

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Teaching and learning English

1. Definition of Teaching

Teaching is an interactive process between the teacher and the students. There are several definitions from some experts, those are from Bennion (2015, p.16) which stated that Teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests. According to Edmund Amidon (1967) cited in Suresh (2014, p.56) has defined the teaching as an interactive process, primarily involving classroom talk which take place between teacher and pupils and occurs during definable activities.

According to Brown (2000, p.7) Teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Based on the definitions above, can be conclude that teaching is a process of helping the students to gain or acquire knowledge in a learning activity that guided by teacher.

2. Definition of Learning

Learning is related to the cognitive process. Brown (1994) Argue that learning is not only a machine like process. It also necessitates cognitive operation by learner. As opposed to rote learning, this is called meaningful learning. The learner relates meaning to knowledge, information, or subject matter to be learned. This type of learning may be useful in the acquisition of knowledge and long-term memory.

Smaldino (2007, p.10) stated that learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment.

In order to explain the concept of learning, Brown (1994) lists the components of the definition, breaking it down into subparts:

- a. Learning is acquisition or getting.
- b. Learning is the retention of information or skills.
- c. Retention implies storage systems, memory, and cognitive organization.
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

Based on the definitions from some experts above, it can be concluded that learning is an activity of getting knowledge from teacher or environment and it can happen anywhere and everywhere.

Learning can take place in many different settings. Simply stated, the learning setting is the environment or physical surroundings in which learning is expected to take place. In addition to the classroom, learning also occurs in the laboratory (computer lab, science lab, or language lab), library, media center, playground, field trip site, theatre, study hall, and at home. Learning environments vary in size, layout, lighting, and seating arrangement, and orientation of the teacher and learner.

3. Methodological in Teaching English

Methodology is systematic and scientific way of teaching any subject. It guides teacher how to teach and how his teaching may be effective. It is very necessary for teacher to know various types of methods and techniques of teaching English. Method may also be defined as the process of planning, selection and grading language materials and items, techniques of teaching, etc. Anthony (1963) cited in Patel (2008, p.71) defines the term 'Method' as: "It is a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and harmony with an approach as well.

Within the general area of methodology people talk about approaches, methods, techniques, procedures, all of which go into the

practice of English teaching, These terms, though somewhat vague, are definable (Harmer, 2007, p. 62) :

a. Approach

This refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. An approach describes how language is used and how its constituent parts interlock – in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning. The core issue of the communicative approach is that the process of language acquisition should be organized as a process of real communication in a situational environment. Within this approach the main objective of language teaching is the communicative competence. The fundamental idea of the cognitive approach is that the learning process should be aimed at acquiring (or rather inferring) knowledge, structuring and systematically arranging its units, storing and applying them while getting adapted to reality. The ultimate of cognitive language teaching is the cognitive competence.

b. Method

A method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful,

and some model of syllabus organisation. Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by clearly articulated approach, they are easy to describe. The more all embracing they become, however, the more difficult it is to categorise them as real methods in their own right.

There are some methods that use in English language teaching, those are:

1. Grammar Translation Method

In the Western world, "foreign" language learning in schools is synonymous with the learning of Latin or Greek. Latin, thought to promote intellectuality through "mental gymnastics," is until relatively recently held to be indispensable to an adequate higher education. Latin is taught by means of what has been called the Classical method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, doing written exercises. In the nineteenth century the classical method came to be known as the grammar translation method, there was little to distinguish grammar translation from what had gone on in foreign language classrooms for centuries beyond a focus on grammatical rules as the basis for translating from the second to the native language, remarkably, the grammar translation method withstood attempts

at the turn of the twentieth century to “reform” language teaching methodology, and to this day it is practiced in too many educational contexts (Brown, 1994).

