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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

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Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board	iv
Organizing Committee.....	iv
Table of Content	vi

Keynote Speakers :

1. A New Voice in ELT: Planning Intensive Workplace Curriculum - Amporn Sa-mgiamwibool	I-1
2. Fostering The Use of Drama For English Language Learners in The EFL Classroom - Deri Sis Nanda	I-7
3. The Cultural Compatibility of Saudi EFL University Students in The UT Austin ESL Program - Lobat Asadi	I-11
4. Challenges For 21 st Century Learning In Indonesia – Hendarman	I-20

Paper Presenters :

1. A Sociolinguistic Study of English And Javanese Kinship Terminology – Andrias Yulianto	II-1
2. Adapting Meg Cabot’s Princes Diaries in Teaching Writing – Pramugara Robby Yana & Zahara Ramadani	II-6
3. Analysis of Students’ Communication Strategies in ESP Class of Mathematic Study Program – Rizky Ayuningtyas & Hery Yufrizal	II-13
4. Authentic Literature and Technology Involvement in EFL Reading – Bastian Sugandi	II-18
5. Blog As Alternatif Media In Teaching Literature – Y. Satinem	II-24
6. Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK Yadika Lubuk Linggau – Maria Ramasari	II-29
7. Designing Instructional Materials For Blended Learning By Using Schoology For Speaking Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Margaretha Audrey S.C. & Dameria Magdalena S	II-34
8. Designing Lesson Activities Through Maluku Folklore For Character Education – Mansye Sekewael, Frida Pentury and Welma Noiija	II-46
9. EFL Teachers’ Belief On Classroom Management And Behavior As The Key Success Of English Language Teaching – Reti Wahyuni	II-52
10. English For Maritime – Lucia Tri Natalia Sudarmo, Heidy Wulandari, Marita Safitri, and Fransiscus Widya Kiswara	II-64

11. Error Analysis Of Aspirated And Unaspirated Consonant Sounds Produced By Students At English Club Senior High School Of Tri Sukses Natar South Lampung – Fitri Anggraini	II-68
12. ICT and Vocabulary Building - Bastian Sugandi & Eko Saputra	II-72
13. Improving Students’ Pronunciation By Using Audio-Visual-Assisted Text – Yanuaris Yanu Dharmawan & Mutiatas Saniyati	II-75
14. Informal Assessment for Language Skills: The Learners’ Perspective – Apsus Grumilah & Irfan Nur Aji	II-81
15. Learner Autonomy In Blended Learning Speaking Class – Ida Nahdaleni & Yanuaris Yanu Dharmawan	II-91
16. Learning Interaction In Web Based Learning In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Upeka Mendis & Arnes Yuli Vandika	II-98
17. Letter Tiles To Teach Spelling: How Does It Work? – Elita Elva Lintang Femila & Arliva Ristiningrum	II-105
18. Looking at English National Examination 2016 in Indonesia: A Prospect of Bloom’s Revised Taxonomy – Candra Jaya	II-108
19. Quipper School: How Do Teachers Bring it in the Classroom? – Asep Idin & M. Syahrul Z. Romadhoni	II-118
20. Scanning Of Students’ Learning Style At SMA Negri 7 Lubuklinggau In Academic Years 2015/2016 – Agus Triyogo	II-125
21. Society’S Attitudes Toward Indonesia And Perspective In Facing The Asean Economic Community – Nur Nisai Muslihah	II-131
22. Students’ Critical Thinking In Online Discussion Forum – Sela Fitriana & Helta Anggia	II-136
23. Students’ Perception In A Blended Learning Speaking Class – Desi Ike Sari	II-144
24. Teaching Reading Comprehension By Using Creative Thinking Reading Activities (CTRA) To The Eleventh Grade Students Of SMA Negeri 8 Lubuklinggau – Syaprizal & Yayuk Handira	II-152
25. The Application Of Cards In Teaching Grammar To Improve Students Writing Skill: A Teaching Strategy Development - Eroh Muniroh	II-157
26. The Application Of Problem Based Learning To Increase Critical Thinking And Metacognitive Grade XII Students At Senior High School (SMA) “XYZ” Makasar - Hildegardis Retno Harsanti, Khaterine & Niko Sudibjo	II-160
27. The Application Of Web Based Learning By Using A Blended Learning Approach In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Thea Marisca Marbun B.N & Arnes Yuli Vandika	II-170
28. The Critical Discourse Analysis On The Fame Of Oreo Wonderfilled Advertisement - Alfriani Ndandara & Frederika Mei Anggraeni	II-178
29. The Effect Of Using Pair Taping Technique Toward Speaking Ability In Descriptive Text Of The Second Year Students At A Private Secondary School In Pekanbaru - Intan Septia Latifa	II-186

