CHAPTER I

INTRODUCTION

A. *Background*

Some of people around the world think study and learning English as a foreign language have been important, beside the international language and it can give big benefit. But, some of people still do not need to explain more the parts of English cause just focus in four skills not elements. In English there are four elements, one of them is vocabulary. Vocabularies are more about skills and elements in English because they just focus to have many vocabularies. So that is why, we need collecting the words in English to supportive and get the knowledge of students in learning as a foreign language (English). Hornby stated that vocabulary is all the words that a person knows or uses and it is all the words in a particular language.[1] Hatch and Brown, vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.[2] Hornby defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings".[3] The same statement comes from Alan Cruse, defines if

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[1]Hornby A. S, *Oxford Advanced Learner's Dictonary* (England: Oxford University, 2006), p. 896.

[2]C. Hatch & C. Brown*, Vocabulary, Semantic, and Language Education* (New York: Cambridge University, 1995)

[3]Hornby A. S, *Oxford Advanced Learners' Dictionary of Current English* (5th edition; New York: Oxford University, 1995)

Vocabulary is list of word that has meaning.[4] While UR states, vocabulary can be defined roughly, as the words we teach in the foreign language.[5]

In era globalization, learning English is one of important things that we needs. It can be gives many benefit for long time. Besides that, it hopes will help in study English in the next step of University even until they time. To mastery it, we need vocabulary to speak fluently, great writing, read fast, good listeners, but the learners have to know vocabulary first. A person said to know a word is something to do with recognizing its meaning Cameron.[6] It means that in learning vocabulary students have to know and understand the meaning; therefore, they will use it in a meaningful context. Stated from John, vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.[7] In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentence. As Chen and Li acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.[8] And one of the good ways to become translator is through "Whiteboard". Whiteboard is soft board and using marker for writing some words and draw some picture. Margaret Rouse

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[4]Alan Cruse, *Meaning in Language: An Introduction to Semantic and Pragmatics* (Oxford & New York: Oxford University Press, 2000), p. 180.

[5]Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to Be Taugh International Journal of Teaching and Education* (3rd edition; Saudi Arabia: King Khaled Academy, 2005), p. 25

[6]Lyne Cameron, *Teaching Language to Young Learners* (New York: Cambridge University, 2001)

[7]John Read, *Assessing Vocabulary* (United Kingdom: Cambridge University,2000)

[8]Chen and Li, *Research on the Dictionary Use in Chinese Students' Vocabulary Learning and It's Implications Journal of Changchun University of Science and Technology* (2nd edition; Chine: Changchum University, 2009)

states that a whiteboard is non-electric variation of traditional "rewriteable" schoolroom blackboard, but is white instead of black and with colored markers (know as dry erase markers).[9] Dry erase markers are easier to erase than the chalk used on a blackboard (which sometimes requires a wet rag for thorough erasing). This mean that applying whiteboard were creative, interactive and easy way for students to learning English and it could be useful to their imagination, memorizing, participants, cooperation, and attitude were at a very good level.

Even through whiteboard is not a new media for learning, the belief that it can be solution tool for study cannot be gainsaying. Whiteboard is not only board that use marker for writing or draw something but it can benefit if we can make fun way to students and the researcher will give some pictures to students as identify vocabulary. The students would use whiteboard that connecting with technology and social media. In addition the researcher would try student's vocabulary knowledge test, students' participation observation form and attitude questionnaire. Another good thing was, the researchers do not need long time to gives instruction to students. But in society whiteboard have shortage such students will be bored and they must guiding more vocabulary that have give. Decarrico suggested that new vocabulary should not be ever presented either alone or by simple rote memorization.[10] They must be presented in enriched context that are plenary enough to give guiding clues to their meaning. It is essential to provide exercises or activities included learning words in word association lists, emphasizing key words in texts.

Moreover, related teaching English in Senior High School a specially at eleventh grade needs more to improve their vocabulary for helping to next class is

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[9]Margaret Rouse, *ICT Information and Communication Technology* 2005, p. 1

[10]DeCarico, Janette S., *Vocabulary Learning and Teaching*, 2012, p.285-299.

twelve grade and take on the national exam. But, the problem is students have lees vocabulary. When they want to write the words it can be confuse or cannot write anything. To arrange the right sentences they must access internet as well open on Google translate or open on dictionary. In addition, another problem for students is; cannot differentiating how it meaning and right sentences.

