### **CHAPTER IV**

# FINDING AND DISCUSION

This chapter describes the result of the questionnaire and also the field notes. There are findings and the explanation of the result its discussion. The result answered the research problem of the study, they are; how does the teacher manages the board in English learning class at 10th grade at SMAN 4 Sidoarjo and How are the students' and the teacher opinion about the board as media of teaching English.

## A. Research Findings

1. Teacher's Board Management that is Usually Done by the Teacher

As previously stated in the chapter one, this study wants to know how the board management is applied by the teacher. And to know the answer, the researcher uses field notes and observations to get the data. The writer became a nonparticipant observer and the teacher becomes the object who was observed. The findings are described below.

a. First meeting

No.	Stages	Learning Activity	Board Activity	Duration (Minutes)
1.	Pre-	- Greeting	Start a lesson	30'
	Activity	- Teacher	with clean	
		checked the	board	
		attendance list		

#### Table 4.1.1 Learning Activity and Board Activity

				1	1
		-	Telling a little		
			joke		
		-	Watching a		
			narrative movie		
2. N	Aean-	-	Teacher asked		30'
A	Activity		some questions		
			to build up		
			background		
			knowledge		
			about narrative		
		-	Teacher wrote	Using	
			and explain the	handwriting	
			generic	and sentence	
			structure	case	
		-	teacher asked		
		Ζ.	the difficult	Varying eye	
			words that	contact	
			were on the	between the	
			video and	board and	
			wrote on the	students in the	
			board	class.	
5. P	Post-	-	Students were		30'
Α	Activity		asked to write		
			the story based		
			on the video		
		-	Teacher closed		
			the class		
				1	1

The study began on Friday, 14<sup>th</sup> November 2014. Teacher came to the class X IIS 4. Then he gave greeting to the all 33 students. Students answered the greeting cheerfully. *Before the lesson was started, teacher asked the students to clean up everything and make sure the class was clean especially the board.* The lesson was started at 10.30 A.M, and that day teacher would give the lesson with the subject narrative.

In the pre activity, teacher took the attendance of the students at the first. After that he told a little joke to break the ice. After the atmosphere is enough to begin the lesson, he walked into his desk, turned on his laptop and the LCD projector. He told to the students that he would play a video related with the subject on that day. He told to the students to write down some difficult words as much as they can on their book and watched carefully. The duration of the video was around 20 minutes.

After watched the video, in the core activity, he told to the students that the video represented one of kind text. Then, the teacher asked his students to guess what the title of the video. All students' answer was correct. It was snow white. Then he asked if that video were written, what would be a kind of text. The class became quiet. Although that subject has been explained before to them in junior high school, he was sure that some of them was a little forget about it. That was why on that day he wanted to remind them

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and all of the students must understand about this kind of text. Because this text is commonly appear in national examinations. Then he asked that question to a student by calling randomly. The answer is Narrative. That is correct. He replied orally. Then he asked again to other students with another question about the generic structure of narrative. A few of students did know very well so that the answer was incomplete. Even there was a student did not know what generic structure is. It proved that some of students a little forget about the generic structure. But there are many students can remember it. And they know what orientation, complication, resolution, and re-orientation are. *Then, the teacher wrote the generic structure on the board and gave the title Narrative above it. He wrote in normal usage of big and small letters*.

After that, teacher asked the difficult words that were in the video. He pointed to some students and asked them to mention the words. *Then he wrote on the board some students answer. But he wrote by blocking the view of students. Occasionally he turned to ask more answers.* After he wrote it, he gave a feedback by giving the translation and asked them to keep in mind the words.

The rest of the time in the post activity, students were asked to write the story based on the video that had been watched together. They had to give the generic structure also. There were not minimum words to make the story. And they may use their own dictionary to help them. Even though the story of snow white was already in their workbook, but it was a different story so that students cannot cheat. When the time was almost over, teacher asked students to submit their work. Finished or unfinished, it must be collected. Then he closed the lesson. And he left the class with the board with condition was not erased.

For this meeting, teacher's board management is shown by the table below.

 Table 4.2.1

 Observation Checklist of Teacher's Board Management

No.	Teacher's Board Management To Be Observed	YES	NO
1.	Techniques: Using the board		
	a. Starting each day with a clean board	V	
	<ul> <li>b. Planning the board use (before the lesson, make a sketch plan of the board usage by drawing rectangle and make a list of exactly what will go in each or as the teacher make a lesson plan, does he decide whether the teacher will write on the board and when he/she will do it.)</li> </ul>		V
	c. Dividing the board into sections		V
	d. Using handwriting and sentence case	V	
	e. Checking out the clarity of your writing		V
	<ul> <li>f. Ensuring students' success at the board</li> <li>Sharing the ownership of the board</li> </ul>		V

<ul> <li>checking students' access to the board before they write on the board</li> <li>Doing a turn taking such as asking for volunteers to</li> </ul>	
on the board - Doing a turn taking such as	
- Doing a turn taking such as	
begin and then call on the	
rest, having students who	
have completed their turns at	
the board select student to	
replace them, and assign turn	
based on where students are	
sitting or where their names	
fall in the alphabet.	
- announcing that one of the teaching strategies is to have	
students write at the board	
and it will begin the activity	
by selecting some good	
responses to written there)	
g. Using the board creatively	V
h. Using graphic organizers to help	V
structure text	
i. Using color to purpose	V
j. Drawing illustration	V
k. Standing back to check	V
1. Reviewing post-lesson	V
m. Asking learners before erasing	V
n. Erasing the board at the end of	V
the class	
2. Technique: writing 'game-show'	
style (this technique gets its name	
from the fact that the position is	
reminiscent of a TV game-show	
hostess facing the audience and	
smiling at them while pointing out	
winning numbers or letters on a game board behind her.)	
a. Standing and facing the class to	
the left or right of the board,	V
with back to the board at an	

	angle of about 45 degrees		
b	•. Varying eye contact between the board and students in the class.	V	