30. The Effectiveness Of Scaffolded Reading Experience In Teaching Reading Viewed From Students' Intelligence - Aksendro Maximilian	II-191
31. The Implementation Of Flipped Classroom By Using Schoology In Speaking II Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - David Ginola & Dameria Magdalena S	II-199
32. The Implementation Of Using Online Application In Increasing Students' Motivation - Dhia Hasanah	II-208
33. The Possible Causes Of Indonesian EFL Students' Anxiety In Speaking Impromptu Speech - Galuh Dwi Ajeng	II-216
34. The Use Of Authentic Materials In Speaking Class At The Second Semester Students Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Helta Anggia & Randi Setyadi	II-222
35. The Use Of Card Trick To Build Students' Vocabulary - Eny Dwi Marcela	II-229
36. The Use Of Hot Potatoes For Teaching Vocabulary At The Eleventh Grade Of SMA Bodhisattva - Ezra Setiawan	II-232
37. The Use Of Interactive White Board In EYL Motivation – Munjiana	II-242
38. The Use Of Podcast And Interpretive Tasks For Peer Assessment In The Extensive Listening Class - Delsa Miranty	II-248
39. Translation Shift Of Verb And Sentence Style From English Into Bahasa Indonesian - Diah Supatmiwati	II-257
40. Using Mnemonic Techniques In Vocabulary Learning - Ita Purnama	II-261

THE USE OF INTERACTIVE WHITE BOARD IN EYL MOTIVATION

Munjiana

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Abstract

Young learners are usually described as learners aged between 6 to 10 or 11 years old. To teach this age group means to understand them, know what their attitudes, opinions and interests are. There are some characteristics which teachers should bear in mind when preparing activities and teaching young learners. This is a heterogeneous group with different kind of motivation for learning. It mostly depends on teachers how they introduce the subject they teach and how they attract their attention. This paper will discuss one of the newest technical equipment, the Interactive White Board (IWB), which is quickly entering schools and helping teachers with their work. The aim of this paper is to inform interactive whiteboard materials for educators teaching English as a foreign language at Primary schools. It will also look at some possible advantages and disadvantages of using IWB, how easy or difficult it is to use, what effect it has on their motivation, and what actually is so fascinating about it.

Keywords: Interactive Whiteboard, EYL, motivation

1. INTRODUCTION

There is no doubt that finding the time to integrate technology is an overwhelming task for anyone. Throughout the course of a day, teachers find themselves pulled in many directions. However, technology is already integrated in nearly everything we do and nearly every job our students will encounter. Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials, increases student engagement and motivation and accelerates learning. Digital tools have long been a feature of the world of education (Bates, 2005), and particularly language education (Salaberry, 2001). It is also apparent that whilst technology has the power to utterly transform learning, there are occasions where it can actually serve to reinforce linguistic, social and cultural hegemonies, rather than challenging them (Rasool, 2000). Teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select the “best” tech tools while not losing sight of your goals for student learning.