2. Direct Method

The “naturalistic” – stimulating the “natural” way in which children learn first languages – approaches of Gouin and a few of his contemporaries did not take hold immediately. A generation later, applied linguistics finally established the credibility of such approaches. Thus it was that at the turn of the century, the Direct Method became quite widely and practiced. The basic premise of the Direct Method was similar to that Gouin’s series Method, namely, that second language learning should be more like first language learning. Lots of oral interaction, and little or no analysis of grammatical rules. But almost any method can succeed when clients are willing to pay high prices for small classes, individual attention, and intensive study. The Direct Method did not take well in public education, where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use. Moreover, the Direct Method was criticized for its weak theoretical foundations. Its success may have been more a factor of the skill and personality of the teacher than of the methodology itself.

3. Audiolingual method

Audiolingual method owed its existence to the Behaviourist models of learning. Using the Stimulus-Response-Reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners. Audiolingualism relied heavily on drills to form these habits, substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill. Audio-lingual was firmly rooted in respectable theoretical perspectives of the time. Materials were carefully prepared, tested, and disseminated to educational institutions. “success” could be overtly experienced by students as they practiced their dialogues in off-hours.

4. Community Language Learning

By the decade of the 1970s, as we increasingly recognized the importance of the affective domain, some innovative methods took on a distinctly affective nature. Community Language Learning is a classic example of an affectively based method. In the classic form of community language learning (CLL) students sit in a circle. It is up to them to decide what they want to talk about. A counselor or a ‘knower’ stands outside the circle. The knower provides or corrects target language statements so that

if, for instance, a student says something in their own language, the knower can then give them the English equivalent for them to use. In all of cases teachers help students achieve what they want, offering help and counsel to the 'community' of the class. The job is to 'facilitate' rather than to 'teach'.

5. Suggestopedia

Developed by Georgi Lozanov, Suggestopedia sees the physical surroundings and atmosphere of the classroom as of vital importance. By ensuring that the students are comfortable, confident and relaxed, the affective filter is lowered, thus enhancing learning. A suggestopedia lesson has three main parts. There is an oral review section in which previously learnt material is used for discussion. This is followed by the presentation and discussion of new dialogue material and its native language equivalent. Finally, in the 'seance' or 'concert' session, students listen to relaxing music (slow movements from the Baroque period at about sixty beats per minute are preferred) while the teacher reads the new dialogue material in a way which synchronises with the taped music.

6. Silent way

One of the most notable features of the Silent Way is the behaviour of the teacher who, rather than entering into conversation with the students, says as little as possible. This is

because the founder of the method, Caleb Cattegno, believed that learning is best facilitated if the learner discovers and creates language rather than just remembering and repeating what has been taught. The learner should be in the driving seat, in other words, not the teacher. In the silent way learners interact with physical objects too.

7. Total physical Response (TPR)

The originator of TPR, James Asher, worked from the premise that adult second language learning could have similar developmental patterns to that of child language acquisition. If children learn much of their language from speech directed at them in the form of commands to perform actions, then adults will learn best in that way too. Accordingly, TPR asks students to respond physically to the language they hear. Language processing is thus matched with physical action. There are three techniques according to Diane Larsen (2000, p.116) cited in Astriani (2017, p.17) for TPR, using commands to direct behavior, role reversal, and action sequence.

8. Communicative language Teaching

According to Brown (1994) The communicative approach – or Communicative language teaching (CLT) is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a

shift in emphasis in how to teach. Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and stimulation have become very popular in CLT. What matters in these activities is that students should have a desire to communicate something. They should have a purpose for communicating. They should be focused on the content of what they are saying or writing rather than on a particular language form. They should use a variety of language rather than just one language structure. The teacher will not intervene to stop the activity; and the materials he or she relies on will not dictate what specific language forms the students use either. In other words such activities should attempt to replicate real communication. The techniques that can be used in CLT according to Diane Larsen (2000, p.133) cited in Astriani (2017 p.20) are authentic materials, scrambled sentences, language games, picture strip story, and role play.

9. Content Based Instruction

Content Based Instruction (CBI) is the integration of content learning with language teaching aims, more specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content

material. Such an approach contrasts sharply with many practices in which language skills are taught virtually in isolation from substantive content. When language becomes the medium to convey informational content of interest and relevance to the learner, then learners are pointed toward matters of intrinsic concern. Language takes on its appropriate role as a vehicle for accomplishing a set of content goals.