From the table above, there are some techniques that teacher did. For example; Starting each day with a clean board. *Before the lesson was started, teacher asked the students to clean up everything and make sure the class was clean especially the board*. Then, using handwriting and sentence case. *The teacher wrote the generic structure on the board and gave the title Narrative above it. He wrote in normal usage of big and small letters*. And the last, varying eye contact between the board and students in the class. *He wrote on the board some students answer. But he wrote by blocking the view of students. Occasionally he turned to ask more answers.* 

b. Second meeting

Table 4.1.2 Learning Activity and Board Activity

NT	C.		Board Duration
No.	Stages	Learning Activity	Activity (Minutes)
1.	Pre-	- Greeting Star	rt a lesson 50'
	Activity	- Teacher with	h clean
		checked the boa	rd
		attendance list	
		- Telling a little	
		joke	
		- Some students	
		were asked to	

		tell to their	
		friends about	
		their	
		experiences	
2.	Mean-	- Teacher asked 30'	
	Activity	some questions	
		to build up	
		background	
		knowledge	
		about recount	
		- Teacher wrote Using	
		and explain the handwriting	
		generic and sentence	
		structure case	
		- teacher asked	
		the generic	
		structure of	
		each the	
		student's	
		experience	
5.	Post-	- Students were 20'	
	Activity	asked to	
		identify the	
		generic	
		structure of text	
		recount and to	
		find specific	
		information	
		from the text in	
		the workbook.	

- Teacher closed	
the class	

The study began on Thursday, 20<sup>th</sup> November 2014. The teacher came to the class X IIS 3. In the pre activity, he greeted to everyone in the class and checked the attendance of the students. *Before the lesson was begun, he asked the students to clean up everything included the board.* The lesson was begun at 10.30 A.M,. Then he checked the attendance. After that, he gave a little joke to break the ice and to make the environment was sufficient to start the lesson.

After that, the teacher asked a student to come forward. He called it randomly. The student was asked to tell to their friends about her experiences while other students are asked to be silent and listen carefully to what is told their friend in front. He had to tell her experience about student orientation for 3 days. After she finished, the teacher called a student again to tell her experience about student orientation also. Two student come forward was not enough, he called a student again. This time the student had to tell about his experiences on vacation with his family.

After the story was over, in the core activity, he asked his students to answer about what kind of text if the stories of their friends were written. Because seeing many students were silent, quickly he called on one student randomly. The student replied that the text would be a recount text. Then he called another student again and asked with the same question. The students then replied with the same answer as well. *After that he went to the board and wrote recount in normal usage of big and small letters at the center of the board confirming his students answer and said that the day they would study recount text.* 

Despite the fact that that subject has been learned before to them in junior high school, he was certain that some of them were a little forget about it. On that day he just reminded them all about this text because the students must understand about this kind of text since this content is generally show up in national examinations. Then he pointed one of students and asked about the generic structure of the text. The student did not know at all. Then he asked to the other student who he considered smart. That time, the answer was correct. She mentioned it consists of orientation, events, and reorientation. But the pronunciation was wrong between even and event. Then he wrote the word even or event which is the student is wrong to pronounce it on the board. And then he asked to the students how to pronounce it together and showed the correct. To check their understanding about the kind of text, the teacher asked to the all students about what the orientation, events, and reorientation are in the recount text.

After giving the understanding the generic structure of the text, they were questioned how the generic structure of the last student's story that was his vacation with the family because the story was so impressive. He pointed to one student and asked about the orientation and the other students were asked the events and the reorientation.

After that in the post activity, he asked to open the worksheet and look the sample of the recount text. Then they were asked to identify the generic structure of text recount and to find specific information from the text. After they finished reading and identifying the text, he asked again to his students one by one randomly about the generic structure, which one the orientation, what the events were, and which one the orientation from the text. And the last he asked about what the information from the text that they got. That time, for this question teacher did not ask randomly but who wanted answer.

Because the time was almost over, he closed the lesson. And he left the board with the condition was not erased.

For this meeting, teacher's board management is shown by the table below.

1				
	No.	Teacher's Board Management To Be Observed	YES	NO
	1.	Techniques: Using the board		
		a. Starting each day with a clean board	V	
		<ul> <li>b. Planning the board use (before the lesson, make a sketch plan of the board usage by drawing rectangle and make a list of exactly what will go in each or as the teacher make a lesson plan, does he decide whether the teacher will write on the board and when he/she will do it.)</li> </ul>		V
		c. Dividing the board into sections		V
		d. Using handwriting and sentence case	V	
		e. Checking out the clarity of your writing		V
		<ul> <li>f. Ensuring students' success at the board <ul> <li>Sharing the ownership of the board</li> <li>checking students' access to the board before they write on the board</li> <li>Doing a turn taking such as asking for volunteers to begin and then call on the rest, having students who have completed their turns at the board select student to replace them, and assign turn based on where students are sitting or where their names fall in the alphabet.</li> <li>announcing that one of the teaching strategies is to have students write at the board</li> </ul> </li> </ul>		V

