

THE INTEGRATION OF SMART BOARD TECHNOLOGY IN LEARNING GRAMMAR: STUDENTS' PERSPECTIVES

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Abstract: *The objective of this research is to find out whether using smart boards helps students learn grammar and to find out the students' perspectives on using smart board technology in learning grammar. This research methodology uses a quantitative research design with a survey approach, including interviews and questionnaires. Interviews were used in this research to explore more deeply regarding students' opinions regarding using smart boards to help students in learning grammar which may be difficult to obtain in questionnaires such as students' reasons. The participants of this study were 30 junior high school students in Serang, Banten. Data analysis used a Likert scale to obtain questionnaire results and the Miles, Huberman, and Saldana approach to examine interview results. The data analysis for the questionnaire used a Likert scale. The results showed a high level of agreement among the students regarding the benefits of using Smart board technology for grammar learning. A calculated percentage score of 81.66%, indicating a perception of "Strongly agree". Furthermore, the results from this study show that students have a positive view towards the integration of Smartboard technology in grammar teaching in junior high school. Students feel that the Smartboard is an effective tool to enhance learning, engagement, and motivation in English grammar classes.*

Keywords: Smart board technology, Learning grammar, Students perspective

INTRODUCTION

Technology is important for education because it provides diverse resources, global connections, and innovative learning experiences. The widespread application of information and communication technology (ICT) has a direct impact on how people view the world. Incorporating technology into their teaching is crucial for both professional growth and consistent, positive student-teacher communication. As a result, the quick advancement of various technological techniques has created several alternatives that can be utilized to alter the conventional structure of language classrooms (Jelyani et al., 2014). Students are digital learners;



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students currently understand and understand technology, and various technical tools are used in the classroom for learning using technology. (Davidovitch & Yavich, 2017). With technology, classroom learning becomes interactive and interesting for classroom learning.

Interactive technology is essential for classroom learning since it improves the learning experience by adding teaching techniques. According to (Al-Sabbagh, 2022a), Interactive teaching is based on interactive learning objects, which include charts, texts, photographs, images, videos, and graphs, to enhance teacher-student interaction. Teachers must use fun and innovative methods to make classroom learning interactive. Smart boards are one of the modern and popular media tools that have been used in schools. Learning and teaching environments can be made more interesting, innovative, and fun by using smart boards (Elaziz, 2008).

Since the smart board is one of the most significant new technologies, both teachers and students will gain much from using it in the classroom (Samah Hamdy Mohammed & Sahkian Rehab Gohar, 2021). According to (Olugbade & Tolorunleke, 2023), The smart board is an interactive touch-sensitive panel that can be used anywhere with power, a computer socket, and a projector for classroom collaboration and communication. Smart boards, with their motion feature, enable students to manipulate shapes and drawings, promoting the use of educational technology for better learning (Aldalalah, 2020).

Smart boards are a common sight in information-age schools these days. These technologies will be a part of everyone's everyday existence. (Momani et al., 2016) said that, Smart boards are a useful tool for EFL teachers to teach grammar and writing, as well as to help students read more fluently. Teachers can use word processing, video, music, Web browsing, and smart boards to provide interactive learning for their students. According to (Mammadova, 2019), smart boards with internet access enable easy display of educational materials like PowerPoint and Prezi, aiding teachers and students in creating engaging presentations. The smart board enables the teacher to use multimedia aids, such as graphics, images, videos, animations, and sound, to display objects in a variety of ways (Iryna, B., and Tetyana, 2018).

The interactive whiteboard is known as the smart board. The LCD projector and computer are used to operate the sizable touch-sensitive panel. According to (Kinet, 2018), smart boards enable teachers and students to communicate visually and in writing, annotating texts, images, videos, and audio recordings using their fingertips and interactive pens, and can be connected to the internet. A smart board is a more advanced version of what a standard board looks like. The smart board is connected to a computer and equipped with advanced software capable of emulating digital information work through audio-visual aids, thereby enhancing the learning experience for students. while the standard board is just an ordinary white board that is used for writing in class (Tarawneh, 2021a).

