

INVESTIGATING THE EFFECTS OF
SMARTBOARD ON EFL LEARNERS'
MOTIVATION AND VOCABULARY
ACHIEVEMENT AT A SAUDI
UNIVERSITY

WAQAR AHMAD

DOCTOR OF PHILOSOPHY

UNIVERSITI MALAYSIA PAHANG



SUPERVISOR'S DECLARATION

I hereby declare that I have checked this thesis, and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Doctor of Philosophy.

(Supervisor's Signature)

Full Name : Dr. ZURAINA ALI

Position : ASSOCIATE PROFESSOR

Date :



STUDENT'S DECLARATION

I hereby declare that the work in this thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

A handwritten signature in black ink, appearing to read 'Waqar Ahmad', is written above a horizontal line.

(Student's Signature)

Full Name : WAQAR AHMAD

ID Number : PBS14007

Date :

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ABSTRAK

Smartboard semakin popular dalam bidang pengajaran dan pembelajaran bahasa Inggeris. Smartboard adalah alat yang berkesan untuk pengajaran dan pembelajaran Bahasa Inggeris yang kondusif yang mana ianya dapat menukarkan persekitaran tradisional di bilik darjah menjadi lebih menarik dan memberangsangkan. Smartboard kini banyak digunakan dalam proses pengajaran dan pembelajaran di seluruh pelusuk dunia dan juga di Arab Saudi. Sorotan kajian menunjukkan bahawa para pelajar Saudi biasanya kurang bermotivasi untuk mempelajari Bahasa Inggeris sebagai Bahasa asing. Kajian ini dijalankan untuk menyelidik kesan Smartboard pada pencapaian dan motivasi perbendaharaan kata terhadap pelajar-pelajar EFL di sebuah universiti Saudi. Kajian ini melibatkan 123 orang pelajar yang mendaftar dalam Program Tahun Persediaan di sebuah universiti sektor awam di Saudi. Objektif kajian ini adalah untuk mengkaji kesan Smartboard pada motivasi para pelajar EFL. Kajian ini turut bertujuan untuk mengenal pasti pencapaian perbendaharaan kata para pelajar EFL semasa belajar Bahasa Inggeris dengan bantuan Smartboard di dalam bilik darjah. Kajian ini menggunakan reka bentuk kuasi-eksperimen, di mana kumpulan intelek pelajar kukuh digunakan. Empat (4) kumpulan intelek kukuh dipilih, di mana dua (2) kumpulan disebut sebagai kelompok uji kaji dan dua (2) lagi sebagai kumpulan kawalan. Pelajar kelompok uji kaji telah diajar menggunakan Smartboard manakala pelajar kumpulan kawalan diajar dengan papan tulis tradisional, kaedah pen dan buku. Pembelajaran tersebut diberikan selama enam (6) minggu. Ujian pencapaian perbendaharaan kata, dan dua (2) borang soal selidik (A & B) digunakan untuk mengumpul data kuantitatif manakala temu bual separa berstruktur digunakan untuk mengumpul data kualitatif. Data kuantitatif telah dianalisis menggunakan perisian Statistical Package for Social Sciences (SPSS) v21, manakala data kualitatif dianalisis dengan perisian MAXQDA 2018. Semasa mengkaji keputusan ujian pencapaian perbendaharaan kata, didapati pelajar-pelajar kelas kelompok uji kaji dalam ujian pencapaian perbendaharaan kata mereka mencapai skor min yang lebih tinggi daripada skor min pelajar kumpulan kawalan. Ujian t-sampel bebas digunakan untuk mengukur perbezaan antara kedua-dua kumpulan dan mendapati terdapat perbezaan yang signifikan pada ($\alpha = 0.05$) dalam skor min keseluruhan bagi ujian pasca di antara kelompok uji kaji dan kawalan, yang memihak kepada kelompok uji kaji iaitu pelajar yang belajar melalui Smartboard. Sejajar dengan itu, ANOVA sehala digunakan untuk menilai dan membandingkan skor min kelompok uji kaji dan kawalan pada hasil kajian pasca rawatan mereka, dan perbezaan antara dua (2) kelompok didapati signifikan pada tahap 0.05. Oleh itu, keputusan soal selidik A menyatakan bahawa subjek (responden) kelompok uji kaji adalah bersemangat dan bermotivasi berbanding dengan pelajar kumpulan kawalan. soal selidik A menyatakan bahawa subjek (responden) kelompok uji kaji adalah bersemangat dan bermotivasi berbanding dengan pelajar kumpulan kawalan. Hasil soal selidik B memperlihatkan bahawa kadar tindak balas positif keseluruhan adalah 75.31%, yang menunjukkan bahawa majoriti peserta telah bersetuju dengan kenyataan tersebut. Selain itu, data yang dihasilkan daripada temu bual para peserta membuktikan hampir semua subjek bagi kumpulan percubaan menganggap Smartboard menjadi satu tambahan yang signifikan pada kehidupan akademik mereka dan kelebihan yang mereka peroleh dengan bantuan Smartboard tidak ternilai. Oleh itu, penggunaan Smartboard di dalam kelas Pembelajaran Bahasa Sebagai Bahasa Asing bagi para pelajar Saudi didapati amat berguna untuk memberikan input yang mudah difahami dalam persekitaran pemantauan yang kurang. Maka, hasil kajian itu membuktikan bahawa Smartboard meningkatkan penyertaan dan penglibatan para pelajar Arab Saudi dalam kelas Bahasa Inggeris mereka.