 Table 4.2.2

 Observation Checklist of Teacher's Board Management

	and it will begin the activity by selecting some good responses to written there)	
	g. Using the board creatively	V
	h. Using graphic organizers to help structure text	V
	i. Using colour to purpose	V
	j. Drawing illustration	V
	k. Standing back to check	V
	1. Reviewing post-lesson	V
	m. Asking learners before erasing	V
	n. Erasing the board at the end of the class	V
2.	Technique: writing 'game-show' style (this technique gets its name from the fact that the position is reminiscent of a TV game-show hostess facing the audience and smiling at them while pointing out winning numbers or letters on a game board behind her.)	
	<ul> <li>a. Standing and facing the class to the left or right of the board, with back to the board at an angle of about 45 degrees</li> </ul>	V
	b. Varying eye contact between the board and students in the class.	V

From the table above, there are some techniques that teacher did. For example; Starting each day with a clean board. *Before the lesson was begun, he asked the students to clean up everything included the board.* And using handwriting and sentence case. *He went to the board and wrote recount in normal usage of big and*  small letters at the center of the board confirming his students answer and said that the day they would study recount text; Then he wrote the word even or event which is the student is wrong to pronounce it on the board.

c. Third meeting

No.	Stages	Learning Activity	Board	Duration
	~g		Activity	(Minutes)
1.	Pre-	- Greeting	Start a lesson	50'
	Activity	- Teacher	with clean	
		checked the	board	
		attendance list		
		- Telling a little		
		joke		
		- Some students		
		were asked to		
		tell to their		
		friends about		
		their		
		experiences		
2.	Mean-	- Teacher asked		30'
	Activity	some questions		
		to build up		
		background		
		knowledge		
		about recount		
		- Teacher wrote	Using	
		and explain the	handwriting	

Table 4.1.3 Learning Activity and Board Activity

			generic	and sentence	
			structure	case	
		-	teacher asked		
			the generic		
			structure of		
			each the		
			student's		
			experience		
5.	Post-	-	Students were		20'
	Activity		asked to		
			identify the		
			generic		
			structure of text		
			recount and to		
			find specific		
			information		
			from the text in		
			the workbook.		
		-	Teacher closed		
			the class		

The study began on Friday, 21<sup>st</sup> November 2014. Teacher came to the class X IIS 4. In the pre activity, the teacher greeted to everybody in the class and checked the absence of the students. *Before the lesson was started, he asked the students to clean up everything especially the board because the previous teacher did not erase the writing.* The lesson was started at 10.30 A.M, and that day he would give the lesson with the subject recount. This subject was taught like the previous class, X IIS 3. As usual, he showed a little joke like a stand up comedian until the class was sufficient to begin the lesson.

After that, the educator asked a few students to approach him. There are three students who were asked to approach around him. The three students were asked to tell to their friends concerning their experiences. While the others are asked to be noiseless and listen precisely to what was told their friends in front. The first and second students were solicited to tell the student orientation for 3 days. And the third student was asked to tell his holiday. Three of them told the story in turns

After their story was over, the teacher permitted the students to sit back. Although that subject has been explained before to them in junior high school, he was sure that some of them was a little forget about it. Then in the core activity, he tested a student by asking about what kind of text if the stories of their friends were written. The students gave correct answer, it was recount. Then the teacher gave feedback and said that that day they would learn recount. After that, randomly he asked about the generic structure of recount text. Some students did not know especially for the boys. But there are many students can remember it. And they know what orientation, events, and re-orientation are. *Then, the teacher wrote the generic structure on the board in normal usage of big and small letters*. And he also explained how to pronounce even and event because it had different meaning.

After understanding the generic structure of the text, they were questioned how the generic structure of their friends' story especially the part of events. He asked randomly and the story was chosen randomly.

In the post activity, students were asked to open their worksheet and to look the sample of the recount text. Then he asked them to identify the generic structure of the text and to find specific information from the text. After they finished reading and identifying, he asked their answer to random students in the class about which of the orientation, events, and reorientation from the text. Then he asked to do the task on their workbook because the time was almost over.

The bell was ringing. Students had not finished doing the task. So teacher made it as homework. Then he closed the lesson. And he left the board with the condition was not erased.

For this meeting, teacher's board management is shown by the table below.

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-				
	No.	Teacher's Board Management To Be Observed	YES	NO
	1.	Techniques: Using the board		
		a. Starting each day with a clean board	V	
		<ul> <li>b. Planning the board use (before the lesson, make a sketch plan of the board usage by drawing rectangle and make a list of exactly what will go in each or as the teacher make a lesson plan, does he decide whether the teacher will write on the board and when he/she will do it.)</li> </ul>		V
		c. Dividing the board into sections		V
		d. Using handwriting and sentence case	V	
		e. Checking out the clarity of your writing		V
		<ul> <li>f. Ensuring students' success at the board <ul> <li>Sharing the ownership of the board</li> <li>checking students' access to the board before they write on the board</li> <li>Doing a turn taking such as asking for volunteers to begin and then call on the rest, having students who have completed their turns at the board select student to replace them, and assign turn based on where students are sitting or where their names fall in the alphabet.</li> <li>announcing that one of the teaching strategies is to have students write at the board</li> </ul> </li> </ul>		V

