CHAPTER I

INTRODUCTION

In this chapter begins with the background of a study related to the Implementaion of Interactive Whiteboard (IWB). This chapter discusses the background of the study, Limitation of the study, formulation of the problem, objective of the study, and significances of the study.

A. Background of the Study

Language is the most important thing that we human as a social creature need in humility. According to Alshami (2019), language is a means of communication through which people transmit ideas, emotions, feelings, and thoughts to others. How the way we do interaction with each other is by using language. Language is not always something that we spoken, we can communicate with language by using gesture, is called body language, we can communicate by using code, is also called as language. From here we know that how much important language is in our life. There are many languages in this world, one of the languages in this world is English.

In this world English is an international language that used by all over the world not only use, English is also as the subject of the study in school. According to Danison (2006) English is a West Germanic language of the Indo-European language family, with its earliest forms spoken by the inhabitants of early medieval England. The earliest forms of English, collectively known as Old English, evolved from a group of West Germanic (Ingvaeonic) dialects brought to Great Britain by Anglo-Saxon settlers in the 5th century and further mutated by Norse-speaking Viking settlers starting in the 8th and 9th centuries. Middle English began in the late 11th century after the Norman conquest of England, when considerable French (especially Old Norman) and Latin-

derived vocabulary was incorporated into English over some three hundred years. Early Modern English began in the late 15th century with the start of the Great Vowel Shift and the Renaissance trend of borrowing further Latin and Greek words and roots into English, concurrent with the introduction of the printing press to London. This era notably culminated in the King James Bible and plays of William Shakespeare. Based on Eberhard (2019) English is the most spoken language in the world. Because of that English is one of international language that almost all of the world learn how to speak in English, some of the country use English as their first language or as their mother language. There are many kind of language that nominated as international language. In this world we have six international languages which are, English, French, Arabian, Spanish, Germany, and Portuguese. English get the first sit on the chart of international language. Let's start with the fact of country that learn how to speak English, our lovely country Indonesia is one of country that ask the resident to speak in English. Teaching English as Foreign Language (EFL) or Second Language already taught since Dutch colonial era in Indonesia. Successively English was taught in the 1953 - 1994 curriculum for SMP/SLTP and 1950 - 1994 for SMA/SMU, with the simple aim of equipping students with language proficiency. English; reading, listening, writing, and speaking.

In this modern era, the advancement of technology effects various aspects including education. Computer, Laptops, Mobile Phone, tablets, and the Internet are the most common technologies used by human from the many advanced technologies in the world. Munpru & Wuttikrikunlaya (2013) said that in education, the use of "laptop computers". "palmtop computers", and "mobile phones" are increasing. It shows that the used if technology is increasing from time to time. Furthermore, According to Alhaisoni & Alhaysony (2017) laptop, smartphone, tablet, and internet connection are some of the most helpful tools in learning. Students prefer to

use technology to help them learning language especially English learning. It can not be denied that humans really need technology, especially cell phones to facilitate communication and life mobility because there are many things can be accessed through mobile phones. Technology also plays an important role in education, many applications that support the ease of educating only through grasp.

Technology as a tool that will conduct in this study is Interactive Whiteboard (IWB). Interactive Whiteboard is one of the tool education. Interactive Whiteboard also known as a smartboard, is an interactive display in the formal of a whiteboard that reacts to user input either directly or through other devices. Interactive Whiteboard are billion dollar industry and are used in classroom, boardrooms, engineering, coaching and the strategies planning of many types of projects. The use of Interactive Whiteboard (IWB) is becoming a common things around the world, not only in education but almost all of the subject besides education is using Interactive Whiteboard (IWB) as an interactive tool.

Interactive Whiteboard is one of the tool that use technology that have positive effects in teaching. According to BECTA (2005) Evidence suggests that IWBs can have positive effects in teaching and learning. Interactive whiteboard is one of education's tool to improve educating method to reach the goals. Using of the Interactive Whiteboard in teaching make the student's learning environment more enjoyable. When the students already feel the environment support them to learning, it will more easy for the teacher to transfer the knowledge, and also it will be more easier for the students to get the knowledge. The use of Interactive Whiteboard mostly in teaching young learner. The Interactive Whiteboard or also known as Smartboard have a lot of visual feature that will make the young learner feel more interesting to the material. This is also one of the teaching strategy to take the young learner attention to the learning process.

In this research the researcher takes young learner as a focus of the implementation of Interactive Whiteboard (IWB). According Ellis (2014) notes, ambiguity has plagued the use of the term, with it being used initially to refer to learners under 18, and more recently contrasted with teenage learners or 'teens', when it tends to refer to learners under 13, although there are plenty of exceptions, and little broad agreement. The five to seven years old are all at level in the beginner stage. The eight to ten years old may also beginner, or they may have been learning the foreign language for sometimes, so there are both level two pupils and the eight to ten age group. This both of age stage are called as young learner.

The implementation of Interactive Whiteboard (IWB) is the focus of this study. According to Usman (2021) implementation is more than just an activity; it is an activity that is planned and designed to achieve the activity's goals. Second, implementation is the execution or application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something. The researcher will see the implementation of the Interactive Whiteboard (IWB) in teaching English as a Foreign Language (EFL) to young learner. The implementation of Interactive Whiteboard (IWB) in teaching already done in some of countries. In Indonesia the implementation of Interactive Whiteboard (IWB) it's still hard to find in Indonesia's education process.

EA Speaking Active Baturaja is a course that use Interactive Whiteboard (IWB) in teaching process as the tool for these 2 months. Meanwhile the researcher is interested to investigate the implementation of Interactive Whiteboard (IWB) in teaching young learner. In this study, the researcher will focus on EA Speaking Active Baturaja. Based on the explanation above, the researcher interested to conducting a research entitled **The implementation of Interactive Whiteboard (IWB) in Teaching Young Learner at EA Speaking Active Baturaja.**

B.   Problem of the Study

1.   Limitation of the Problem

In this study, the researcher focuses on the implementation of Interactive Whiteboard (IWB) in teaching young learner at EA Speaking Active Baturaja.

2.   Formulation of the Problem

The research problem were formulated as followed how does the implementation of interactive whiteboard in teaching English for young learner ?

C.   Objectives of the Study

The objectives of the study is to observe the implementation of interactive whiteboard in teaching young learner at EA Speaking Active Baturaja.

D.   Significances of the Study

The significances of the research was expected to be useful to :

1. For the Researcher

The study is estimating to gave the knowledge for the writer. As well as the researcher that is estimate because an English teacher on the future, it is estimating to become a good reference for the researcher in teaching process by using interactive whiteboard.

2. For the the Students

The researcher believes that the research will help the students to have new learning source to help develop their English language. The result of the research are able to show the students some tools to supports their learning process

3. For the Next Researcher

The researcher hopes that this research can be a reference for other researcher. However, the future researchers can make different objectives that what the researcher do on this study.

4. For English Teacher

The researcher hopes that this research can be a reference for other English teacher. Furthermore, this study can help the English teacher to use the new method or new strategy in teaching English.