PRE-SERVICE TEACHERS' PRESENTATION USING SMARTBOARD: AN EXPLORATION OF EXPERIENCE AND PERCEPTION

THESIS

Submitted in Partial Fulfillment of the
Requirement for Gaining the Degree of
Bachelor of Education in English Language
Education

Organized by:

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EDUCATION AND TEACHER TRAINING FACULTY
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Wassalamu'alaikum Wr.Wb.

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ABSTRACT

Title : **PRE-SERVICE TEACHERS'PRESENTATION USING SMARTBOARD: AN EXPLORATION OF EXPERIENCE AND PERCEPTION**
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Smartboards as technological tools have become increasingly essential for enhancing teaching quality and supporting interactive classroom presentations. This study explores the experiences and perceptions of pre-service teachers regarding the use of smartboards during their teaching practices. A qualitative research design was employed, involving semi-structured interviews with four seventh-semester English Education students at MTsN 2 Kota Semarang. Thematic analysis was used to identify key patterns and insights. The findings revealed that pre-service teachers had positive experiences, including those gained through microteaching classes, self-presentation practice and participation in pedagogy training. In addition, the study also revealed positive perceptions of smart whiteboards, particularly regarding features such as interactive touchscreens, multimedia integration, and real-time modification of content. This study underscores the importance of incorporating hands on training in educational technology within teacher education programs to equip future educators with the skills necessary for effective teaching in modern classrooms. Future research could explore a larger and more diverse sample to generate broader insights and investigate the long-term impact of smartboard use on teaching effectiveness and student outcomes.

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Keywords: *Classroom presentations, Educational technology, Pre-service teachers, Smartboards, Teaching practices.*

MOTTO

Believe in the power of continuous growth and self-improvement, no matter where life takes me. Every challenge is an opportunity to learn, every experience a stepping stone toward becoming better. With unwavering dedication, I want to contribute meaningfully to the field of education, inspiring others and fostering positive change for a brighter future.

Salah satu sumber kebahagiaan sejati adalah merasakan lelah setelah berjuang dengan sepenuh hati untuk mengejar berkah melalui kegiatan yang bernilai ibadah. - **Aldilla Dharma**

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The researcher realizes that the thesis has some limitation, and looks forward to receiving constructive comments and criticism from all sides related to this thesis work. Ultimately, the researcher hoped this thesis will be used for future research.

Semarang, 20 December 2024

Rizka Ayu Cahya Ningrum

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CHAPTER I
INTRODUCTION

This chapter includes the background of the research, the rationale for selecting the topic, the research questions, the objectives of the study, the limitations of the research, and the significance of the study.

1. Background of the Study

Technology has become a crucial component in education, serving as a tool to enhance teaching effectiveness and improve student learning outcomes. Its integration into the curriculum aims to support innovative teaching methods and create more engaging learning environments. For educators, mastering technology, such as smartboards, is no longer optional but a necessity to meet the demands of modern classrooms. The main purpose of this integration is to embed the use of technology in the teaching process to support better learning. In other words, technology has become an integral part of the learning experience, which has a huge impact on the role of educators, from preparation to execution of the learning process. Maderick (2016) has reviewed the importance of incorporating technology in pre-service teacher education. He emphasized that technological mastery and theoretical understanding are key elements for educators in using technology effectively in the modern classroom.

In the world of education, teachers play a major role in the success of learning. Teachers are required to be able to convey learning material clearly and interestingly so that students can understand the material well. Therefore, an effective presentation ability is an important skill for a teacher. Before going directly into the world of education, pre-service teachers need to undergo training to hone pedagogical skills, including the ability to deliver material and manage the classroom. During this process, pre-service teachers are also expected to be able to adapt to the times, one of which is through the use of technology as a learning support.