10. Task Based Instruction

Brown (1994) state that Task Based Instruction is not a new method. Rather, it puts task at the center of one's methodological focus. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, the purposes of which extend beyond the practice of language for its own sake. Research on task based learning has attempted to identify types of tasks that enhance learning (such as open-ended, structured, teacher-fronted, small group, and pair work), to define task-specific learner factors (for example, roles, proficiency levels, and styles), and to examine teacher roles and other variables that contribute to successful achievement of objectives.

c. Procedures

A procedure is an ordered sequence of techniques, for example, a popular dictation procedure starts when students are put in small groups. Each group then sends one representative to the front of the class to read (and remember) the first line of a poem which has been placed on a desk there, each student then goes back to their respective group and dictates that line, each group then sends a second student up to read the second line. The procedure continues until one group has written the whole poem. A Procedure is a sequence which can be described in terms such as first you do this, then you do that. Smaller than a method it is bigger than a technique.

d. Technique

A common technique when using video material is called silent viewing, this is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and as such is a technique rather than a whole procedure. Likewise the finger technique is used by some teachers who hold up their hands and give each of their five fingers a word, e.g. *he is not playing tennis*, and then by bringing the *is* and the *not* fingers together, show how the verb *is* is contracted into *isn't*.

B. The Nature of Instructional Media

1. Instructional Media Used for Teaching Language

We know that teaching and learning is process. Teacher teaches and students learn from teacher. In process of teaching learning process teacher uses some thing to make his teaching learning process effective. The material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material. The language teaching is not a static process but it is a dynamic process.

We know the general objectives and specific objectives of teaching English. Teacher should select teaching material and instructional according the objectives decided by teachers so that skill of reading, understanding, writing and speaking and sub skills of skills could be developed in students. We know that English is second or foreign language. So the teaching material and instructional material play important role in teaching learning process. Thus we can say that use and selection of teaching aids must be very carefully.

2. Definition of Media

Media, the plural of medium, are means of communication. Derived from the Latin medium (“between”), the term refers to anything that carries information between a source and a receiver. Six basic categories of media are text, audio, visuals, video, manipulatives (object,

and people. The purpose of media is to facilitate communication and learning (Smaldino, 2008, p.6).

The most commonly used media is text. Text is alphanumeric characters that may be displayed in any format, such as book, poster, chalkboard, computer screen, and so on. Another media commonly used in learning is audio. Audio includes anything you can hear, such as a person's voice, music, mechanical sounds (running car engine), noise, and so on. It may be lived or recorded. Visuals are regularly used to promote learning. They include diagrams on a poster, drawings on a whiteboard, photographs, graphics in a book, cartoons, and so on. Other types of media are video. These are media that show motion, including DVDs, videotape, computer animation, and so on. One set of material often not considered media are real objects and models. Manipulatives are three dimensional and can be touched and handled by students. The sixth and final category of media is people. There may be teachers, students, or subject-matter experts. People are critical to learning. Students learn from teachers, other students, and adults.

There are several definition of media from experts, those are from Gagne (1970) cited in Cahyono (2013, p.191) defines that media are various components in learners' environment which support the learners to learn. Briggs (1970) cited in Ruis (2009, p.2) defines media are physical means which are used to send messages to the students and stimulate them to learn.

Scanlan cited in Ruis (2009, p.2) states that instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, flash card and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing.

According to Richard (1992) cited in Ruis (2009, p.2) in general term, media means for television, radio and newspapers considered as a whole and as ways of entertaining of spreading news or information to a large number of people.

Whatever the definitions of media are, there is a guideline which can be stated about media. Media is anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the learners' thought, feeling, and interest to gear the students' learn (Ruis, 2009, p.2).