An electronic board with a computer connection that can be operated via the computer is called a smart board. Displaying content on a computer screen is its primary function. It can be utilized in classes, meetings, and

conferences where online communication is the norm (Hussein et al., 2022). In the teaching and learning process, smart boards are shown to be more beneficial. Teachers can utilize a variety of web-based resources, use technology more effectively, and save a significant amount of time by printing and storing the transcripts and notes they make during class with the aid of smart boards (Oz in Al-Sabbagh, 2022). Preston and Mowbray in (Topal et al., 2019) stated that several smart board integration approaches are recommended for the teaching process. Firstly, a smart board can be included in the lesson introduction to get started. Second, teachers can also integrate activities like forecasting, scaffolding lessons for hands-on learning, and documenting outcomes into their primary teaching activities. The last phase involves employing smart board technology to emphasize important concepts while doing further exploration.

There are different types of smart boards, in learning grammar in the school where the research was conducted, the Promethean smart board was used. According to (Glanz, 2015.), the promethean board is a digital white board technology that has been enhanced. Whereas a white board lets teachers and students to browse numerous applications and websites and write notes, display clipart, or animated graphics, a promethean board allows students to engage with it in addition to all smart board functionalities.

English is one of the many languages that are spoken around the world. It is a universal language that is used in almost every facet of daily life. One subject that is taught at every educational level, from primary school to the highest degree, is English (Winzky & Aswir, 2022). There are various aspects that are assessed in English, such as fluency, vocabulary, grammar, and pronunciation. According to Crystal in (Al-Sabbagh, 2022b) Grammar is the structural basis of our capacity for self-expression; the more we comprehend about its operation, the more adept we will be at interpreting the meaning and application of language in both formal and informal contexts.

According to Povjalova in (Mohammed & Gohar, 2021), Grammar is a necessary linguistic ability that is crucial for learning a foreign language. (Berry, 2021) state that, Grammar is the set of rules that allows a language's users to connect language form and meaning. (McCarthy, M, 2021) said that, English grammar is the set of objects and standards for producing appropriate English sentences. Grammar is a topic that most likely has been covered in school curricula. The notion that grammar is a system of rules outlining appropriate and inappropriate language use is one example of this (Hilpert, 2019).

Teaching grammar is a crucial component of teaching languages because it helps students understand and use the proper grammatical structure of a language. According to (Dicasaran, 2022) teaching grammar is undoubtedly important for learning English. Understanding grammar enables students to fix errors and enhance their written work and communication skills. Students become more proficient in all four language skills when they use grammar. (Salman et al., 2022) said that, However, if students lack proper grammar understanding, people will not be able to understand what they write or say. (Katz, 2020) state that, Grammar study

is just concerned with individual sentences; paragraphs are not studied at all. Perception is the way something is regarded or understood and refers to the capacity to perceive something through the senses. In this research we will discuss student perceptions, namely students' attitudes, opinions, or views regarding the Integration of Smart board Technology in Junior High School Grammar Teaching.

Several previous studies used research on teaching English using smart boards, namely research by (Topal et al., 2019) entitled The Effectiveness of Smart Board Media in Teaching Reading for Junior High School Student. The study evaluated smart board media's effectiveness in reading instruction using pre- and post-tests. Despite most scores increasing between pre- and post-tests, the t-test analysis revealed no significant benefit in helping students overcome vocabulary and inference problems. Furthermore, research from (Bani Fawaz, 2022) entitled The Effect of Using Smart Board on Primary Stage Students' Motivation to Learn English. The study found that SMART Boards significantly improved English fluency in EFL Jordanian students. Highlighting the need for teacher training to effectively use these tools in classrooms, and their perceived benefits for both educators and learner. (Tsayang et al., 2020) entitled The impact of interactive Smart boards on students' learning in secondary schools in Botswana: A students' perspective. The study reveals that SMART boards enhance educational opportunities, motivation, academic performance, and student participation, suggesting they could revolutionize Botswana's educational practices.