One example of technology that is effective in supporting the learning process is the smartboard. Smartboard is an innovative device like a smart whiteboard that is able to display visual images, videos, and various other features that can be utilized as needed. The use of smartboard in learning provides many benefits. Yalman & Basaran (2021) identified three main functions of smartboards in education; increasing student achievement, time efficiency, and student creativity through multimedia. In this context, pre-service teachers need to understand the integration of technologies such as smartboards to face the demands of the modern classroom. Because the integration of this technology allows for more interactive and innovative teaching, supporting the optimal achievement of learning objectives (Chau et al., 2020).

In addition to being required to operate technology such as smartboards, pre-service teachers must also possess strong presentation skills. Presentation is a crucial element for pre-service teachers, because teachers' communication effectiveness has been proven to positively correlate with their credibility, students' perceived competence, and academic achievement. Furthermore, there is a significant relationship between students' perceptions of their teachers' communication behavior and their attitudes toward the subjects being taught. Thus, mastering presentation skills is an essential step in preparing pre-service teachers to become effective educators (Bower et al., 2013).

Presentation skills are a critical aspect of the educational field (Haenilah et al., 2023). Presentations are not only a method of delivering lesson materials but are also often used in various classroom contexts to assess students' understanding. The role of teachers in teaching students how to deliver effective presentations is crucial in helping to enhance their academic and professional abilities (Sciences & Journal, 2022). To achieve this goal, proper training is necessary for pre-service teachers to equip them with adequate presentation skills. Through such training, pre-service teachers will not only be able to deliver material in an engaging and clear manner but also motivate students to actively participate in the learning process.

This study aims to explore the experiences and perceptions of pre-service teachers regarding the use of smartboards as a tool to support their presentations. The experiences referred to encompass various presentation activities that pre-service teachers have undertaken in different opportunities or events, which are then summarized by the researcher. Meanwhile, the perceptions investigated include the views and opinions of pre-service teachers regarding the benefits and features they experienced while using smartboards during their presentations.

Several previous studies have examined the experiences and perceptions of pre-service teachers in integrating technology into the learning process. One such study was conducted by Ebersole, (2019), who explored the experiences of pre-service teachers using technology in teaching English to children. The findings showed that pre-service teachers had positive perceptions of using technology. They believed that technology could enhance student engagement and create an interactive, active, and conducive learning atmosphere. Despite concerns about the negative impacts of technology exposure, the teachers acknowledged its benefits and reported increased confidence in utilizing technology to support teaching.

Additionally, a study by Kuru Gönen (2019) explored the experiences of pre-service teachers and students in integrating

technology into foreign language classrooms during a 12-week practicum in Turkey. The study aimed to investigate how guided and reflective practices could help pre-service teachers leverage technology to improve language learning. The results indicated that technology integration not only enhanced language skills such as speaking and vocabulary but also created a more interactive classroom atmosphere and encouraged active student participation.

Furthermore, several studies have explored the perceptions of pre-service teachers regarding the integration of technology into education. One such study was conducted by Sabgini & Triastama Wiraatmaja (2022) which investigated the perception of pre-service teachers on integrating technology into English language teaching for children. The study aimed to understand how pre-service teachers view technology in the classroom and its impact on the teaching and learning process. The findings revealed that pre-service teachers perceive technology as a tool that can enhance student engagement and create a more enjoyable learning experience. Despite concerns about the potential negative impacts of technology, the teachers acknowledged its benefits and felt more confident in applying it in the classroom.

In line with this research, Spaulding (2013) examined the perceptions of pre-service and in-service teachers regarding the benefits and integration of technology in classroom

teaching. The study compared the attitudes of pre-service teachers toward anticipated technology integration practices with the self-reported practices of experienced teachers. The findings indicated that pre-service teachers displayed higher levels of confidence and more positive views about the benefits of technology for teaching and learning compared to in-service teachers. However, these perceptions were influenced by the technological skills of the participants, with those possessing above-average skills demonstrating better attitudes.

On the other hand, a study by Aslan & Zhu (2015) explored the perceptions of pre-service teachers in Turkey regarding the integration of Information and Communication Technology (ICT) into teacher education. The study aimed to understand pre-service teachers' views on ICT infrastructure, ICT-related courses in teacher education programs, and how these perceptions affected teaching practices. The findings highlighted the importance of practical experience and ongoing training in improving the effectiveness of ICT integration in education.