Based on the problem, this research also has good effect for helping students to enjoy the learning process because it was very different when learning process in school. Using whiteboard do not make the students got difficulty in poured all thinking to say in their minds because just write by using technology and social media. Kaufman a foreign language teacher estimated that in the past, only about 40% of the students passed a quiz on commands.[11] However, after using this activity the teacher created at the intermediate/advanced workshop as part of a review, nearly 95% of the students passed the quiz this year. "I believe students enjoy it [the board] more because they think of it as a video game. They are able to easily manipulate words and images, like they are playing a game Kaufman". Hodge and Anderson concluded that the subject in their study "reminded herself of the need to integrate visual material with active learning activities that optimize the power of the interactive whiteboard to engage the learners yet retain pedagogical approaches that facilitate learning."[12] Changing the way a teacher instructs is a long process to overcome. For educators who may be uncomfortable of lack basic technology skills, the integrative whiteboard can be a hindrance to their teaching and classroom

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[11]Derek S Kaufan, *How Does the Use of Interactive Whiteboard Affect Teaching and Learning 2nd edition*, 2009.

[12]Sue Hodge and Bill Anderson, *Teaching and Learning with an Interactive Whiteboard: A Teacher's Journey. Learning, Media and Technology* 3rd edition.

management Kaufman.[13] Policymakers and other administrators must realize, however, that is a long-term process in which users need time to reflect on, experiment, and product lessons that incorporate even the most basic functions of interactive whiteboard. However, in order for technology (ICT) which takes account of the extended list of ICT's features and the need to embed them in teachers' pedagogical knowledge and reasoning" Kennewell & Beauchamp.[14] However, there are some benefits of whiteboard but, some people keep thinking it just simple way but, they must be open their mind to see if it is one of the good and simple but bough the big effect for helping students' vocabulary ability.

B. *Problem Statement*

Based on the background of the research that has been described above, the researcher formulates the problem statement as follows:

"What are the challenges and the strength of creative and interactive vocabulary through whiteboard?"

C. *Operational Definition*

Based on the title of the research, the researcher wants to explain the terms that used, as follows:

1. Creative: changing modern civilization in a very deeply.[15]

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[13]Sara E. Rimm-Kaufan, Kevin J. Grimm, Tim W. Curby, Lori Nathanson and Laura L. Brock, *The Contribution of Children's Self-Regulation and Classroom Quality to Children's Adaptive Behaviors in the Kindergarten Classroom* (Amerika Serikat: University of Virginia,California: University of California-Davis, Amerika Serikat: George Mason University, Amerika Serikat University of Virginia, 2009), p. 959.

[14]Steve Kennewell and Gary Beauchamp, *The Features of Interactive Whiteboards and Their Influence on Learning* (UK: Swansea School of Education, 2007), p. 228-229.

[15]Florida R., 'The Creative Intelligence Newsletter' (1st edition; 2007), *Join Publications between Creativity group and Catalytix, Inc, 1, Issue 1.*

2. Interactive: modify the role of the teacher from translator of information to the organizer and coordinator of the educational process and make it possible to form complex competences in future professional specially via students activities that manifest as closely as possible the content of professional work.[16]

3. Vocabulary: words, innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hand of one who knows how to choose and combine them.[17]

4. Teaching: a subject presupposes that the teacher is proficient in the area and that there is no excuse whatsoever for the teacher to give students anything but the best.[18]

5. Whiteboard: something makes possible for students to interact with the learning content.[19]

6. Technique: implementation and the occurrence at this stage of the implementation of teaching.[20]

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[16]Nadezhda O. Yakovleva and Evgeny V. Yakovlev, *Interactive Teaching Methods in Contemporary Higher Education* (Rusia, Chelyabinsk State Pedagogical University and Russian-British Institute of Manager, 2014) Science Direct Journal, p. 79-80.

[17]John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to Long-Term Reading Success* (USA Houghton Mifflin Company, 2004),

[18]Bethel T. Ababio, *Nature of Teaching: What Teacher Need to Know and Do* (Ghana, University of Cape Coast, 2013) International Journal for Innovation Education and Research, p. 37.