There have been several previous studies on smart boards, but they are different from this study. This study is to determine the results of the Integration of Smartboard Technology in Junior High School Grammar Teaching. Junior high school was chosen for this research because junior high school is a crucial stage in education, where the foundation for understanding grammar is built. Integrating smart board technology can enhance students' grammar education, thereby potentially improving academic outcomes compared to secondary schools that focus on higher-level topics. The following research questions in this study (1) does the use of smart boards help students in learning grammar; (2) and how students view smart board technology in teaching grammar for junior high school. The objective of this research is to find does using smart board help students in learning grammar and to find the students' perspective about using smart board technology in learning grammar. The target of this study is junior high school students to see students' perspectives on the use of smart boards in grammar teaching.

The reason for choosing the title of this study is due to its strategic alignment with the main objective of the study. By emphasizing on the integration of Smart Board technology, the title in this study directly signifies the main focus on the incorporation of innovative educational tools into the grammar learning process. The use of Smart Board provides knowledge on how technology can enhance traditional teaching methods and engage students in a dynamic learning environment. In addition, by highlighting the "Student Perspective", this study underscores a student-centered

approach, indicating an interest in understanding how students perceive and interact with Smart Board technology especially in grammar learning for junior high school students.

METHOD

This study used quantitative research with survey design. (Hastomo et al., 2022) state that, a survey study measures or analyze attitudes, opinions, or achievements whose data is collected by asking questions to a group of individuals. Survey communities usually use questionnaires or interview, which only revolve around a community-like scope of demographic characteristics, their social environment, activities, opinions, and attitudes. The participant of the research is students of junior high school in Serang, Banten. The participants who took part in this study were 30 students. The study aims to evaluate the effectiveness of smart board technology in teaching grammar, focusing on junior high school students. A representative sample size of 30 participants ensures a scientifically valid approach, allowing for reliable conclusions and generalization to similar populations.

Data collection in this study used interview and questionnaire instruments. The questionnaire that is being used in the research presented in this study was created by the researcher. The researcher developed a questionnaire through an iterative process, reviewing literature and consulting experts. A pilot test was conducted on a small group of students to ensure clarity, relevance, and cultural appropriateness. The questionnaire is found to be valid and reliable for assessing variables. The questionnaire and interview are to find out how students' perspectives about using smart boards in teaching grammar. This research uses a questionnaire with 10 questions, the answer pattern used in the questionnaire is 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree. For data collection from students, the researcher used Google form. For the interview, the researcher asked 5 questions to the participants and to obtain data the researcher used audio recordings.

The data in this research was analyzed using a theoretical approach from Miles, Huberman, and Saldana (2014) that involves three processes, starting with data reduction, which includes gathering all pertinent data and information for analysis. Next is data display, which involves exporting the compiled data into a narrative summary. Finally, the research conclusions are drawn by outlining the processes of data gathering through interviews and a questionnaire.

RESULTS

Students' Perspectives on Smart board Technology in Grammar Teaching

In this research, to obtain data researchers used interviews and questionnaires. This interview and questionnaire were conducted to find out how students' perspective about using smart boards in learning grammar.



Figure.1 Smart board

To find the perspective of the students, the researcher used a questionnaire. This questionnaire was given to 30 junior high school students. The study aims to evaluate the effectiveness of smart board technology in teaching grammar, focusing on junior high school students. A representative sample size of 30 participants ensures a scientifically valid approach, allowing for reliable conclusions and generalization to similar populations. The following are the results of the questionnaire given to students and presented in table form. Then the researcher used a Likert scale to examine the results of the questionnaire.