Based on the studies previously mentioned, this research aims to complement the existing insights by focusing specifically on the use of smartboards in the context of pre-service teachers' presentations. While prior studies, such as those by Liz Ebersole (2019), Kharisma Naidi Warnanda

Sabgini and Triastama Wiraatmaja (2022), as well as Aydın Aslan and Chang Zhu (2015), emphasized the experiences and perceptions of pre-service teachers regarding the general integration of technology into learning, this research identifies several gaps that need to be addressed.

Most previous studies did not explicitly mention the specific types of technology used by pre-service teachers or their functions in the teaching process. For example, the studies conducted by Ebersole (2019) and Sabgini & Wiraatmaja (2022) focused on increasing student engagement through technology without providing specific details about the devices or tools used. Similarly, the research by Aslan and Zhu (2015) discussed the importance of ICT-related courses in teacher education but emphasized infrastructure and general technological skills rather than practical exploration of specific technologies in learning.

This research seeks to make a novel contribution by focusing on the smartboard as a specific tool for classroom presentations among pre-service teachers. By exploring their experiences and perceptions of smartboards, this study identifies the potential benefits of this technology in supporting their presentations, including its ability to enhance interactivity, time efficiency, and the appeal of learning materials. This gap highlights the limited research on integrating smartboards as presentation tools in pre-service

teachers' teaching practices. Therefore, this study aims to fill this gap and provide more detailed insights into how this specific technology can contribute effectively and innovatively to enhancing teaching and learning in the classroom.

2. Research Questions

Based on the study's background, the issues can be articulated as follows:

1. What are the experiences of pre-service teachers regarding the Smartboard usage in supporting their presentation during teaching practices?
2. How do pre-service teachers perceive the integration of Smartboard technology in supporting their presentations during teaching practices?

3. Objectives of the Study

Based on two research questions of this research, the researcher investigates three objectives. In relation to the aforementioned issues, the goals of this research are as follows:

3. To know what are the experiences of pre-service teachers'regarding the smartboard usage in supporting their presentation during teaching practice.

4. To know how pre-service teachers perceive the integration of Smartboard technology in supporting their presentations during teaching practice.

4. Significances of the Study

This research on pre-service teacher experiences and perceptions in using smartboards to support their presentations conducted at MTsN 2 Kota Semarang has significant implications for various stakeholders in the educational community. The researcher hopes that the results of this study will be beneficial for others, providing valuable insights and practical references. Furthermore, it is anticipated that individuals interested in this topic will gain a deeper understanding and enriched perspectives from the findings presented in this study. The findings of the study are claimed to be significant to:

1. For Teachers

   The finding can help pre-service teachers enhance their proficiency in using Smartboard technology for teaching purposes. This will improve their presentation skills, enabling them to create more engaging and effective learning environments. Additionally, they will gain confidence in integrating technology into their teaching practices.

2. For Students

   Students will benefit from more interactive and engaging learning experiences facilitated by Smartboard technology. This can lead to better skill development, improved understanding of concepts, and increased motivation for learning.

3. For Educational institutions

   Educational institutions can utilize the insights from this research to design effective training programs focused on Smartboard integration for pre-service teachers. This will contribute to improving teaching quality and student learning outcomesm for parents.

4. For Future researcher

   Future research can build on these findings to explore innovative approaches to integrating Smartboard technology into teacher education programs. This will encourage continuous improvement in teaching methodologies and educational technology, fostering advancements in the field.

5. Limitation of the Study

This study was conducted in the context of MTsN 2 Kota Semarang and specifically focused on the experiences and perceptions of pre-service teachers regarding the use of Smartboards as a presentation tool during teaching practice. While the findings of this study may provide valuable

insights into the benefits of this technology in enhancing quality of the teaching presentations, generalization to other schools or different educational contexts may be limited.

