to engage the students to explore their ideas. They can share their ideas with their partners.

In this situation, the teachers could effectively monitor the students' activity and give feedback on the students' performance. Through the process of sharing and some feedbacks given by the teacher, the students got sufficient language inputs in term of vocabularies. Consequently these vocabularies could be used to explore the students' ideas. In this context, the students' development ideas and the use of related vocabulary were enhanced to build up their essay writing proficiency.

Conclusion

The present study proved that the IWB presentation is an effectual digital tool in improving EFL students' achievements in writing. IWB based instruction provides classroom environment that stimulate interaction between teacher and students, students and their partner and also interaction between the students and the media itself. Through the interaction the students can improve their self-efficacy and consequently they are able to boost their ideas better using appropriate related word-vocabulary.

Pedagogical Implication

The use of digital tools practically offers manifold advantages to support the quality of EFL instruction. To be able to use the digital tools it requires the teacher to have sufficient competencies. By considering the importance and the positive effect of the use of IWB, the digital tool can be used as an alternative technology in EFL instruction not only in writing skill but also in other skills and language components.

Suggestions

The study examined the effectiveness of the use of IWB as a digital tool on the students' writing ability in terms of developing ideas and the use of related word vocabulary. Another study can be carried out to investigate the students' attitude on the use of a digital tool in EFL instruction. The future studies should be directed to not only examining the effectiveness of IWB from cognitive product but also exploring how the students can learn from this digital media. That is why a mixed method can be conducted to elaborate it.

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Good afternoon.

We are done with the initial review of your paper entitled, “Does Interactive Whiteboard Affect Students’ Writing Proficiency?”

and the results are:

Plagiarism – 94% original. 6% is properly cited.

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Authors should include additional literature ¹² on the use of IWB on current teaching of writing (in Indonesia or any country).

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