#### **CHAPTER II**

## REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories that will support this research. It deals with the theories related to the teacher's board management.

#### A. Theoretical Foundation

## 1. Definition of Board Management

Board management comes from two words; board and management. Board is a thin flat piece of cut wood or other hard material used for a particular purpose. In educational purpose, this thing is a media for teaching. In today's classrooms, we find it in white, black or green color. The white usually require dry ink markers and the others use chalk. According Jim Scrivener, the board (whether black, white or green) is the crucial teaching tool. It means that board is a very important in classroom. Teacher usually uses this thing to transfer information or knowledge to student. Whereas management is the control and organization of something. Board management is an integral part of efficient classroom management. Scrivener defines that classroom management is the way that teacher manages students' learning by

<sup>&</sup>lt;sup>1</sup> Citation [Def.1]. In *Cambridge Dictionaries Online*, Retrieved May 9, 2014, from http://dictionary.cambridge.org/

<sup>&</sup>lt;sup>2</sup> Jim Scrivener. *Classroom Management techniques*. Cambridge: Cambridge University Press, 2012. p 251

<sup>&</sup>lt;sup>3</sup> Citation [Def.1]. In *Cambridge Dictionaries Online*, Retrieved May 9, 2014, from http://dictionary.cambridge.org/

organizing and controlling in the classroom.<sup>4</sup> For this, the researcher concludes that board management is the way that teacher manages the board in class.

# 2. Main Types of Board

The board is another standard piece of equipment that teachers may feel they know all about but, again, different products abound they are<sup>5</sup>

- a. Flannel boards that be sticked towelling or felt shapes to
- b. Black and green boards nailed to walls, sitting on easels or in wooden frames, on which you can be written in chalk
- c. Whiteboards (also on walls or easels) of all sizes from scarcely bigger than a poster to those covering an entire wall or constituting a metre high frieze around the middle of a room.
- d. Whiteboards that print out whatever has been written on them.
- e. Magnetized boards that you can stick things to using small specially manufactured magnets.

# 3. The Advantage of Using Board

## a. For the teacher

For teachers, board can help teachers manage classroom, can be a valuable teaching tool, and can be a way to record student input.<sup>6</sup> The board can help teacher such as writing the message on board as well as

<sup>&</sup>lt;sup>4</sup> Jim Scrivener. *Classroom Management techniques*. Cambridge: Cambridge University Press, 2012. p 251

<sup>&</sup>lt;sup>5</sup> Tessa Woodward. *Planning lessons and courses: designing sequences of work for the language classroom.* Cambridge: Cambridge University Press, 2001. p 135

<sup>&</sup>lt;sup>6</sup> Jeannine Dobbs. *Using the Board in the Language Classroom*. Cambridge: Cambridge University Press, 2001. p 3

say it so that student can understand more and remembering it. Board is a get-ready-to-learn tool. It can be used whenever teacher wants during the class to support teaching because there are many ways the board can be used. Teacher can use boards for a variety of different purposes, they are:7

#### 1) Note pad

Teachers frequently write things up on the board as these come up during the lesson. They might be words that they want students to remember, phrases which students have not understood or seen before, or topics and phrases which they have elicited from students when trying to build up a composition plan.

## Explanation aid

Boards can be used for explanation too. We can show where words go in a sentence by indicating the best positions diagrammatically, or we can write up phonemic symbols to show how a word or sound is pronounced. The board is ideal for such uses

## 3) Picture frame

Boards can be used for drawing pictures of course, the only limitation being our artistic ability. This can be done whenever it

<sup>&</sup>lt;sup>7</sup> Jeremy Harmer. The practice of English language teaching: third edition. London: Longman, 2001. p 138-139

is required because the board is always there, helping students to understand concepts and words.

## 4) Public workbook

A typical procedure is to write up fill-in sentences or sentence transformation items, for example, and have individual students come up to the board ad write a fill-in item, or a transformed sentence. That way the whole class becomes involved in seeing what the correct version is.