Additionally, this study involved only four seventh semester students from the English Education program who were conducting teaching practice at MTsN 2 Kota Semarang. Thus, the findings do not encompass the experiences or perceptions of other pre-service teachers, including those from different educational institutions or study programs.

This study also has temporal limitations, as the data were collected during a single teaching practice period in a specific semester. Therefore, changes or developments in pre-service teachers' perceptions and experiences regarding the use of smartboards over a longer time frame were not analyzed. Furthermore, the data in this study were based on interviews of participants, which poses limitations in external validation or triangulation with other sources. The study's results may also be influenced by participants' perceptual biases toward the technology used.

Another limitation is that the research focuses solely on the use of smartboards as a presentation tool in English language teaching. Therefore, the findings cannot represent the integration of technology in other academic

disciplines or broader teaching methods. These limitations should be taken into account when interpreting the study's findings and applying them to other educational contexts. By understanding these boundaries, the study is still expected to contribute to the development of technology-based teaching and more effective training for pre-service teachers.

CHAPTER II
REVIEW OF RELATED LITERATURE

Chapter II includes various prior studies, theories, and references that are relevant to the research.

1. Previous Research

This study aims to explore the pre-service teachers' experiences and perceptions of using smartboards in their presentation practices. Accordingly, the researcher decided to use TAM as the reference theory. The grand theory underlying this research is the Technology Acceptance Model (TAM), which serves as the foundation for understanding readiness and attitudes toward adopting new technologies. TAM focuses on the factors that influence an individual's behavioral intention to adopt and use new technology. This model posits that specific factors can shape decision-making regarding how and why individuals are willing to use emerging technologies. The primary factors highlighted in TAM are Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

According to Davis (1989), Perceived Usefulness (PU) refers to the extent to which the use of a technology is believed to enhance the performance or bring benefits to its users. This aligns with the goal of this study, which seeks to explore perceptions related to the integration of technology, particularly smartboards, in teaching practices. Similarly,

Perceived Ease of Use (PEOU) is defined by Davis (1989) as the degree to which a person believes that using a system would be free of effort and easy to operate. This factor resonates with the objective of the study, as it aims to examine the experiences of pre-service teachers in using technology, specifically the smartboard, during their teaching practices.

Numerous studies have explored topics related to pre-service teachers' experiences and perceptions of using smartboards and other technologies in the teaching and learning process. For instance, study from Ebersole (2019), who examined pre-service teachers' experiences of integrating technology into English language teaching for children. The study aimed to understand pre-service teachers' perceptions of technology use in the classroom and its impact on the teaching and learning process. The results showed that the teachers had a positive perception of technology integration, which they perceived to increase student engagement and create a more interactive learning experience. They felt that technology makes students more active and creates a conducive learning atmosphere. Despite concerns about the negative impact of technology exposure, teachers recognize the benefits and feel more confident in using technology to support teaching.

Furthermore, research on pre-service teachers' experiences with technology integration has also been explored by Ruggiero & Mong (2013) during their teacher education

programs across five universities in the United States. The study utilizes Bloom's Revised Taxonomy to analyze perceptions, identifying three core themes: pre-service teachers recognize technology as a practical tool, apply it within controlled environments, and face challenges in creating meaningful integration experiences. Despite mandatory technology courses, the study reveals gaps in preparing future teachers for real-world application, emphasizing the need for systemic integration of technology in methods courses, collaborative learning environments, and partnerships with K-12 schools to improve practical training.

Another similar study by Kuru Gönen (2019) also explores the experiences of pre-service teachers as well as students in integrating technology into foreign language (FL) classrooms during a 12-week practicum in Turkey. This study aims to investigate how guided and reflective practices can support pre-service teachers in utilizing technology to enhance language learning. The findings reveal that technology integration not only improves language skills such as speaking and vocabulary but also creates an interactive classroom atmosphere and encourages active student participation. However, challenges such as technical issues, limited access to technological tools, and large class sizes remain obstacles that need to be addressed. This study highlights the importance of hands-on training, reflective practices, and

adequate infrastructure support to optimize technology integration in foreign language teaching.