Table 4.2.3Observation Checklist of Teacher's Board Management

	and it will begin the activity by selecting some good responses to written there)	
	g. Using the board creatively	V
	h. Using graphic organizers to help structure text	V
	i. Using colour to purpose	V
	j. Drawing illustration	V
	k. Standing back to check	V
	1. Reviewing post-lesson	V
	m. Asking learners before erasing	V
	n. Erasing the board at the end of the class	V
2.	Technique: writing 'game-show' style (this technique gets its name from the fact that the position is reminiscent of a TV game-show hostess facing the audience and smiling at them while pointing out winning numbers or letters on a game board behind her.)	
	<ul> <li>a. Standing and facing the class to the left or right of the board, with back to the board at an angle of about 45 degrees</li> </ul>	V
	b. Varying eye contact between the board and students in the class.	V

From the table above, there are some techniques that teacher did. For example; Starting each day with a clean board. *Before the lesson was started, he asked the students to clean up everything especially the board because the previous teacher did not erase the writing.* Then, using handwriting and sentence case. Then, the teacher wrote the generic structure on the board in normal usage of big and small letters.

d. Fourth meeting

No.	Stages	Learning Activity	Board	Duration
110.	Stages	Learning Activity	Activity	(Minutes)
1.	Pre-	- Greeting	Start a lesson	30'
	Activity	- Teacher	with clean	
		checked the	board	
		attendance list		
		- Telling a little		
		joke		
		- Teacher asked		
		students to		
		underline the		
		verb of recount		
		text in their		
		worksheet		
		- Teacher asked	Using	
		the students	handwriting	
		about the tenses	and sentence	
		of recount and	case	
		wrote the		
		pattern on the		
		board		
2.	Mean-	- Students were		30'
	Activity	asked to		
		interview their		

## Table 4.1.4 Learning Activity and Board Activity

		partner about	
		their holiday or	
		student	
		oriented and to	
		take a note of	
		their friend's	
		answer.	
5.	Post-	- Teacher asked	30'
	Activity	students to	
		change their	
		note into a	
		recount text.	
		- Teacher closed	
		the class	

The study began on Thursday, 6<sup>th</sup> November 2014. Teacher came to the class X IIS 3. As usual in the pre activity, the teacher entered the classroom and greeted to everyone in the class, checked the attendance of the students, and checked the cleanliness the class before the lesson was begun. The lesson was begun at 10.30 A.M, and that day he would give the lesson with the subject recount again. Finished checking the attendance, as usual he did not forget to give a little joke like a stand up comedian at the beginning of learning as intermezzo. After it was enough to start learning, he reviewed the prior learning. What they had learned. Then he gave information about what they would be learned. That day they would learn the same content that was recount.

Then he asked to open the worksheet, Teacher asked students to underline the verb of recount text in their worksheet. Students did the task individually. After finished the task, he asked students how many words that was verb. Then, he asked students to read their answer one by one from the right end of the front bench. After everything was finished mentioning the verb, he asked the students about the tenses of recount and the reason based on the type of verb. Hearing one of the students said past tense and the reason. He confirmed it and said that the tenses were same with narrative. It used past tense because the event was in the past. Then he asked students the pattern of simple past to remind the students. Students answered then he went to the board and wrote the formula in normal usage of big and small letters. After that he asked about the pattern of past perfect. Students answered and he wrote the pattern on the board besides the pattern of simple past. Then he explained the different of those tenses.

The rest of the time in the core activity, students were asked to interview their partner about their holiday or student oriented and to take a note of their friend's answer. Students were very confused and shy if they must interview with using English at the first. So, the teacher gave a relief. They can ask with Bahasa Indonesia but they had to try to put some English words. They had to find more information by detail. After interviewed, he asked his students to change their note into a recount text. And before they wrote, he told to the students that they must use past tense like in narrative text because the event is in the past. And the deadline submit of the text was until the end of the lesson.

Because the time was almost over, who finished the work may come forward and told the story. At that time, two students were brave to tell their work. When the bell was ringing, teacher asked students to submit their work. Then he closed the lesson. And he left the board with the condition was not erased.

For the last meeting, teacher's board management is shown by the table below.

No.	Teacher's Board Management To Be Observed	YES	NO
1.	Techniques: Using the board		
	a. Starting each day with a clean board	V	
	<ul> <li>b. Planning the board use (before the lesson, make a sketch plan of the board usage by drawing rectangle and make a list of exactly what will go in each or as the teacher make a lesson plan, does he decide whether the teacher will write on the board and when he/she will do it.)</li> </ul>		V
	c. Dividing the board into sections		V