[19]Nese (Is1k) Tertemiz, Demet Sahin, Beyhan Csn and Serkan Duzgun, *Viewa of Primary School Teachers and Students about The Interactive Whiteboard* (Turkey: Department of Elementary Education, Education Faculty, G.U.Gazi and Angkara, 2015), p. 1289.

[20]Saidna Zulfiqar, *Redefining Terms of Teaching and Learning Strategy, Method, Approach, Technique and Model* (Iqro Buru: English Department of Iqro University, 2012)

D. *Objective and Significance of the Research*

1. Objective of the research is find to out whether creative and interactive vocabulary teaching through whiteboard: a study at eleventh grade students of SMAN 13 BONE.

2. Significance of the research

    a. For Students

    Applying whiteboard in learning English process will be able to support the student more creative, enjoying and interactive in classroom. The result of this research is to analyze their vocabulary ability to will be better and more improving that before.

    b. For English Teacher

    The benefit of this research for teacher in the school is to helping analyze methods of learning that are new to students as not to get bored with the way it that's all. Also, inadvertently demand the teacher to further knowledge of the vocabulary ability. This way also helps teacher to more diligent to find things or a new method again for the students.

    c. For Readers

    This research will give information how to learn and another method to analyze vocabulary ability.

    d. For Researcher

    The result of this research is will provide early experience to look way more creative in applying the whiteboard to help students' vocabulary ability.

E. *Scope and Limitation of the Research*

To keep connection with the topic of this research the researcher decides to focus study on this research about analyze students' vocabulary through whiteboard. In learning process, sometimes students would find mistakes or difficulty to understand the meaning of words or sentences because they just know little bit vocabulary. That was this method comes to save students in study English as a foreign language. Therefore, the researcher chooses only one class of eleventh grade to applying this research.

In this research, the researcher would use whiteboard as media. That was the simple because just a need whiteboard as a media tool. But, to became creative and interactive to students for learning English the researcher would give something to students before they would apply on whiteboard as a media main on learning process.

The researcher limitation this researcher and only take one class in eleventh grade to analyze vocabulary ability through whiteboard: a study at eleventh grade students of SMAN 13 BONE.

F. *Previous Related Research Finding*

This part presents various theories and related research that had been finding previously that was relative and supporting this research. The first researchers, by Linda Beestman from Master Educational Science & Technology University of Twente with the title "Interactive Whiteboard Use in Elementary Education". That had been found, the interactive whiteboard (IWB) can support in achieving this powerful learning environment in the classroom. The connection to the internet brings the teacher in contact with a large amount of text, videos, pictures and digital learning materials which can bring the world outside the school into the classroom

(1). Another advantage of the internet connection is that of all the materials support the teacher in creating interactive lessons (2) with content that is relevant for the pupils.[21]

The second comes from Haruethai Katwibun, from Chiang Mai University Demonstration School Thailand with the title "Using Interactive Whiteboard in Vocabulary Teaching". Was conducted aim to investigate the effects of using an interactive whiteboard (IWB) in vocabulary teaching's. The instrument consisted of 3 lesson plans, 3 IWB instructional media packets, post-teaching teacher's note, vocabulary knowledge test, students' participation observation. Ervation form and attitude questionnaire. The data obtained were analyzed using percentage, means, standard deviation, and quality levels.[22]

The third researcher, by Amanda Martin from Department of Education and Human Development of the State University of New York College at Brockport in partial fulfillment of the requirements for the degree of Master of Science in Education with the "Analyzing the Impact of the Interactive Whiteboard on Reading Comprehension". Was conducted to determine what effect technology has on students learning and using reading comprehension strategies. More specially, strategies were taught and applied using both paper-and-pencil tasks and the interactive whiteboard (SMARTBoard). By using the SMARTBoard as an instructional tool, students were provide with a different mode practicing the reading comprehension skills and strategies that they have learned in class through guided

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[21]Linda Beestman, *Interactive Whiteboard Use in Elementary Education* (Belanda: University of Twente, 2014), p. 11.
[22]Haruethai Katwibun, *Using an Interactive Whiteboard in Vocabulary Teaching ScienceDirect Journal* (The 5th edition; World Converrence on Educational Science – WCES 2013 Thailand: Chiang Mai University, 2013), p. 1.

practice on their own when they are reading independently and that it will ultimately improve their reading comprehension.[23]