The Interactive White Board proved to be an exciting and fun bit of technology to integrate. It affects learning in several ways, including raising the level of student engagement in a classroom, motivating students and promoting enthusiasm for learning (Bacon, 2011). Interactive White Boards support many different learning styles and are used in a variety of learning Environments (Chapell, 2003). Evidence suggests that the interactive whiteboard increases enjoyment of lessons for both students and teachers through more varied and dynamic use of resources, with associated gains in motivation' (Levy, 2002). This paper will discuss Interactive Whiteboard (IWB), which is quickly entering schools and helping teachers with their work. The aim of this paper is to inform interactive whiteboard materials for educators teaching English as a foreign language at Primary schools and also look at some possible advantages and disadvantages.

2. CONTENTS

Interactive White Board (IWB)

Information and communication technology has been emphasized as an important concept in education, by which teaching effectiveness can be improved to enhance students' learning through the use of technological devices. The interactive whiteboard (IWB) is one of the technological tools that have become widely used by school teachers in many countries. Researchers have studied teachers' pedagogical approaches with the use of IWB in different domains, such as literacy (Shenton & Pagett, 2007), science (Murcia & Sheffield, 2010) and mathematics (Miller, Glover & Averis, 2005). The findings indicated that teachers developed various teaching strategies for integrating IWB into their teaching to increase their interactions with students (Miller, Glover & Averis, 2005), to smooth the teaching process (Smith et al., 2005), to help explain complex concepts (Lopez,

2010) and maintain students' attention (Wall, Higgins & Smith, 2005), and to increase the opportunities for adapting other classroom materials (Miller et al., 2005).

Interactive White Board is a large, touch-sensitive (thus interactive) board that when used with a combination of a computer and digital projector facilitates interactive ICT engagement. It resembles a traditional whiteboard and can be used similarly. The Computer connected to the interactive whiteboard can be controlled by touching the board directly or by using a special pen. IWB is a technical instrument which may be either placed on the wall or on a cart with small portable wheels so that it can be placed anywhere in the classroom or even moved from one room to another. It requires a connection to a computer and data projector as well as operating software, which enables teachers to create their own teaching materials. We may say that we are able to attract students' attention only by combining the opportunities which are offered by computers with the simplicity of the whiteboard. It seems clear that the interactive whiteboard is widely considered to be a positive and motivational asset to the classroom.

Interactive whiteboard presents educational resource in a new and Impressive way. Gerard and Widener (1999) find that Interactive White Board supports interaction and conversation in the class room. It helps with the presentation and of new cultural and linguistic elements. It is suitable for both whole class and in small group settings. IWB allows pupils to explore ideas, carry out assignments and follow-through on learning activities in new and interactive ways. The boards are highly motivational and elicit strong responses and participation within the classroom. Pupils with special needs can particularly benefit from their use in classrooms (e.g. facilitating individual contributions and enhanced access to multimedia content through a large screen). Optimal use of an interactive whiteboard involves both teacher and student use. It can, for example, be used to:

- a) Allow presentation of student work in a more interactive and collaborative way.
- b) Show video clips that present and explain difficult concepts (in any curricular area).
- c) Demonstrate how an educational software program works, e.g., an art program with students using their fingers or pen to draw rather than using a mouse.
- d) Cater more effectively for visually impaired students and other students with special needs.
- e) Display Internet resources in a teacher- directed manner.
- f) Allow student to work creatively through learning activities in whole class mode or in small groups and to present their work in multi-media form for class viewing and discussion.
- g) Provide new opportunities for individualized learning experiences.
- h) Create handwritten drawings, notes and concept maps during class time, all of which can be saved or future reference.

Interactive White Board is an effective way to interact with digital content and multimedia in a multi-person learning environment. Learning activities with an interactive whiteboard may include:

- a) Manipulating text and images
- b) Making notes in digital ink
- c) Saving notes for later review by using e-mail, the Web or print
- d) Viewing websites as a group
- e) Demonstrating or using software at the front of a room without being tied to a computer
- f) Creating digital lesson activities with templates, images and multimedia
- g) Writing notes over educational video clips
- h) Using presentation tools that are included with the white boarding software to
- i) enhance learning materials
- j) Showcasing student presentations.

