CHAPTER 1
INTRODUCTION

This chapter presents the discussion on the background of the study, research question, objective of the study, significances of the study, scope and limitation, and definition of the key terms.

A. Background of the Study

Information Technology (IT) continues to grow and becomes an important component in human activity. Such as in social life, financial, industrial businesses, and also education (Mariappan, 2019). The media permeates culture and is flooding people with information more and more expeditiously, especially in education. There is a rapidly growing recognition among educators around the world that teaching people to understand the media and their messages is essential. In education, learning media are essential for teachers to make teaching more effective by allowing students to explore information. Media is very diverse and not a new use in the classroom, but the emergence of relatively accessible media that enable students to create their own work, the rapid cross-border transmission of programs, and the concerted effort by several countries over the last 2 decades to develop national curricula (Christ & Potter: in Pentury et al., 2020).

There are many different types of media, but visual aids are the appropriate medium for students. Visuals aids commonly used to teach English are pictures, unrealistic or realistic objects, or teacher-made diagrams, posters, cartoons, and flashcards. There are guidelines that can be established for Media are those used to transmit information from a sender to a receiver in such a way that "the thoughts, feelings, and interests of the learner can be aroused to guide the learner's learning" (Anggraeni & Jolanda, 2018). Furthermore, Pentury et al., (2020) found that creative skills play an important role in language learning such as theater, music, story telling, projects, creative writing, and much more requires a lot of creativity and imagination. Creativity is a skill. The ability to create unique and innovative ideas and products. According to Davies et al.,

(2013) explained that such a creative attitude must include flexibility, freedom, and limitless possibilities. This refers to the fact that creative media in the learning and teaching process require lengthy processes of developing ideas, solving problems and receiving feedback from students. The use of creative media reinforces the role of teachers in motivating students in creative media classrooms as they strive to improve academic achievement (Oh, 2018). Therefore, Active interaction with educators is therefore crucial to the learning process. A key enabling feature of an educational environment that has undergone strong research is the nature of the teacher-students relationship. Based on Burnard et at teachers noted the need to foster an enabling environment in responding to children's creative activities (Davies et al., 2013).

Creativity is any activity that leads to innovative, useful, and easily understandable results. Creativity can be defined as new and useful results such as combining the unrelated into something new, or borrowing ideas and insights from one domain and adapting them to different contexts (Shin & Zhou in Meliala et al., 2021). The using of media in the teaching and learning process makes the flow of the process meaningful and interesting. This part describes the definition of teaching media, the function of teaching media, and the kinds of teaching media. Educational media is generally understood to mean tools that teachers can use to provide materials to students in the teaching and learning process in order to achieve specific learning goals. Unfortunately, many applications only handle one function and cannot be integrated with each other (Romero, 2018). A popular platform that is easy to use and provides applications in one place is Goggle Workspace (G-Workspace) for educational purposes. This is Google's suite of tools and services tailored to help schools and homeschools work together to simplify teaching and make learning safer (support.google.com). These tools provide applications that help students learn, including Gmail, Google Classroom, Calendar, Google Drive, Google Forms, Hangout Meet, and Jamboard (Basilaia, et.al., 2018).

Due to the radical shifts from traditional learning to modern learning, long-term learning implementation resulted in decreased students' learning motivation, especially for students who have never

experienced long-distance learning before (Thach et al., 2021). A study by Callaway (2012) found that students are fine with the online learning environment, but they face challenges when teaching online. The problem mainly lies in the lack of interaction between teachers and students because they do not meet in person (Jang & Kim, 2014). In classroom, it is certain that the teacher needs to use the application to make learning interesting by creative media and also needs media for teacher difficulty in delivering material if it is not supported by an application or LMS device. Thus, it is crucial to provide online learning tools that can create the convenience of online instructions. The solution to the problem is using Google Jamboard as Creative Media in English Classroom.

Google Jamboard is a digital whiteboard that has been integrated with various cloud services (Gourlay & Lemmons, 2021). In addition, Jamboard is here to facilitate collaboration between educators and students so that they can make learning more interesting and interactive in classroom (Virto & López, 2020). In line, students feel happy using the Google Jamboard media because it is clearer in providing explanations so that the material is easier to understand (Niladatika & Hasanuddin, 2021). Google Jamboard application is expected to be an alternative for English teachers in teaching material that requires detailed and can help students explore their ideas in learning process. The above statement is supported by the results of previous research conducted by Koiriyah & Aljasysyarin (2022) the results showed that many students agreed that the online platform Google Jamboard use very useful and easy to use. In another study, conducted by Niladatika & Hasanuddin (2021) the results showed that the interview results showed a positive attitude towards learning using Google Jamboard. In conclusion, the use of Google Jamboard in e-learning shows a positive response and acceptance by students. Thus, Google Jamboard is suitable as a digital tool to enrich teaching and learning methods.

B. Scope and Limitation

This research focuses on discussion about Digital Interactive Whiteboard Media, Google Jamboard as Creative Media in English Classroom as a method and conceptual framework (p.10-12). Data

sources in this study are limited to be acquired from 20 students in Grade 11th in SMA Negeri 4 Sidoarjo.

C.   Research Questions

Based on the background, the research question of the study can be stated by the follow question are:
1. What is the students' perceptions using Google Jamboard as Creative Media in English Classroom?
2. What are the teacher's perception using Google Jamboard as Creative Media in English Classroom?

D.   Objectives of the Study

There are objectives of this research it must be relevant to the question research. The objectives of the study are:
1. To find out students' perceptions using Google Jamboard as Creative Media in English Classroom; and
2. To find out teacher's perception using Google Jamboard as Creative Media in English Classroom.

E.   Significances of the study

Dealing with the objectives of the study, this study has significances which are relevant to English education field as follows:
a. For Teacher, this research shows that using Digital Interactive Whiteboard Media, especially Google Jamboard, will make teacher more creative and create a collaborative learning process, so that it can improve the quality of learning.
b. For Students, this research provides students additional insight into the importance of using Digital Interactive Whiteboard Media, especially Google Jamboard, to improve the quality of learning.
c. For Researcher, this research is to find out a description of using Digital Interactive Whiteboard Media, especially Google Jamboard on creative media in English Classroom.
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F.   Definition of the Key Terms

The The definition of key terms developed in this research functions as a guide for the readers and make the readers understand about some definition of the key terms in this research. The key terms are:

1. Google Jamboard is a digital whiteboard that has been integrated with various cloud services. Jamboard is here to facilitate collaboration in real time between educators and students so that they can make learning more interesting and interactive in virtual face-to-face activities. (Ramadhani, 2022); and

2. EFL or (English as a Foreign Language): This is particularly used to talk approximately students (whose first language is not English) learning and using English as an additional language in a non-English speaking country.