The fourth from Essam Bakadam and Mohammed J. Sharbib Asiri, from Ministry of Higher Education Riyadh, Saudi Arabia and University Putra Malaysia, Faculty of Educational Studies, Malaysia. The title about "Teachers' Perceptions Regarding the Benefits of Using the Interactive Whiteboard (IWB): The Case of a Saudi Intermediate School". Conclude IWB constitutes an effective instructional tool that has power to engage and motivate students in the learning process. Because engagement in the lesson is an essential component for student achievement, the IWB can help improve the academic performance of learners and their behavior in class.[24]

G. *Conceptual Framework*

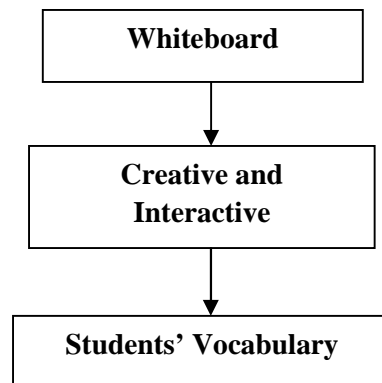The researcher would like to presents conceptual framework as follows:

Figure 1.1

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[23]Amanda Martin, *Analyzing the Impact of the Interactive Whiteboard on Reading Comprehension* (New York: The College at Brockport State University, 2010), p. 13.

[24]Essam Bakadam and Mohammed J. Sharbib Asiri, *Teachers' Perceptions Regarding the Benefits of Using the Interactive Whiteboard (IWB): The Case of a Saudi Intermediate School* (Saudi Arabia and Malaysia: Ministry of Higher Education Riyadh and University Putra Malaysia, Faculty of Educational Studies, 2012),p. 184

On conceptual framework above that the researcher has describe, it can be knows whiteboard to use in this research with creative and interactive media for students. From the result, it can be analyze students' vocabulary.

H. *Methodology of the Research*

1. Research Design

This research apply Virtual Classroom Action Research to be able to find the solution of the problem occur in its class. This research is done at one of eleventh class 1st semester of SMAN 13 Bone. Therefore, a full development of Virtual-CAR along with its continuous research and its integration into the teachers' normal working system are the solutions to education system, the solutions that will help enhance both individual learning organization learning.[25] Adobe virtual classroom is an online platform where participants can communicate, interact and share presentations and learning resources in real time. These synchronous virtual classrooms can be accessed from multiple locations using a PC or a mobile device. The features of Adobe virtual classroom include video/audio, text chats, file sharing and polling features.[26] And also use qualitative research is gaining increased momentum in the clinical setting and carries different criteria for evaluating its rigour or

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[25]Nipaporn Kunlasomboon, Suwimon Wongwanich and Siripaarn Suwanmonkha, *Research and Development of Classroom Action Research Process to Enhance School Learning* (Bangkok, Thailand: Department of Education Research and Psychology, Faculty of Education and Chulalongkorn University, 2014), p. 1317.

[26]Dilani S. P. Gedera, *Students' Experiences of Learning in a Virtual Classroom* (New Zealand: International Journal of Education and Development using Information and Communication Technology (IJEDICT), 2014, Vol. 10, Issue 4, pp. 93-101, Waikato Institute Technology), p. 95.

quality[27]. The central focus of qualitative research is to provide an understanding of a social setting or activity as viewed from the perspective of the research participants for creative and interactive vocabulary teaching through whiteboard.

2. Location

This research was conduct at SMAN 13 BONE. In 2020/2021 year. The reason, they have more knowledge on English skills that another school in Bone.

3. Participants

The participant of this research it was one of class at eleventh grade students of SMAN 13 BONE.

4. Data/ Resource of the Data

The source of the data in the study was subject of where is the data could obtain in this study the researcher use two source of the data are:

a. Primary Data

Primary Data are data that are collected for the specific research problem at hand, using procedures that fit the research problem best. On every occasion that primary data are collected, new data are added to the existing store of social knowledge.

b. Secondary Data

Made available for reuse by the general research community it is called secondary data. Data may used for (1) the description of

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[27]K. Hammarberg, M. Kirkman, and S. de Lacey, *Qualitative Research Methods: When to use Them and How to Judge Them* (Australia: Monash University, Melbourne, Victoria and Flinders University, Adelaide, South Australia, 2015), p. 499.