IWB can lead students into a process of internalizing knowledge, by offering available multimedia, simulations, and modeling for students to improve their understanding of abstract concepts (Lopez, 2010). Moreover, many teachers consider the potential of the IWB to be more than a teacher's resource box (Warwick & Kershner, 2008) that is better able to capture and hold the learners' attention, thereby leading to increased students' motivation (Miller & Glover, 2002).

On the other hand, researchers have also discussed the drawbacks of why it is difficult for teachers to use IWB in their classrooms (Schmid, 2008; Slay et al., 2008; Smith et al., 2005). Cost constraints was one of the reasons for teachers not integrating IWB in their teaching, as not all schools had enough funds for each classroom to be equipped with an IWB (Slay et al., 2008). Teachers could also lack ICT-competence in applying technological skills in various teaching and learning environments, as well as lack of ICT skills during their use of IWB (Miller & Glover, 2002; Slay et al., 2008). This echoes the finding of Smith et al. (2005) that the use of this technology is limited by a lack of adequate training for teachers, beyond the initial training provided by IWB companies and suppliers, and by the difficulty of physically locating the IWB in a classroom in order to optimize viewing by the whole class (Miller & Glover, 2002). Another difficulty teachers faced in using IWB was in combining the use of

this innovative technology tool with their existing teaching approaches (Schmid, 2008). Teachers also noted that they needed considerably more time to prepare for IWB lessons than for regular lessons (Miller & Glover, 2002).

Young Learners

What is different about teaching a foreign language to children, in contrast to teaching adults or adolescents? Some differences are immediately obvious: children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Young learners are usually described as learners aged between 6 to 10 or 11 years old. To teach this age group means to understand them, know what their attitudes, opinions and interests are. There are some characteristics which teachers should bear in mind when preparing activities and teaching young learners. According to Halliwell (1993) and Moon (2005), young learners' characteristics such as:

- a) they are very curious and active
- b) they have a limited attention span
- c) they require interaction in learning
- d) they are very imaginative
- e) they prefer physical activities
- f) they learn by manipulating things
- g) they mostly rely on speaking
- h) they require praise in any form

Donaldson (1978) emphasizes that the child actively tries to make sense of the world, asks questions, and wants to know, also from a very early stage, the child has purposes and intentions: he wants to do. Dale (2008) suggests in his "Cone of Learning" that after two weeks people tend to remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say and do. This means that doing something and being involved actively make us remember the most important things. IWB materials, if created according to some rules, may also result in remembering quite a lot for young learners and knowing these characteristics should help teachers teach young learners more effectively. For example, young learners learn best in a playful environment through games and actions. Their short attention spans means that teachers must explain things at the level of the young learner and be prepared to answer many questions and to repeat the instructions or reinforce them through actions and repetition. The teacher must guide young learners through the learning process as the learners are not able to determine what they need to learn and how to comply and follow rules. Philips (1993) claims that the activities prepared by teachers should not be complicated in order not to discourage children at this point. We should not forget what the abilities of this age group are so children feel the sense of achievement and satisfaction with their work. Listening activities such as songs, chants, rhymes with a great amount of repetition are highly important.

Interactive White Board in EYL Motivation

Motivation in the context of the classroom is measured by a student's drive to participate in the learning process. Although young learners may be equally motivated to perform a task, the sources of their motivation may differ. They are intrinsically motivated to learn because they are driven to understand through reflection and enjoy participating in learning activities. Others are extrinsically motivated by enticements, rewards or teacher-defined objectives. Interactive whiteboards appeal to both intrinsically and extrinsically motivated for young learner. Intrinsically, students volunteer to demonstrate knowledge on the interactive whiteboard in front of their peers as a means of showcasing individual achievement. Extrinsically, students are enticed by the "wow factor" of the technology and are motivated learners as a result of the enjoyment they experience from using the product.