Table. 1 Result of questionnaire

No.	Statements	SA	A	N	D	SD
		5	4	3	2	1
1.	You feel that using a Smart board as a learning medium helps you understand grammar material better.	9	16	5	0	0
2.	You feel that using a smart board helps in a more effective learning process	10	15	5	0	0
3.	You feel that the use of a smart board supports the learning interaction process between teachers and students in the classroom.	7	16	5	2	0
4.	You feel that using a smart board helps you understand concepts in learning grammar more deeply	9	13	8	0	0
5.	You feel that using a smart board helps you in preparing assignments or presentations related to grammar material.	13	13	4	0	0
6.	You feel that using a smart board helps you understand the assignments given by the teacher regarding complex grammar.	9	11	9	1	0
7.	You feel that using a smart board helps you learn grammar material more effectively.	11	16	3	0	0
8.	You feel that using a smart board helps the students to find the relate example about grammar.	7	19	4	0	0

9.	You feel that using a smart board makes you motivated to understand more advanced English grammar concepts.	11	10	9	0	0
10.	You feel that using a smart board helps in preparing for the Final Exam related to grammar material.	5	17	8	0	0
Total		91	146	60	3	0

Formula: $T \times P_n$

T = Total number of respondents who chose

P_n = Likert score number options

All the overall Likert scale results in the table above are added up, the result is 1225

Pre-completion

Before completing it, we must also know the interval (distance range) and percent interpretation to know the assessment by the method of finding the Interval percent score (I).

Interval Formula

$I = 100 / \text{Total Score (Likert)}$

So $= 100 / 5 = 20$

Result (I) = 20

(This is the interval from lowest 0% to highest 100%)

The following is the score interpretation criteria based on the interval:

Number 0% – 19,99%	Strongly Disagree
Number 20% – 39,99%	Disagree
Number 40% – 59,99%	Neutral
Number 60% – 79,99%	Agree
Number 80% – 100%	Strongly Agree

Interpretation of Calculation Score

In order to get the interpretation results, first the highest score (Y) must be known.

and the lowest score (X) for the assessment items with the following formula:

$Y = \text{highest Likert score} \times \text{number of respondents}$

$X = \text{lowest Likert score} \times \text{number of respondents}$

The highest total score for the "Strongly Agree" item is $5 \times 100 = 500$, while the "Strongly Disagree" item is $1 \times 100 = 100$.

Next is to determine the highest and lowest scores from the questionnaire results, namely:

Highest score (Y): $30 \times 10 \times 5 = 1500$

Lowest score (X): $30 \times 10 \times 1 = 300$

Final Completion

The final solution is:

= Total score / Y x 100
 = 1225 / 1500 x 100
 = 81,66% is in the category of “Strongly agree”

Using A Smart Board Help Students in Learning Grammar

This interview was conducted with junior high school students. The participants who participated in this interview were 3 people randomly selected by the researchers. The following are the results of an interview conducted by researchers and students.

Table. 2 Result of interview

No.	Questions	P 1	P 2	P 3
1	Does using the smart board help you understand the grammar material better?	Yes, I think using smart board in learning grammar is easy to understand and more interesting.	Yes, because it's interesting.	Yes, I like it, because you can learn using YouTube.
2	Does using the smart board make you more engaged in the teaching and interaction with the teacher?	Yes, by using the smart board media, the class atmosphere becomes more lively more questions and answers from the teacher.	Yes, there is interaction in class such as questions and answers with the teacher.	It's normal, just like learning in a normal class.
3	Does using a smart board make you like English class more, especially learning material about grammar?	Yes, with the smart board, learning becomes more interesting, there are usually pictures displayed so it is not boring.	I don't really like it, because I don't like grammar.	Yes, it's fun and interesting.
4	Does using a smart board help you be more motivated to learn English, especially grammar?	motivated because learning grammar using a smart board makes learning more interesting and less boring.	Not bad, because it's fun.	Yes, because it's fun to have a picture.
5	What do you like about using smart board in English class especially when learning about grammar?	I like the pictures of the material displayed and the discussion of the material provided by the teacher. by using a smart board, learning becomes more interesting.	It's interesting, because it's like watching TV.	What I like is that learning using a smart board is much more fun and easy.