In addition, Aslan & Zhu (2015) explore the perceptions of pre-service teachers in Turkey towards the integration of Information and Communication Technology (ICT) in teacher education. The study aimed to explore their views on ICT infrastructure, ICT-related courses in teacher education programs, and the impact of these perceptions on teaching practices. The results revealed that although courses such as Computer I & II and Instructional Technologies and Material Development were considered important, many participants felt the need to extend the duration and increase the practical application of these courses. Limited ICT experience and skills were the main barriers, with participants emphasizing the importance of pedagogical knowledge to effectively integrate ICT into teaching. This study highlights the need for more practical opportunities, continuous training and better infrastructure to optimize the use of ICT in education**.**

Still related to the previous research, Sabgini & Triastama Wiraatmaja (2022) conducted a study at Universitas Muhammadiyah Malang investigating pre-service teachers' perceptions of technology integration in English language teaching for young learners. The research employs a mixed-methods approach, combining quantitative data from questionnaires and qualitative insights from in-depth

interviews. Findings indicate that pre-service teachers generally hold a positive perception of technology use in the classroom, believing it enhances student motivation and engagement. While half of the participants agreed that all students should use ICT in the classroom, concerns were raised about overexposure to technology and the necessity for balance with hands-on learning experiences. The study emphasizes the importance of teachers' perceptions in successfully integrating technology and suggests that pre-service teachers are ready to effectively incorporate technology into their teaching practices, provided they use it wisely to mitigate potential negative impacts on learners.

Similarly, Spaulding (2013) examines the perceptions of pre-service and in-service teachers regarding the benefits and integration of technology in classroom instruction. The study compares the attitudes of pre-service teachers toward anticipated technology integration practices with the self-reported practices of in-service teachers. Findings reveal that pre-service teachers exhibit higher confidence and more positive perceptions of technology's benefits for teaching and learning compared to in-service teachers. However, these perceptions are influenced by the participants' reported technology skill levels, with those possessing above-average skills demonstrating more favorable attitudes. The research underscores the importance of ongoing professional

development and targeted training to enhance teachers' readiness and ability to integrate technology effectively in educational settings.

Furthermore, Avsec & Ferk Savec (2021) investigate the perceptions and experiences of pre-service teachers in Slovenia with technology-enhanced transformative learning towards Education for Sustainable Development (ESD). Their study examines how self-directed learning and design thinking serve as moderators in transformative learning. Findings suggest that critical reflection, self-awareness, risk propensity, openness to diversity, and social support are essential to fostering transformative learning. Self-directed learning was found to significantly influence transformative outcomes among pre-service science teachers, while design thinking exhibited balanced development across diverse student abilities. This research emphasizes the need for innovative pedagogies, collaborative spaces, and ICT integration to advance ESD effectively.

In the other hand, Baek & Sung (2020) examine the perceptions of pre-service teachers in South Korea regarding their technology competencies based on the new ISTE technology standards. The study aimed to assess the levels of technology competence among pre-service teachers and their perceptions of technology integration during their teacher preparation programs. The findings indicated that the overall

mean score for technology competencies was low, suggesting that pre-service teachers felt they rarely utilized technology effectively in their teaching roles. Participants reported learning technology integration skills primarily from the Internet and self-teaching, highlighting a gap in formal training. The study emphasizes the need for improved technology curricula in teacher education programs, including more practical applications and collaborative opportunities with in-service teachers to enhance readiness for technology integration in teaching and learning processes.

Similarly, Yang & Alicia (2022) also examine about the competences of pre-service teachers. The study aimed to analyze their self-perceived competencies in basic technological literacy, technical support for learning, and technical support for teaching. Results showed that in-service teachers demonstrated higher digital competence than pre-service teachers, particularly in areas requiring practical application. Socio-demographic factors such as age, educational background, and years of teaching experience significantly influenced perceptions of digital competence. However, ICT training courses had limited impact on improving practical teaching competencies. The study highlights the need for well-designed ICT training programs and university-level interventions to enhance digital competency education and practice among teachers.