Table 4.2.4 Observation Checklist of Teacher's Board Management

d Using handwriting and sentence	V	
case		
e. Checking out the clarity of your writing		V
<ul> <li>f. Ensuring students' success at the board <ul> <li>Sharing the ownership of the board</li> <li>checking students' access to the board before they write on the board</li> <li>Doing a turn taking such as asking for volunteers to begin and then call on the rest, having students who have completed their turns at the board select student to replace them, and assign turn based on where students are sitting or where their names fall in the alphabet.</li> <li>announcing that one of the teaching strategies is to have students write at the board and it will begin the activity by selecting some good responses to written there)</li> </ul> </li> </ul>		V
g. Using the board creatively		V
h. Using graphic organizers to help structure text		V
i. Using colour to purpose		V
j. Drawing illustration		V
k. Standing back to check		V
l. Reviewing post-lesson		V
m. Asking learners before erasing		V
n. Erasing the board at the end of the class		V
1 0 0		
	<ul> <li>e. Checking out the clarity of your writing</li> <li>f. Ensuring students' success at the board <ul> <li>Sharing the ownership of the board</li> <li>checking students' access to the board before they write on the board</li> <li>Doing a turn taking such as asking for volunteers to begin and then call on the rest, having students who have completed their turns at the board select student to replace them, and assign turn based on where students are sitting or where their names fall in the alphabet.</li> <li>announcing that one of the teaching strategies is to have students write at the board and it will begin the activity by selecting some good responses to written there)</li> </ul> </li> <li>g. Using the board creatively</li> <li>h. Using colour to purpose</li> <li>j. Drawing illustration</li> <li>k. Standing back to check</li> <li>1. Reviewing post-lesson</li> <li>m. Asking learners before erasing</li> <li>n. Erasing the board at the end of the class</li> </ul>	casee.Checking out the clarity of your writingf.Ensuring students' success at the board-Sharing the ownership of the board-Sharing the ownership of the board-checking students' access to the board before they write on the board-Doing a turn taking such as asking for volunteers to begin and then call on the rest, having students who have completed their turns at the board select student to replace them, and assign turn based on where students are sitting or where their names fall in the alphabetannouncing that one of the teaching strategies is to have students write at the board and it will begin the activity by selecting some good responses to written there)g.Using the board creativelyh.Using colour to purposej.Drawing illustrationk.Standing back to checkl.Reviewing post-lessonm.Asking learners before erasing n.n.Erasing the board at the end of the class

from the fact that the position is reminiscent of a TV game-show hostess facing the audience and smiling at them while pointing out winning numbers or letters on a game board behind her.)	
a. Standing and facing the class to the left or right of the board, with back to the board at an angle of about 45 degrees	V
b. Varying eye contact between the board and students in the class.	V

From the table above, there are some techniques that teacher did. For example; Starting each day with a clean board. As usual in the pre activity, the teacher entered the classroom and greeted to everyone in the class, checked the attendance of the students, and checked the cleanliness the class before the lesson was begun. And using handwriting and sentence case. He asked students the pattern of simple past to remind the students. Then students answered and the teacher went to the board to write the formula in normal usage of big and small letters. After that he asked about the pattern of past perfect. Students answered and he wrote the pattern on the board besides the pattern of simple past. Then he explained the different of those tenses.

2. The Teacher's and the Students' Opinion about the Use of Board

Besides to know the teacher's board of management, the researcher conducted this research because the researcher also wants to know the opinions of students nowadays about board. The result of the opinion may increase the awareness of the use of board. The researcher follows Dobbs opinion about board in her book using board in English language teaching. The researcher has made questionnaires to proof her opinion. The questionnaire consist of eight statement relate to the Dobbs on her book "Using board in English language teaching" and Scrivener on her book "Classroom Management Technique".

The first statement is "Dobbs has noticed recently that board use in many U.S. schools is declining. In some schools, old boards are being allowed to decay; in many new classrooms, space devoted to boards is decreasing. Do you agree with that if it happens also in Indonesia?" This statement is based on the condition in the United States where the use of board is declining that Dobbs felt. Then the researcher supposes in Indonesia. The From 100 student respondents, 40 of them Agree with that statement and 60 others Disagree. It can be shown from the chart as follow;

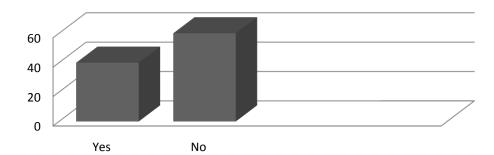
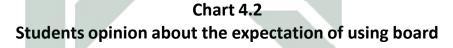
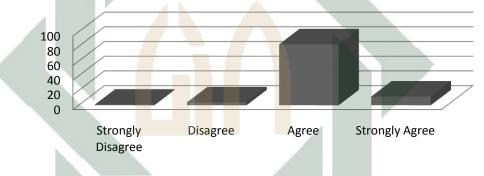


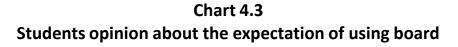
Chart 4.1 Students opinion about the need of board

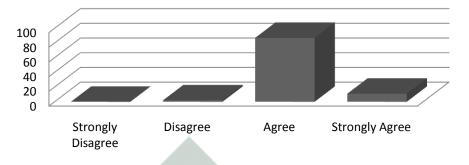
The second statement is "Do you agree the board can be a valuable teaching tool, and can be a way to record student input?" This statement is based on the Dobbs' book that the board can help teachers manage the classroom, can be a valuable teaching tool, and can be a way to record student input. Board considered a simple media. But for her it could be worth. From 100 students, 83 of them Agree with the statement and 12 of them Strongly Agree with the statement, 4 of them Disagree, and 1 student Strongly Disagree. It can be shown from the chart as follow;



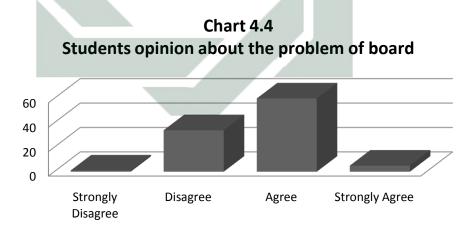


The third statement is "When classrooms have access to high tools, however, we should not use these tools at the expense of boards." This statement is also based on Dobbs' book. This statement is aimed that even teachers who have access to the newest technology, take another look at the humble board. From 100 student respondents, 87 of them Agree with the statement, 11 of them Strongly Agree with the statement and the others 2 Disagree with the statement. It can be shown from the chart as follow;