3. The use of Media in teaching and learning English

A good media is like a window. It should not be called attention to itself, it should just have been let in the light. In general, teacher should use the media in his or her best judgment. It can be facilitated learning or increasing the understanding of materials. Of course, communicating to facilitate learning can be a challenging process, and it is often required

creative efforts to achieve a variety of implicit instructional goals (University of Saskatchewan, n.d.). Among the implicit goals that media can be helped by teachers to achieve are as follows: attracting attention, developing interest, adjusting the learning climate and promoting acceptance (of an idea).

Media is very useful in learning the English language. Teachers instructors and learners are helped by using media to achieve the learning goals. So, The teachers should apply the media in teaching - learning activities because:

1. Instructional media can be solved the lack of the learners' experiences. Learners have different background such as family life, society, social economic, etc. Learners who live at different areas will have different experiences, because they have different environment, society, social economic, etc.
2. Instructional media can be reached everything out of the class. There are so many things around the learners that can not be reached by themselves, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a media. We use a picture to present things which can not be brought into the classroom such as: markets, stations, harbors.
3. Instructional media are created the possible direct interaction between the learners and their environment.

4. Media are produced some observation. The learners' observation can be directed into the important things based on the teachers aims.
5. Media can be kept the basic, concrete and real concepts of the teaching.
6. The learners' motivation are aroused by using media in learning.
7. Media are integrated the experience from the concrete things to the abstract ones.

According to Sukartiwi cited in Ruis (2009, p.4), there are some advantages of using media in teaching-learning process can increase the learners' motivation, the learners easy to understand the instructional material, make the teaching learning process more systematic, and can avoid the learners bored. In the Sydney Micro Skill, it is stated that instructional media are arisen the learners' interest, stormed the learners' brain to think concretely, found high understanding in learning efficiently and permanently.

4. Kinds of Media In Teaching and Learning English

There are so many instructional media are used in teaching and learning English, those are:

a. Flashcards

Flashards is ELT ja rgon for pictures (or diagrams, words, etc.) that you can show to students, typically something you can

hold up when standing in front of the whole class. They are also useful for handing out as part of various activities. Schools sometimes have their own library of flashcards, but many teachers build up their own stock. They are a very useful teaching aid, especially in your earlier years of teaching (Scrivener, 2005, p.333).

b. Pictures

Another kind of media used by the teachers was pictures. It is commonly recognized that a picture is a powerful tool to describe people, places, or things. In the teaching and learning activities, the teachers claimed that by using such media, the learners would see the pattern from the context visualized in the pictures and this is in line with the inductive way of teaching grammar (Cahyono, 2009).

c. Songs

Among the most favorite media to be used in teaching English, songs are powerful tools. Usually, the teachers integrated songs to enrich the learners' vocabulary. This is supported by Suyanto cited in Cahyono (2009) who states that songs can be used to teach the learners vocabulary, phrase, or sentence pattern. By using songs, grammar can be taught inductively. This was because the learners were assigned to create songs which had the same pattern with the one modeled by the teachers. In short, by giving songs, the teachers can train the learners to produce the language

automatically. Moreover, the most important thing that can be inferred from the use of songs as teaching media was that the learners were more interested to learn grammar without any pressure to memorize the pattern.

d. Real Objects and Realia

Real objects are those which can be obtained in our surrounding, or the ones that have been provided at home or at school. If it impossible to bring the real objects in the classroom, real objects can be replaced by realia or things which have characteristics as the original ones, but not real. Fruit made from plastic is an example of realia. Real objects were used by the teachers when they wanted the learners to describe either food, drink, or fruit. Therefore, when the learners were going to describe them, they had to show the real objects they explained, so that other learners could also learn (Cahyono, 2009).