## 5) Game board

There are a number of games that can be played using the boards as warming up lesson to make fun activities

### 6) Notice board

Teachers and students can stick things on boards - pictures, posters, announcements, charts, etc

#### b. For the students

The most versatile piece of teaching equipment is the board whether this is of the more traditional chalk-dust variety or the whiteboard, written on with marker pens.<sup>8</sup> For students, writing on the board is a hands-on, learning-by-doing activity. Some students have more confidence in their written rather than oral discourse and find it easier to participate in written form. At the teacher's direction or teacher prompts, students can use the board for numerous activities. But sometimes

<sup>&</sup>lt;sup>8</sup> Jeremy Harmer. *The practice of English language teaching: third edition*. London: Longman, 2001. p 138-139

students who have been aware that the board belongs to them as well as to the teacher, they write on it spontaneously. For example, decide to write the answers to a quiz on the board, even though the teacher has not announced that this is the method of checking answers that will be used<sup>9</sup>.

## 4. Using the Board Efficiently and Effectively

The researcher takes some a book how to manage the board efficiently and effectively so that it can help teachers manage his / her classroom. According to Jim Scrivener in her book "Classroom Management Techniques", some very small changes can make teacher uses of the board much clearer and more effective. 10 This means that teachers are expected to pay more attention to the board so that this simple media can be more valuable. In the book, these techniques below can make the board more effective:

# Techniques: Using the board:

# 1) Divide the board into sections

At the start of the lesson, draw dividing lines to create distinct sections on the board because it will make easier to access and easier to keep organized.

<sup>&</sup>lt;sup>9</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 7-9

<sup>&</sup>lt;sup>10</sup> Jim Scrivener. Classroom Management techniques. Cambridge: Cambridge University Press, 2012. p 251-254

## 2) Plan your board use

Before the lesson, make a sketch plan of the board usage by drawing rectangle, divide it up into sections and number them to make a list of exactly what will go in each board section.

## 3) Use handwriting and sentence case

Avoid writing everything in separated block capital letters and try to use cursive handwriting with normal usage of big and small letters because it helps train students to read handwriting in the real world.

# 4) Check out the clarity after writing

The thickness of the pen/chalk can make some letters hard to read as the lines merge into each other and it is also surprisingly easy to find teacher's writing at a slant, with all sentences rising to the sky or sinking to the floor because writing with chalk or a board pen on a vertical board is very different from normal handwriting. So, go to the back of the class, check out when there are no learners present and take a good critical look at what you have done.

# 5) Use graphic organizers to help structure text

Use graphic organizers such as tables, flow charts, bullet points, mind maps, diagrams and so on to help give a shape and structure to text because it makes it easier to see, read and copy.

## 6) Use colour to a purpose

Some whiteboard pen colours, such as black or blue are suitable to write all key items rather than green or red because it can be tiring or difficult to read from the back of the room or in poor lighting conditions but teacher can use red and green for specific purposes such as underlining, adding phonemic transcription or highlighting some problem letters when spelling a word. Colours are useful for helping to structure the board such as drawing initial section dividers, drawing boxes round important elements, shaping tables, drawing lines and arrows to connect things on different parts of the board, and also colours are great illustrations.

#### 7) Stand back to check

When teacher has written something, he or she should make sure to take some time to stand back and quietly read it through again to check and try to see it what he or she has actually put up, rather than his or her memory because quite often the writing has simple errors (spelling, missing words), or sometimes there is a glaring piece of incoherence, such as missing out an entire line that intended to write.

## Review post-lesson

At the end of a lesson, get out phone and take a picture of the whole board and then have a look at it later on and see how readable it is.

#### Ask learners before erasing 9)

When a teacher needs space to write a new content on board, don't erase the last writing on the board quickly but make sure that students who need to have finished reading, copying or whatever.

# 10) Use the board creatively

Don't just write everything up, get students to copy, put up the boring stuff. Teacher can use the board creatively like using Blu-Tack to put up pictures, students' work, notices, flowers and other objects.

There is also technique writing 'game-show' style. This technique gets its name from the fact that the position is reminiscent of a TV gameshow hostess facing the audience and smiling at them while pointing out winning numbers or letters on a game board behind his / her. 11

Stand facing the class to the left or right of the board, with your back to the board at an angle of about 45 degrees.

<sup>&</sup>lt;sup>11</sup> Jim Scrivener. Classroom Management techniques. Cambridge: Cambridge University Press, 2012. p 253-254

- 2) Keeping body at the same angle, teacher can now turn his / her head to the board and either reach out to write with the arm closest to the board or bend the furthest arm across his / her body to write on the board
- 3) Where teacher is writing, and students in the class, teacher can vary eye contact between the board and students. Teacher can turn his / her head a little to look at the board, and write a few words, then turn back, and shift eye contact to talk with students, ask a question, then shift the attention back to the board and so on.