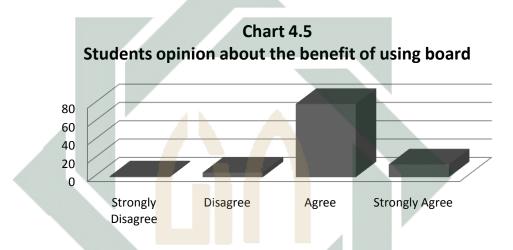




The fourth statement is "The board is the crucial central teaching tool, yet it's also one that gets little thought". This statement is based on Scrivener's book. It is considered that teacher almost forget board that it may be possible to get better at using it. From 100 students, 60 of them Agree with the statement, 5 of them Strongly Agree with the statement, 34 of them Disagree with the statement, and 1 respondent Strongly Disagreed. It can be shown from the chart as follow;



The fifth statement is "The board can help students learn by giving them more opportunities to generate language and more interaction with their classmates and the teacher". This statement is based on Dobbs' book. It is considered that by facilitating the students' use of the board, teacher can create multiple opportunities for them to interact with their peers and with the teacher and increase their share of classroom discourse. From 100 students, 14 of them Strongly Agree with the statement, 80 of them Agree with the statement, 5 of them Disagree with the statement, and 1 of them Strongly Disagree with the statement. It can be shown from the chart as follow;



The sixth statement is "When the teacher writes on the board, students whose learning is strengthened by visual stimuli benefit". This statement is based on Dobbs' book. It is considered that the student could be given one learning strategy considering they need a variety of learning experiences. From 100 students, 95 of them Agree with the statement, 3 of them Strongly Agree with the statement, and 1 of them Disagree and Strongly Disagree. It can be shown from the chart as follow;

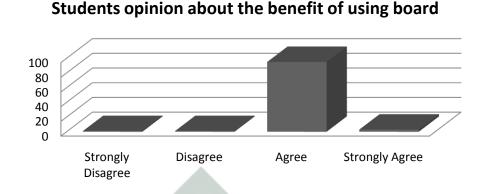
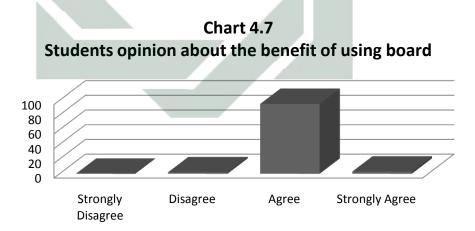


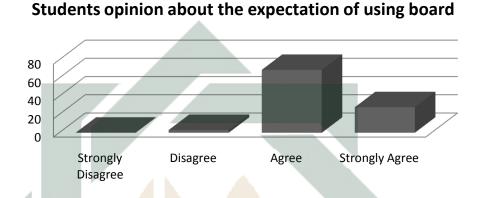
Chart 4.6

The seventh statement is "When students write on the board, students with whose learning is strengthened by hands-on, kinesthetic experiences benefit." This statement is based on Dobbs' book. It is considered that students not only can see something happening, they can physically active. From 100 students, 95 of them Agree with the statement, 3 of them Strongly Agree with the statement, and 2 others Disagree. It can be shown from the chart as follow;



The last statement is "Teacher must explore how the board can be used to help manage her / his classrooms more effective". This statement is also based on the Dobbs' book. It is considered that board can still offer many benefits if teacher explore the use. From 100 students, 69 of them Agree with the statement, 28 of them Strongly Agree with the statement, and 3 others Disagree with the statement. It can be shown from the chart as follow;

Chart 4.8



In addition, to support the data from the questionnaire, the researcher also take the data from interview. The interview was held to know the teacher opinion. So, the teacher is subject to be interviewed. And the list of question is same with questionnaire. Later both of data from questionnaire and interview were analyzed in discussion to answer the second research question of this study. The following paragraphs are the result of an interview.

The first statement is "Dobbs in her book say that she has noticed recently that board use in many U.S. schools is declining. In some schools, old boards are being allowed to decay; in many new classrooms, space devoted to boards is decreasing. Do you agree with that if it happens also in Indonesia?" For the first question, he replied that agreement or not it all depends on the conditions. But as he knows, it could be happened because of the fact that the use of the board was also decreased. It does not mean not used but it used only as necessary. And the fact that students are also bored with the board. Especially in the world of education technology continues to evolve

The second statement is "Do you agree the board can be a valuable teaching tool, and can be a way to record student input?" For the second question he said that it can be used for something more as long as to be adapted to the times because it cannot be denied that the era of increasingly sophisticated. He was hoping that he could use the board as Mario Teguh used on golden show ways on Metro TV. It is electronic board or we can say smart board. He imagines that every class has it would be more valuable.

The third statement is "When classrooms have access to high tools, however, we should not use these tools at the expense of boards." And he said that it should be so because we are also in the classroom every day and met with the board. Board is also still required to record the things that are important.

The fourth statement is "The board is the crucial central teaching tool, yet it's also one that gets little thought." Then he said yes, he confirming that all the time he saw the process of learning in all classes through the CCTV recordings, all teachers do not use the board but LCD projector. Board barely touched at all. Even if it touched, it is temporary. The fifth statement is"The board can help students learn by giving them more opportunities to generate language and more interaction with their classmates and the teacher." He answered that it could be. But he thinks it is not optimal. Students tend to be bored with the board. Seeing black and white. Why choose the hard way if we have the easy way. He gives Japan as the example. a person there, has a laptop in the class. Students nowadays are already integrated with technology

The sixth statement is "When the teacher writes on the board, students whose learning is strengthened by visual stimuli benefit." And his answer that it can be. But he prefers to learn on the outside than in the classroom because it is more effective to give visual benefit for students. Such as Civics lesson, teacher can take them to the Indonesian legislative assembly and see how our government works. They will understand more than just a theory in the classroom because they see directly.