Researchers have found that teachers' use of IWB can increase student motivation (Glover, Miller, Averis & Door, 2007; Hall & Higgins, 2005; Hennessy, Deane, et al., 2007; Schmid, 2008; Slay et al., 2008; Torff & Tirota, 2010). Solvie (2001) investigated the correlation between the use of an interactive whiteboard as a delivery tool for literacy instruction in a first-grade classroom and children attention to and participation in the literacy lessons. It created enthusiasm for learning on the part of the children as evidenced in remarks made during the lessons presented using the IWB and during individual children interview, such as "I like touching the Interactive White Board," "my finger is magic," "I like when the lines get different," "it's a lot more easy using the interactive whiteboard, but I don't know why," "we used the Interactive White Board and it went ding, ding, ding," "every part of the word is special" and "the board is magic". Children were engaged when they actually touched the Interactive White Board or manipulated text on it (Solvie, 2001). Gerard and Widener (1999) report the use of interactive whiteboards promotes the organizational skills of the teacher, and Solvie (2004) offers that interactive whiteboards are proving to be an organizational tool for lesson preparation and an effective way to

follow up on instruction. Australian researchers investigating interactive whiteboards have also found an increased potential for interactive engagement in classrooms where ICT is integrated (Kent, 2003) and indicated that teaching with interactive whiteboards is more fun, more engaging, more exciting and is impacting on the enjoyment, speed and depth of learning (Lee and Boyle, 2003). In addition to making learning more enjoyable and interesting for children, interactive whiteboards have been found to entice children to learn. With the use of whiteboards, teachers can develop many creative ways to capture children's attention and imagination (Reardon, 2002). Tate (2002) finds that children in the technology-enhanced sections reported more enthusiasm and interest in the course than did the children in traditional sections, and, perhaps as a result, the retention (student attendance) rate in the experimental sections was much higher than in the control sections. Children motivation and attendance when using an interactive whiteboard in a learning environment is developed (Tate, 2002). Furthermore, numerous studies have shown that use of IWB improves learning processes, specifically where the integration between the teacher's instruction style and the IWB's potential enables meaningful instruction (Betcher & Lee, 2009). Students reported that the use of the IWB enhances motivation to learn, raises the level of concentration, improves behavior, and enhances learning because it is fun and innovative (BECTA, 2008; Cogill, 2002; Hall & Higgins, 2005; Levy, 2002; Morgan, 2008; Thompson & Flecknoe, 2003). Children who learned with the IWB were more attentive and engaged in learning, participated more actively in the class-room, and interacted much more with their teachers, their peers, and even with the IWB (Higgins, Beauchamp, & Miller, 2007; Miller, Glover, & Avris, 2004; H. Smith, Higgins, Wall, & Miller, 2005). Additional studies provided evidence that the IWBs serve as significant motivational tools for students, and facilitate students' desire to remain on-task (Cooper, 2003; Levy, 2002).

Ur and Andrew (1992) give some ideas about how to motivate children, what they expect and the implications for teachers. They suggest that in order to increase their motivation the children:

- a. Should be aware of the aims of each activity they do
- b. Require interesting topics and tasks which have the solution
- c. Need to manipulate things, examine them, and work with them, which means that teachers should provide children with resources that invite exploration
- d. Need games want entertainment and also have fun
- e. Need to know that the knowledge they achieve will be useful for their future life
- f. Should work in a sensitive and encouraging environment
- g. Expect teachers to treat each of them fairly
- h. Need changes
- i. Need to know that the failure does not mean that they are bad people
- j. Expect to be taught how to learn
- k. Require rewards and praise them as much as possible
- l. Want to try new techniques, machines and everything which is offered on the market

IWB may offer almost everything which is mentioned in the list above. In an interactive way pupils either individually or in groups or teams practice all the skills and their motivation for learning a language might increase.

3. CONCLUSION

Interactive White Board in the foreign language classroom has led to an impression that the Interactive White Board is a very innovative and powerful support for language acquisition. First of all, it provides a bridge that allows using the features of computers without breaking communication, it even supports it. Secondly, it may enhance new kinds of learning processes, for instance when working with two windows. In conclusion, the technology of the IWB in the smart classroom, which is being integrated in various places in the world, carries the hope for meaningful pedagogical change in traditional classroom learning.

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