

CHAPTER 1

INTRODUCTION

This chapter gives information about the phenomenon that inspired the researcher to conduct this research, and to provide a clear rationale for conducting the research. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

A. Background of the Study

English is the one of the most important language to learn because it holds a prominent status as a lingua franca. It also serves as the international language of communication, used in diplomacy, global business, science, technology, tourism, and education. For young EFL learners, learning English at an early age offers significant long-term advantages. Brown (2000) stated that young learners find it easier to learning language and get better results. However, English is also hard to learn for Young EFL Learners because of their lack of confidence, laziness, and fear of people's judgment. The teacher must follow the trends to give a comfortable and fun way to learning; one of the methods is using the technologies that can help in teaching and learning activities.

Teachers need to integrate the technology with effective pedagogical practices and relevant subject content. Teacher also need for a structured framework that guides teachers in making pedagogical and technological decisions in harmony. One such framework is the Technological Pedagogical Content Knowledge (TPACK) model proposed by Mishra and Koehler (2006), which identifies three essential domains of teacher knowledge: content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK).

In the era of digital transformation, the role of technology in education has shifted from being a supplementary tool to an essential component of classroom instruction. Particularly in the context of English as a Foreign Language (EFL) education, digital tools are increasingly used to enhance language input, encourage participation, and support communicative learning. The interactive

whiteboard is one of the technologies that can be used for the teaching and learning process. Piroška (2011) stated that students like using and discovering the opportunities it provides, motivates them, and it has a great influence on their interests. Nguyen Ngoc Vu (2020) stated that Interactive Whiteboard activities positively contributed to students' vocabulary achievement and retention. Furthermore, it also stated that with use of an interactive whiteboard students' motivation and positive behaviours also increased. However, an interactive whiteboard can be used in classroom activities such as learning to speak. Students are finally brave enough to repeat the vocabulary and sentences the teacher gave through the video or games. They are also confident in answering the questions using the touch screen on the whiteboard.

The phenomenon occurred in one of the elementary schools in Tasikmalaya, West Java. Based on the researcher's preliminary observation in which one of the teachers regularly uses interactive whiteboard in English learning, especially in teaching English. According to the teacher, the students were more enthusiastic while using interactive whiteboard in the learning activities. The teacher and the students collaborate to learning through the videos, games, and some materials played on the interactive whiteboard. Therefore, the researcher interested to conduct this research to see teacher's implementation of using interactive whiteboard in teaching English to young EFL learners.

Several researchers have studied the topic of the use of interactive whiteboard for English Young Learners. Many of them state that interactive whiteboard increase student's ability and motivation. There is a study that written by Nguyen (2020) states that Interactive Whiteboard activities positively contributed to students' vocabulary achievement and retention. It also stated that with using of interactive whiteboard students' motivation and positive behaviours also increased. Another research conducted by Amiri (2014) states that with using interactive whiteboard, students used the adverbs more accurately in their writing. Another research was written by Emron (2010) the results of an experimental research project that examined how to increase student learning outcomes by integrating interactive whiteboard technology into scientific instruction, the

gender difference in learning outcomes, and the application of the findings in Bruneian schools are presented in this research.

However, only a few discuss how classroom activities are conducted with interactive classrooms, and also the teacher's implementation of using interactive whiteboards for young learners in learning English. To fill the gap, the researcher conducted the observation and interview regarding the use of Interactive Whiteboard in teaching English to young learners. Therefore, this study aims to provide new insight on how classroom activities are conducted so that other English teachers can adapt the implementation in teaching and learning process using an interactive whiteboard.

B. Formulation of the problem

Based on the background above, the research question in this present study is “How are the teacher belief towards the interactive whiteboard implementation in teaching English to young EFL learners?”

C. Operational Definitions

To avoid misunderstanding this research, the researcher provides some definitions related to this study, as follows:

1. English for Young EFL Learners

English for young EFL learners focuses on basic language skills, particularly vocabulary, speaking, and listening, and is delivered through pedagogical strategies that promote participation, repetition, and motivation. The classroom activities are designed using visual and interactive tools—such as the Interactive Whiteboard (IWB)—to support comprehension and oral language production. This operational definition guides the interpretation of the teacher's implementation strategies and the appropriateness of the teaching materials used in the observed learning environment. English for Young EFL Learners in this study refers to the language skills of elementary school students (aged 6–12) who are learning English as a Foreign Language (EFL).

2. Interactive Whiteboard

Interactive whiteboard is whiteboard based technologies that operate on the connection between a computer, a projector and a touch screen electronic whiteboard. The interactive whiteboard in teaching English to young EFL learners used for displaying the videos, games and materials given by the teacher.

D. Aim of the Study

This research is conducted to observe the teacher's implementation on using Interactive whiteboard in teaching English to young EFL learners.

E. Significance of the Study

1. Theoretical Significance

This study provides readers with researcher's observation about the teacher's implementation on using Interactive Whiteboard in teaching English to English Young Learners. It supports and expands on the TPACK framework (Technological Pedagogical Content Knowledge), particularly in how teachers integrate content, pedagogy, and technology in classroom practice. The findings may also enrich discussions related to digital media, learner engagement, and interactive learning environments in English language education.

2. Practical Significance

This study expand the use of interactive whiteboard in learning and teaching English in the classroom as a way to improve the students' English skills. In addition, the findings of this study may help teachers overcome common obstacles in technology integration, such as technical difficulties or lack of training, thereby maximizing the educational potential of IWBs in language classrooms.

3. Empirical Significance

This study provides empirical insights into how the teaching and learning process with using interactive whiteboard in learning English.