The seventh statement is "When students write on the board, students with whose learning is strengthened by hands-on, kinesthetic experiences benefit." The answer is same with the previous. It can be. But he prefers to learn on the outside because it is more effective to give kinesthetic experience benefit for students. Such as Economics lesson, teacher can take them to the Indonesia stock exchange. They can learn directly rather than pretending like a trader or playing in class

The last statement is "Teacher must explore how the board can be used to help manage her / his classrooms more effective." In his opinion, teachers have to be more creative in that case. But how much in the field there are creative teachers. In the reality, not all teachers could be so. Board can be made more creative at certain moments. But it returned to the individual. Now all people switch from the old-style to a modernstyle. All teachers now use a laptop. Only certain people who like things that are classic. Ideally young age love new song, but there are also young age like old song but it is a few.

#### **B.** Discussion

From the findings, it can be found that teacher's Board management that usually done by the teacher and the students' and teachers' opinion about board. In this part, the findings of the research are discussed and conducted with theories or previous studies.

1. Teacher's Board Management that is Usually Done by the Teacher

From the findings, it shows so many the absences of techniques using the board in the meetings. The teacher only did three points from observation checklist that are starting each day with a clean board, using handwriting and sentence case, varying eye contact between the board and students in the class. Those were shown in the four meetings.

The first point is starting each day with a clean board. Before the lesson was started, teacher asked the students to clean up everything and make sure the class was clean especially the board. He always did in all the meetings. It was a good start because based on Dobbs reminder that board leftovers can be very confusing to students.<sup>1</sup>

The second point is using handwriting and sentence case. In all the meetings, from the first meeting until the last meeting when the teacher wrote in normal usage of big and small letters. In examples; in the first meeting, when the teacher wrote the generic structure of narrative on the board and gave the title Narrative. In the second meeting, when he wrote the title of the subject "Recount" on the board, and when he explained even or event which is the student is wrong to pronounce it on the board. In the third meeting, when he wrote the generic structure of recount text on the board. In the last meeting, when he wrote the pattern of past perfect tense. According to Scrivener, it was good that the teacher using cursive handwriting, with normal usage of big and small letters, it helps train students to read handwriting in the real world.<sup>2</sup>

The last point that he did is varying eye contact between the board and students in the class. He only did in the first meeting, and in the other meetings the researcher could not find it. In the first meeting, when he wrote students answer on the board, occasionally he turned to ask more answers. What the teacher did is good because based on Scrivener,

<sup>&</sup>lt;sup>1</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 12

<sup>&</sup>lt;sup>2</sup> Jim Scrivener. *Classroom Management techniques*. Cambridge: Cambridge University Press, 2012. p 252

teacher can turn the head e a little to look at the board and write a few words then turn back, and shift the eye contact to talk with students.<sup>3</sup>

From 16 points in observation checklist, only 3 points that the teacher did that were starting each day with a clean board, using handwriting and sentence case, varying eye contact between the board and students in the class. Here the researcher can conclude that the teacher did not use optimally and barely touch the board (see table 4.1.1 - 4.1.4) because the 13 points is not done whereas those can be potentially done in the all meetings. Those points of technique that the researcher could not find in the process teaching and learning may help teacher to use board more effectively and efficiently. They are;

- a. Planning the board. Teacher can make a sketch plan of the board usage by drawing rectangle and make a list of exactly what will go in each.
- Dividing the board into sections. Dividing the board can make the board work organized.
- c. Checking out the clarity of the writing. Sometimes teachers need to check their writing because the thickness of the board pen can make some letters hard to read as the lines merge into each other.
- d. Ensuring students' success at the board. In most schools, the board has remained essentially as teacher's property but as part of democratizing the classrooms.

<sup>&</sup>lt;sup>3</sup> Jim Scrivener. *Classroom Management techniques*. Cambridge: Cambridge University Press, 2012. p 253

- e. Using the board creatively. To use the board creatively, teacher can use Blu-Tack to put up pictures, students' work, notices, flowers and other objects.
- f. Using graphic organizers. Graphic organizers such as tables, flowchart, bullet points, mind maps, and diagrams can make easier to see, read, and copy.
- g. Using color to purpose. Teacher can use other colors for specific purposes such as underlining, adding a phonemic transcription or highlighting some problem letters when spelling word.
- h. Drawing illustration. 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.
- i. Standing back to check. When teacher has written something, teacher can take some time to stand back and quietly read it through again to check.
- j. Reviewing post-lesson. At the end of a lesson, teacher can conclude together while writing the points of the learning or capture the whole board to see how readable later.
- k. Asking learner before erasing. Teacher has to make sure that everyone who needs to has finished reading and copying the written on the board before erasing.

- Erasing the board at the end of the class. Professional courtesy dictates that teacher must erase the board at the end of the lesson if other teachers will use the classroom.
- m. Standing and facing the class to the left or right of the board, with back to the board at an angle of about 45 degrees. No matter how attentive the students are, teacher will not want to turn the back to them for long periods of time. So, teacher has to stand with the body at a right angle.