contemporary and historical attributes, (2) comparative research or replication of the original research, (3) reanalysis (asking new questions of the data that were not originally addressed), (4) research design and methodological advancement, and (5) teaching and learning.[28]

5. Instrument

In this research, the researcher was main instrument as a collecting the data before and after activities to analyze. The instrument used for data collection in this research as follows:

a. Observation

The list was choose one class in eleventh grade students of SMAN 13 Bone, collecting data about learning vocabulary and counting the total members in the class for research.

b. Whiteboard

In this research, the researcher would use whiteboard in online teaching for their assignment in pictures.

c. Interview

After doing observation, the last steps are form research. The researcher would ask to students about the benefit for their vocabulary, situation in class giving impression to researcher about her research, and the difficulties research for them after the meeting.

6. Procedure of Collecting Data

The procedure of collecting data was conduct in chronological order as follows:

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[28]Joop J. Hox and Hennie R. Boeije, *Data Collection, Primary vs Secondary* (Netherlands: Utrecht University, Utrecht, The Netherlands, 2005), p. 539.

a. Observation

The researcher would list the activity to do in the classroom, and asks the one of students about their problems in learning vocabulary.

b. Interview

In this research, the researcher forming online groups for the students to applying the creative and interactive vocabulary teaching through whiteboard by online meeting. And spend 70 minutes. After the activity in the class, the researcher would ask the student's thinking about the technique it was helpful, half good or bad

7. Technique of Data Analysis

a. Observation

In this research, the researcher expects could analyze problem of students' in learning vocabulary first.

b. Focus Group Discussion

The activities in this research would not only person but focus to online group. The time for every meeting is 70 minutes. But, in the first meeting the researcher spend 80 minutes for tells about vocabulary media for creative and interactive whiteboard by online meeting. The second until fourth meetings students will analyze vocabulary on pictures and send one by one to the researcher. And the fifth meet on online group they were writes down on social media on pictures for sending to the researcher, and the researcher will make a group by the same picture in every student. Every meeting the researcher would give assignment. On pictures the researcher will focus on:

Lesson Plan

Creative Vocabulary	Interactive Vocabulary
A. Pictures • How to use another vocabulary but, it is still same meaning on pictures • They can change the words on pictures with their creativity • The students can describe picture by their language	• Makes students curious to giving question in materials • Explain and give some idea about the materials • The students give their opinion more
B. Whiteboard • Students write down the vocabulary than they get it on pictures • Look the different answer from each students • How can their imagination to describe something	• another students can ask to do interactive answer from their friend • If has giving question, the students can do feedback • How their can give reaction
C. Closing • In the fifth (last) meeting, the researcher giving motivation for study	• In the fifth (last) meeting, the researcher giving some way to

creatively	learn active
▪ Giving motivation to students for study hard in English language	▪ Giving motivation to students for study hard English language

Table 1.1

c. Interview

The qualitative data analysis in this research explains some main components. The researcher used of data analysis based on Matthew B. Miles and A. Michael Huberman, we define analysis as consisting of three concurret flows of activity: data reduction, data display and conclusion drawing/ verification. We explore each of these themes in more depth as we proceed through the book.

a. Data Reduction

Refers to the process of selection, focusing, simplifying, abstracting and transforming, data that appear in written-up field notes or transcriptions. Data reduction occurs continuesly throughout the life any qualitatively oriented project. Even before the data are actually collected, anticipatory data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approach to choose.

b. Data Display

The general, display is an organized, compressed assembly of information that permits conclusion drawing and action. Display helps

us to understand what is happening and to do something. As with data reduction, the creation and use of displays is not separate from analysis, it is a part of analysis.

c. Conclusion Drawing and Verification

Conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and the demands of the funding agency, but they often have been prefigured from the beginning, even when a researcher clams to have been proceeding "inductively".[29]

The conclusion drawing is started after the data are collecting, get the perfect or not conclusion and the challenges faced about the creative and interactive vocabulary through whiteboard: a study of eleventh grade students of SMAN 13 BONE. After it the researcher could get conclusion of the method are success, good, or not gives good effect from student's vocabulary because it is the new method on the research location.

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[29]Matthew B. Miles and A. Michael Huberman, *Qualitative Data Anlysis* SAGE Publication, Thousand Oaks London. 2nd Edition, 1994.