Realia were also used by the teachers during the observation period. In this case, the teachers made use of realia to assist the learners to describe animals. Realia benefits more if it is impossible for the teachers to bring the real objects. As it was impossible for the teachers to bring the real animals to the classroom, they bought the artificial ones in the form of realia.

e. The Students Themselves

The students are the most useful resources in the classroom. Through their thought and experiences they bring the outside world into the room, and this is a powerful resource for us to draw on. We can get them to write or talk about things they like or things they have experienced. We can ask them what they would do in certain situations or get them to act out scenes from their lives. For example, in young learner classes we can get them to be 'living clocks'. They have to demonstrate the time with their arms (using a pointing finger for the minute hand and a fist for the hour hand) and the other students have to say what the time is.

f. Coursebook

Coursebook is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher. The most important aspect of coursebook use is for teachers to try to engage students with the content they are going to be dealing with. This means arousing the students' interest in a topic, and making sure that they know exactly what we want them to do before we get them to open their books and disappear, heads-down in the pages, while we are still trying to walk to them.

g. Board

Boards refer to chalkboard/blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Harmer (2007, p.183) describes that teachers can use boards as notepad, explanation aid, picture frame, public workbook, gameboard, and noticeboard.

h. Overhead Projector (OHP)

OHP is one of the tools used to produce or project images or visuals that are in transparency on the glass surface. By using overhead projectors, the students can see in front of the class the material which is written or drawn in a transparent. The transparent will be projected by using projectors.

i. Flip Chart

Another instructional media that may be used by the teacher is flipchart. Flip charts are very useful for making notes, recoding the main points in a group discussion, amending and changing points, and for the fact that individual sheets of paper can be torn off and kept for future reference. Many of these qualities are shared by computer-based technology, but flip charts are portable, relatively cheap and demand no technical expertise.

j. Computer-Based Presentation Technology

Harmer (2007, p.187) said that this instructional media has two vital components. They are hardware and software. The

hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material. By using computer-based presentation technology – or so called multimedia presentation— enable the teacher to convey much larger information to the students. The software offers a more interesting option where we can mix text and visual with audio/video tracks so that pictures can dissolve or fly onto and off the screen, and music, speech and film can be integrated into the presentation.

One of the major technological developments is interactive whiteboard (IWB). This has the same properties as a computer hooked up to a data projector (i.e. everyone can present visual material, Internet pages, etc. In a magnified way for everyone to see), but it has three major extra advantages, too. In the first place, teachers and students can write on the board which the images are being projected onto, and they can manipulate images on the board with the use of special pens or even with nothing but their fingers. The pen or finger thus acts as a kind of computer mouse. Secondly, what appears on the board (just like the screen of a computer) can be saved or printed so that anything written up or being shown there can be looked at again.

Farther classification of instructional media can be in different ways (Omeng, 2016, p.4) :

1. Print media, non-print media, electronic media
 - a. Print media include: books, journals, magazines, newspapers, workbook, textbooks.
 - b. Non-print media include: projected and non-projected media
 - c. Electronic media include: Audio media, Visual media and Audio-Visual
2. Projected media and non-projected media
 - a. Projected media: they require light source for projection. E.g. Film projector slides
 - b. Non-projected media: they do not require light source. They include 3dimensional objects, 2dimensional objects, prints, charts, models etc.
3. Audio, visual, Audio-visual, Tactile, and olfactory media based on human senses
 - a. Audio media: this form of media carry sounds alone. E.g. audio tapes, record player.
 - b. Visual media: these are the ones that can be seen. E.g. TV, computer, white board, picture.
 - c. Audio-Visual: this term refers to those instructional materials which provide students with audio and visual experiences by

appearing to the hearing and seeing senses at the same time.

E.g. TV, Video tapes.

4. Hardware and Software

- a. Hardware: this classification of machines or equipment used in the instructional process. It is upon these gadgets that the software is transmitted. E.g. Television set, tape recorder etc.
- b. Software: this classification consists of all materials used with the machine. They are the real carrier of knowledge or information. They include, films, tape transparencies.

C. The Nature Of The Smart Board

Smart Boards were first introduced in 1991. They were connected to LCD panels which worked as a display for the computer screen. This allows the user to control computer applications and provides a much better learning and teaching experience (Hassankiadeh, 2013, p.49). Sharma (2007, p.82) stated that The Smart Board interactive whiteboard is a technology which essentially requires three things: a computer, an electronic projector and the interactive whiteboard. The most common configuration is where the computer is connected to the projector and whiteboard, and the projector display the computer screen image on the whiteboard. Some whiteboard involve rear projection, where the projector is encased behind the interactive whiteboard (IWB) screen.