In *Using the Board in the Language Classroom*, Jeannine Dobbs gives reminders, tips, and suggestions that may help teacher uses the board more effectively and more efficiently. The reminders, tips, and suggestions are:<sup>12</sup>

#### 1) Getting started

- a) Each day with a board that has been washed or erased.
- b) As teachers make the lesson plan, decide whether it will be written on the board and when it will be done.
- c) Teachers may want to have students use a specific color for their writing; this makes it possible for teacher to do their editing and correcting in another color.

<sup>&</sup>lt;sup>12</sup> Jeannine Dobbs. *Using the Board in the Language Classroom*. Cambridge: Cambridge University Press, 2001. p 12-22

d) If students are learning roman alphabet or just beginning to learn to write in English, teacher might have permanent lines painted on part of their board space to facilitate this activity.

# 2) Layout

- a) Feel free to think of your board as any kind of visual space want it to be.
- b) Check occasionally that writing can be read by students who sit farthest from it.
- c) If teacher are right-handed, teacher might use the upperright-hand corner of the board, so that, as teacher continues to write, your body will not block your students' view, and they can refer to this space at will.
- d) When recording the answers and comments students make in response to discussion questions, teacher may wish to write them randomly thus nonjudgementally all over the board as they occur.
- e) To help focus students on a board activity or task, write a caption, a title, or a question at the top of the board as teacher begin.

## 3) Illustrations

Sometimes the best way to make instructions come alive or to provide a practice activity for students to do at the board is to draw illustrations.

# 4) Ensuring students' success at the board

- a) Before teacher ask students to write on the board, check their access to it. Whenever teacher can, move any inhibits student's access to the board
- b) When teacher introduces a board activity to a class, teacher can do a number of things that will help to ensure that the students will come to appreciate and enjoy the experience.

  Turn taking can be handled in a number of ways.
- c) Students writing at the board often benefit from working in pairs.
- d) Most students enjoy board activities, and these activities have many beneficial features; but like everything else, they can be overdone. Be careful not to kill students' enjoyment by overusing them

## 5) Correction and evaluation

Where correction is concerned, consider that before students write at the board, you must decide how much correction of their writing is enough and how much it too much. Preselecting good student writing to be displayed on the board is

one way to minimize the amount of correction that will need to be done on board work. But teacher may not always want to take the time to correct everything. When time is limited or many errors have been made and teacher is unable to correct everything, decide on priorities. If the board is filled with student writing and teacher is utterly without time to elicit corrections from students or to make corrections, remember the eraser. For the evaluation, a great deal of teacher talk is concerned with making value judgments. Teacher need to encourage our students when their response is correct or their work is good.

## 6) Miscellaneous tips

- a) Teachers can do board writing before class begins or during a scheduled break if they can.
- b) Except when students are acting as scribes for the class when who wrote what is not important, students writing on the board, individually or in pairs, should sign their names or, to save space, their initials to their work.
- c) Writing on a chalkboard is not without problems. Chalk creates dust, it wears away quickly, and when mishandled, it as well as fingernails can produce some almost unbearable sounds. To help avoid unwanted chalk noise, use soft chalk; and once the end of a new piece of chalk has

- taken a rounded shape, break the chalk and write with the sharp edge.
- d) The whiteboard does not lack drawbacks either. Be sure to use dry erase markers made especially for whiteboards and not regular, permanent markers, or it will have to clean with a solvent.
- e) No matter how attentive students are, teacher will not want to turn back to them for long periods of time. Stand with body at a right angle to the board as much as possible. (It's something like keeping a car on the road while looking out the side window). If teachers are speaking to their class while writing or drawing, teacher can naturally increase the volume of voice; but if the writing takes more than a minute or two, teacher might want to alternate writing and speaking
- f) When teacher complete a board activity and start a new one, erase the entire board, not just enough for teacher immediate needs. Board leftovers can be very confusing to students.
- g) Erase board at the end of the classroom.
- b. Techniques: Students using the board

In most schools, the board has remained essentially the teacher's property but as part of democratizing classrooms, teachers can help

learners to become far more active users of the board.<sup>13</sup> Teacher can try some of these techniques.