Finally, to make the board more useful the teacher must explore and manage the board use. The teacher must aware that board can be a better teaching tool. Based on Dobbs, there are many ways the board can be used during class to support teaching.<sup>4</sup> And according to Scrivener, in order to help create the most engaging and useful learning environment, teachers need to learn new techniques, or perhaps relearn familiar ones, so that they are effective in classroom environment.<sup>5</sup> There are so many techniques using board that the teacher can learn. Board is one of teaching tool that gets little thought but it may be possible to get better because some very small changes can make board more effective.<sup>6</sup>

<sup>&</sup>lt;sup>4</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 4

<sup>&</sup>lt;sup>5</sup> Jim Scrivener. *Classroom Management techniques*. Cambridge: Cambridge University Press, 2012. p 3

<sup>&</sup>lt;sup>6</sup> Jim Scrivener. *Classroom Management techniques*. Cambridge: Cambridge University Press, 2012. p 251

2. The Teacher's and the Students' Opinion about the Use of Board

From the findings of the questionnaire of students' opinion, in the first question "Dobbs has noticed recently that board use in many U.S. schools is declining. In some schools, old boards are being allowed to decay; in many new classrooms, space devoted to boards is decreasing. Do you agree with that if it happens also in Indonesia?" the most of the students still want the board is still exist. There are 60 students who choose Disagree. Maybe they think that any sophisticated teaching tool but more importantly the quality of its teachers. But, not a few students wanted that board should be replaced with a more modern. There are 40 students who choose Agree. On the other hand from the findings of the interview, the teacher looks like board also wants to remain but he confirms that the board is used as necessary because he considered the development of advanced technology. However, according to Dobbs, high-tech tools not only is expensive to buy and maintain but requires electricity, varying degrees of technological skill, and accessories such as transparencies, film, and software programs.<sup>7</sup>

For the second question "Do you agree the board can be a valuable teaching tool, and can be a way to record student input?" 83 of 100 students consider the board could still be more useful teaching tool and can be a way to record student input. On the other hand, from the interview result with the teacher, He believes the board can be more

<sup>&</sup>lt;sup>7</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 1

useful teaching tool when every classroom has a smart board as Mario Teguh used on golden ways. But the old board is also still required to record the things that are important. This result agrees with dobbs that teacher can use the board to record messages they especially want their students to remember, to present new information, and to record what students say.<sup>8</sup>

Then the third question "When classrooms have access to high tools, however, we should not use these tools at the expense of boards." Most of them, there are 87 of 100 students support that even if a class has access to advanced technology such as overhead projectors, movie screens, TV, and computer monitors, teachers should not sacrifice the board. That means the students still need board activity even though the class has high technology tools and teacher. From interview result, the teacher is also aware of board that it is still very important though it is in the midst of advanced technologies. This result agrees with dobbs that boards can provide a public writing space that is immediately accessible to both teachers and students that it cannot be done by high-tech tools.<sup>9</sup>

In the fourth question "The board is the crucial central teaching tool, yet it's also one that gets little thought". Most of students, 60 of 100 students assume teachers nowadays do not pay attention to the board. Maybe they feel the teachers in the school have forgotten board. But on

<sup>&</sup>lt;sup>8</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 2

<sup>&</sup>lt;sup>9</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 1

the other hand of the result of interview with the teacher, he considered also that the use of the board is declining. It is what he saw the other teachers on the CCTV at school. The media got little forgotten. And he thinks that the board is unsuitable and too old-fashioned for students nowadays. The teacher may not think that board can be better. According to scrivener, the board has been so omnipresent through our childhoods and working lives that we almost forget that it may be possible to get better at using it.<sup>10</sup>

For the fifth question "The board can help students learn by giving them more opportunities to generate language and more interaction with their classmates and the teacher". Most of them, 80 of 100 students also think that the board helps students learn by giving more chance to generate their language and to get more interaction between students or teachers. They might think that using the board is not always teacher centered. On the other hand the teacher assumes that board s unsuitable and too old-fashioned for students nowadays. However, based on dobbs, by facilitating the students' use board, it can increase their share of classroom discourse or air time and create multiple opportunities for them to interact with their peers and with teacher.<sup>11</sup>

The sixth question "When the teacher writes on the board, students whose learning is strengthened by visual stimuli benefit" and the seventh

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

<sup>&</sup>lt;sup>11</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 3

question "When students write on the board, students with whose learning is strengthened by hands-on, kinesthetic experiences benefit". Most of them, 95 of 100 students believe that this media can reinforce visual and kinesthetic learning styles. Maybe they feel one of the benefits from board. On the other hand, from the interview result with the teacher, he think that even board has benefits to stimulate students' learning styles with visual or kinesthetic, he is more inclined to learn outside because students will get great experience and also those learning styles. According to Dobbs, because different students rely on different learning strategies, they need a variety of learning experiences.<sup>12</sup> Board can be an option.

And the last question "Teacher must explore how the board can be used to help manage her / his classrooms more effective". In the future, most of students, 69 who choose agree and 28 who choose strongly agree hope the teacher can more explore the board use. On the other hand based on the interview with the teacher, he said that teachers do not have to be creative to explore the board. It returned to the individual. He equalize such as the hobby of listening to music. Some like the old style and some like modern style. However, even teachers who have access to the newest technology, take another look at the humble.<sup>13</sup>

<sup>&</sup>lt;sup>12</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 2

<sup>&</sup>lt;sup>13</sup> Jeannine Dobbs. Using the Board in the Language Classroom. Cambridge: Cambridge University Press, 2001. p 3

However, the researcher prefers to the result of the questionnaire because the sample is more than the interview. Board can be more useful because very small changes can make the use of board more effective. Teachers should increase again the attention to the use of board although the class had been supported by advanced technology such as overhead projector, TV, and computer. Because of the data, many students think the number one is the teacher and it is not the media. So even though the media is simple, it can be special with creativity.