Smart boards or IWB are the kinds of boards which can be applied as computers. In these boards, fingers can be used as mouse in computers. The user can control all the programs through moving his finger. Like other boards, the user can write a note on it. In fact, it is the combination of computer and white board, even superior, for the note written on it can be printed or saved but not in a regular board. An IWB allows to run a range of normal computer programs in your language lesson. This could be office software such as Word, Excel, and PowerPoint. It is also possible to use the Internet in the language classroom through an IWB, and this would therefore include other web-based products such as the Macmillan English Campusor

the learners' Virtual Learning Environment (VLE). VLE can run video or DVD and CD-ROMs. (Sharma, 2007, p.82)

Sharma (2007, p.84) An IWB is a perfect way to provide warmers, introductions to a topic, practice activities and so on. Even during a presentation, the learners can be involved, with using some of the IWB tools, such as masking, to elicit answers from the learners. Learners can also come to the front of the class to demonstrate something or annotate the screen. An IWB can be used to promote group interaction and communication.

The interactive whiteboard (IWB) has been used in many contexts in various ways. Effective use of IWBs in classrooms promises numerous advantages in terms of learning and instruction. However, to better understand how we can effectively use IWBs in classrooms.

Successful instruction may be a result of various IWB features along with sound instructional strategies. Teachers can put a variety of strategies and techniques into practice using IWBs by considering the characteristics of the learning context including students' needs and interests, and technical facilities. As Al-Saleem cited in hassankiadeh (2013, p.50) has stated that learning activities with an interactive whiteboard may include the following items:

- a. Manipulating text and images. Learning activity using smart board can manipulate text and also image by adding or reducing an object of text or image that showed directly on the smart board.

- b. Making notes in digital ink. Digital ink is an ink in digital format which can be used to create notes or draw something like giving a check on the text that displayed by the smart board or underline the important sentences by using digital ink.
- c. Saving notes for later review by using e-mail, the Web or print. The teacher and students can save notes that they learned in e-mail, Web and also print into paper, the notes can be seen later.
- d. Viewing websites as a group. For example, e-learning, edmodo, or ect that can be use when learning from website in a group.
- e. Demonstrating or using software at the front of a room without being tied to a computer. For example in presentation, this media will be able to make the process of presentation more efficient, because smart board can control the smart board by using gestures, the teacher don't have to control it using computer anymore.
- f. Creating digital lesson activities with templates, images and multimedia.
- g. Writing notes over educational video clips. The media can write notes when the video playing without pause.
- h. Using presentation tools that are included with the white boarding software to enhance learning materials. This presentation tools have already connect with smart board, and the software available in the smart board too. So it can make the teacher easier in running smart board because presentation tool is the part of smart board.

- i. Playing games. The media provide educational games for warming up. the game that use is a game that have installed on smart board or using educational game online.

Benefits of IWB technology include:

1. Enhanced social interaction. Social interaction can happen between teacher and student or student and student when using smart board as an instructional media in the classroom. That media provides many features, they can discuss the lesson that support by the smart board. Student can talk to each other with friends and even the teacher. And they can interact as natural as possible.
2. Reformed learning environments—with smart board support, the teachers may facilitate student's involvement in using smart board, build students' interaction, and make student can collaborate or help each other with the other students.
3. Draw the learners' attention. Smart board gives different display. Smart board has so many feature that make students curious with that media. And it can make the students focus and give their attention when learn using smart board.
4. Facilitated learning and remembering using visual media. Smart board facilitating many visual medias seperti pictures, television, graphic and other that can showed on the smart board, and smart board can make student remember about the lessons that have already teach by the teacher by showing that media again.

5. Enlarged computer touch screen. Enlarge the display of the computer screen that used and make the screen touchable or touchscreen.
6. Interactions can be recorded and saved—Acrobat (PDF) document, Power Point slides, or record whole lecture as a movie file. Smart board has camera that can record all of the activity that happen in the classroom, and it become a video file that can play some time.