ABSTRACT

Smartboards are getting increasingly popular in the field of English language teaching and learning. The Smartboard is an effective tool for conducive teaching and learning English that has turned the traditional environments of the classrooms to be more interesting and encouraging. Smartboards are now widely used in the teaching and learning process all over the world and also in Saudi Arabia. Literature reviews suggest that Saudi students usually lack motivation for studying English as a foreign language. This study plans to investigate the impact of Smartboard on EFL learners' vocabulary achievement and motivation at a Saudi university. The study involves 123 students enrolled in a Preparatory Year Program at a public sector Saudi university. The objective of the study is to examine the effects of Smartboard on EFL learners' motivation. The study also aims to identify the EFL learners' vocabulary achievement when learning English with the help of Smartboard in the classroom. The study employed a quasi-experimental design, whereby intact group of students were used. Four (4) intact groups were selected, in which two (2) of the groups were termed as experimental groups and the other two (2) as control groups. The experimental group students were taught using the Smartboard while the control group students were taught with the traditional whiteboard, pen and book method. The treatment was given for six (6) weeks. Vocabulary achievement test, and two (2) questionnaires (A & B) were used to collect quantitative data whereas semi-structured interviews were used to collect qualitative data. The quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) v21 software, whereas the qualitative data were analyzed with MAXQDA 2018 software. While examining the results of the vocabulary achievement test, it was found that the experimental group learners in their vocabulary achievement test attained a higher mean score than the control group learners' mean score. Independent samples t-test was used to measure the difference between the two groups and it was found that there is a significant difference at ($\alpha = 0.05$) in the total mean score of the post-test between the experimental and control group, in favour of the experimental group, who learned via the Smart Board. Correspondingly, one-way ANOVA was utilized to evaluate and compare the mean score of the experimental and control group on their post-treatment survey results, and the difference between the two (2) groups was found to be significant at 0.05 level. Thus, the results of Questionnaire A revealed that the subjects of the experimental group are enthusiastic and motivated as compared to the control group students. Results of Questionnaire B exhibits that the overall positive responses rate is 75.31%, which indicated that the vast majority of the participants agreed to the statements. Moreover, the data yielded from the participants' interviews revealed nearly all the subjects of the experimental group considers Smartboard to be a significant addition to their academic life and the advantages they have attained with the help of Smartboard are countless. Thus, the use of the Smartboard in the Saudi EFL classrooms has been found to be helpful to provide comprehensible input in low filter environment. The results of the study therefore, ascertained that the Smartboard enhanced the participation and involvement of the Saudi EFL learners in their English classes.

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LIST OF ABBREVIATIONS

CITC	Communication and Information Technology Commission
CEFR	Common European Framework of References for Languages
EFL	English as a Foreign Language
ELI	English Language Institute
ELT	English Language Teaching
EDA	Exploratory Data Analysis
GDP	Gross Domestic Product
KSA	Kingdom of Saudi Arabia
MCQs	Multiple Choice Questions
MoHE	Ministry of Higher Education
PYP	Preparatory Year Program
OUP	Oxford University Press
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences

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