- 1) With younger learners, appoint students to set up the board at the start of each lesson, making divisions into sections, writing up the date, copying headings or information from your note.
- 2) When teacher needs an illustration, invite a volunteer to do it.
- 3) When teacher has some simple text to write up from a book or document, invite student to do this.
- 4) When students do a group task on paper (e.g. design a poster about a topic) get one or two of the groups to come up and use one half of the board as their paper.
- 35) When students do a task (individually or in groups), monitor and ask some or all of them to write their text on the board when they have finished.
- 6) Write exercises on the board, and get students to come up and add the answers.
- 7) Teach interactively, getting students to come up frequently to add information, complete timelines, point out things in pictures and so on.
- 8) When teacher play a game on the board, ask students to do any writing up or score keeping.

<sup>13</sup> Jim Scrivener. *Classroom Management techniques*. Cambridge: Cambridge University Press, 2012. p 255

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- 9) Make the vocabulary column a student responsibility to maintain. For example, when there seem to be some useful words, ask students to select the most useful ones to write up n the column and he word column can grow though the lesson, even when the rest of the board is cleaned.
- 10) Leave a column on the side of the board for students to add their comments, questions, and thoughts and encourage them to add things at different stages of the lesson.
- 11) When students prepare a report of presentation, encourage them to plan board use into what they do.
- 12) Completely hand over part of teaching to the class. For example, if teacher has to teach 16 words in a word set, ask different groups to each prepare to teach the meaning of two of the words or phrases and when they are ready, invite each group in turn to do their teaching up front, using the board as appropriate.
- 13) With smaller classes, establish an environment in which everyone feels able to use the board at any point in the lesson for working on, for putting up thoughts and so on.
- 14) Try an experiment in which make the board a place that only learners use.

#### **B.** Previous Studies

The similar case is found as the previous study. This is also related with the board as media.

The first research which comes from Basmah Issa Ahmad Al-Saleem, PhD from The World Islamic Sciences and Education University with the title "The interactive Whiteboard in English as a Foreign Language (EFL) Classroom)". The result of the research is the Interactive WhiteBoard in the foreign language classroom has led to an impression that the Interactive WhiteBoard is a very innovative and powerful support for language acquisition. It provides a bridge that allows using the features of computers without breaking communication – it even supports it. And it may enhance new kinds of learning processes, for instance when working with two windows. Interactive White Board itself is a touch-sensitive screen that works in conjunction with a computer and a projector but the price of this tool is expensive.

One may conclude from our survey study that slides are not efficient learning tool when used for textual presentation of course materials. ICT tools should be used carefully to improve the learning process by explaining and exploring the text. More specifically, it should be used when it is necessary to show mainly computer simulation, computer animation, or computer graphics. Otherwise, it will transform the class to lethargic and non-interactive environment from one

<sup>&</sup>lt;sup>14</sup> Basmah Issa Ahmad Al-Saleem, PhD, "The interactive Whiteboard in English as a Foreign Language (EFL) Classroom)". *European Scientific Journal*. Vol. 8 No.3, February, 2012

side and attain surface learning in the stand-alone study.<sup>15</sup> Successful learning system does not depend on how teachers use the advanced tools, but it comes from the creativity of the teacher.

There is a research from Martin Ebner and Walter Nagler from Graz University of Technology, Austria with the title "Has the end of chalkboard come? A survey about the limits of Interactive Pen Displays in Higher Education." In the end it can be concluded that the first attempt to use an interactive Pen Display in a big lecture room lead to a very positive effect for the daily teaching process. Students as well as the teacher marked it as a "very useful" add-on. However from a research point of view it can be summarized that it was possible to combine new technologies with traditional teaching methods. While the contrary with this research, according to Brian Doig and Susie Groves, Japanese observers frequently take photographs of the blackboard, as it reveals to students and teachers alike the progress of the lesson, and the students' responses.

<sup>&</sup>lt;sup>15</sup> Malli Mohammad," Effectiveness Assessment Study of the Use of ICT Tools in E-Learning System" *European Scientific Journal*. Vol. 10 No.7, March, 2014

<sup>&</sup>lt;sup>16</sup> Martin Ebner and Walther Nagler,"Has the end of chalkboard come? A survey about the limits of Interactive Pen Displays in Higher Education". 2008

<sup>&</sup>lt;sup>17</sup> Brian Doig and Susie Groves," Japanese Lesson Study: Teacher Professional Development through Communities of Inquiry." Deakin University. Vol. 13 No. 1, 2011