In this study, researchers conducted interviews with three students as participants. Three participants in interviews found the smart board helpful in grammar learning due to its engaging atmosphere and support from features like YouTube, making class learning more interesting.

Furthermore, the smart board helps interaction between students and teachers such as questions and answers in class. The study found that while some participants found smart boards helpful in grammar learning due to teacher-generated pictures, others expressed dissatisfaction with the material due to their dislike for grammar. In this study students answered that they were motivated to learn grammar by using smart board media. The study found that students were motivated to learn grammar using smart board media due to its engaging and engaging nature, making it more enjoyable than traditional classroom learning and resembling watching TV.

DISCUSSION

The results of this survey questionnaire were tabulated, and the total score was calculated to be 1225. Interpretation of the assessment was obtained by determining the interval (range) and percent interpretation. The interval was found to be 20, and the percentage score was calculated to be 81.66%, which falls into the category of "Strongly agree." The survey results show a high level of agreement among the students regarding the benefits of using Smart board technology for grammar learning. This assessment shows a strong positive perception of the impact of Smart board technology on various aspects of grammar teaching from the students' perspective.

This finding is parallel with the findings from (İstifçi et al., 2018) Smart Boards have been found to enhance students' learning experiences in grammar lessons. The interactive nature of these tools enhances the learning experience, making it more enjoyable and effective. Students found the interactive activities and games to be more effective and lasting, leading to better understanding and retention of information.

Based on the interview results, the students revealed that the use of smart board in English learning, especially when learning grammar, makes learning more interesting and less boring. They like the pictures of the material displayed and the discussion of the material given by the teacher. By using smart board, learning becomes more interesting and easier to understand. The students also stated that the use of smart board makes them more involved in learning and interaction with the teacher. By using smart board media, the classroom atmosphere becomes more lively with questions and answers from the teacher. There is interaction in the classroom, such as questions and answers with the teacher.

The findings of this study are in accordance with the findings of the study (Hussein et al., 2022) The study explores the use of smart board technology in college education, highlighting its benefits for grammar learning. It highlights increased student achievement, enjoyment, and motivation. However, challenges like high costs and maintenance issues hinder effective implementation. To maximize benefits, recommendations include teacher training, facilities, and technical support. The positive effects suggest potential benefits for interactive and engaging lessons in grammar learning. Further research may provide more insights.

The students also stated that the use of a smart board helped them to be more motivated to learn English, especially grammar. They feel that learning using the smart board becomes more fun and easier to understand.

However, there was one student who stated that he did not really like the use of a smart board in grammar learning because he did not like grammar. Nonetheless, the majority of students felt that the use of a smart board helped them learn English more, especially when learning grammar.

These results were in line with the previous ones (Tarawneh, 2021b) Smart Boards significantly enhance students' perception of learning grammar through interactive, engaging, and collaborative experiences. The use of technology in Smart Boards boosts students' motivation and communication skills, enhancing their writing abilities. The multi-sensory learning environment encourages students to utilize all their senses, thereby enhancing their overall learning experience.

CONCLUSION

Based on the results of this study, it can be concluded that the use of Smart board technology in grammar learning has a positive impact on students' perspectives. The study aimed to find out whether the use of smart boards helped students learn grammar and to gain their perspectives on the use of smart boards in the teaching of grammar. The survey results show a high level of agreement among students regarding the benefits of Smart board technology in grammar learning. From the students' perspective, the use of Smart board in grammar learning provides a more interesting, interactive, and motivating learning experience. It can also be seen from the Likert scale calculation results that the large result of 81.66% is in the category of "Strongly agree". The results of interview show that the use of Smart board helps students in understanding grammar materials better, makes learning more interesting, and increases students' engagement in interaction with the teacher. Students also feel more motivated to learn grammar by using Smart board.

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