2. Literature Review

To support this research, some literature reviews are presented. In addition, a literature review is used to discuss and point out some ideas that can be based on this research.

A. Pre-service Teachers' Experiences and Perceptions of Technology Integration

Pre-service teachers' experiences and perceptions play an important role in the successful integration of technology in teaching practice. Previous research shows that hands-on experience with technology during training can help build technical and pedagogical competencies and shape positive perceptions towards the use of technology in teaching. By providing pre-service teachers with adequate access to interact with various technology tools and platforms, they can develop the necessary skills to effectively implement technology in the classroom.

1) Pre-service Teachers' Experiences

According to Spaulding (2013), pre-service teachers' experiences involving technology, such as micro-teaching training, have a significant impact on building their confidence. These trainings not only improve pre-service teachers' technical skills, but also shape their understanding of the benefits of technology in the teaching and learning process. The results show that pre-service teachers who are

accustomed to using technology tend to be more ready to adopt technology in real classrooms.

In addition, this study also shown that providing pre-service teachers with opportunities to interact with various technology tools and platforms can increase their confidence in using technology. The study mentioned that although 95% of pre-service teachers considered computers as 'very important' in schools, only 21% of them had ever volunteered to take a computer course1. This suggests that more work needs to be done to ensure that pre-service teachers are fully prepared and confident in using technology.

Similarly, Kuru Gönen (2019) also identified that training during a 12-week internship program enabled pre-service teachers to understand how to integrate technology, such as interactive devices, to improve language skills and student engagement. In this context, hands on experience with technology is essential for pre-service teachers to develop the skills needed to effectively implement technology in the classroom.

Technology training is often included in teacher education curricula, but many programs lack emphasis on practical applications in real-world contexts. As a result, pre-service teachers feel underprepared to utilize technology effectively in the classroom environment. To address this issue, practice-

based training involving collaboration between universities and schools is needed to strengthen practical experience for pre-service teachers (Ruggiero & Mong, 2013).

In addition to formal training, off-campus experiences such as activities like private tutoring, participating in campus organizations, or attending educational seminars gain valuable additional experience in using technology. These opportunities allow them to refine their ability to integrate interactive media, such as whiteboards, in more creative and effective ways (Sabgini & Wiraatmaja, 2022). Thus, it is important to create a learning environment that not only relies on theory, but also provides opportunities for prospective teachers to apply their technological knowledge in real situations. This will help improve their readiness to face the challenges of education in the digital age.

2) Pre-service Teachers' Perceptions

The Technology Acceptance Model (TAM) theory developed by Davis (1989) emphasizes the importance of two main factors in determining technology adoption: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Pre-service teachers who feel that technology is useful for improving teaching effectiveness (PU) and easy to use (PEOU) tend to have a more positive attitude towards technology. This is reflected in the research which shows that

these positive perceptions can increase teachers' confidence in using technology to create more engaging learning experiences for students (McCord, 2006).

Pre-service teachers who believe that technology can improve teaching efficiency and quality tend to be more ready to adopt technology. Research shows that when pre-service teachers see the potential of technology in improving learning outcomes and making the teaching process more dynamic, they are more likely to use technology in the classroom. For example, the use of interactive devices such as smartboards can increase student participation and make materials more engaging, thus increasing teaching effectiveness (McCord, 2006).

The second factor emphasized by TAM is the ease of use of technology. Pre-service teachers who feel that technology is easy to use tend to be more ready to adopt it. When technology is perceived as easy to use, pre-service teachers are more likely to use it without stress or hesitation. This is reflected in the research which shows that pre-service teachers who find technology not difficult to use tend to have higher levels of comfort and efficacy in using it.

Several studies highlighted the perceptions of pre-service teachers on the use of technology in learning. One such study

by Aslan & Zhu (2015)highlights the importance of adequate infrastructure and training to shape positive perceptions of technology. Pre-service teachers who felt supported by adequate technology facilities had higher levels of comfort and efficacy in using it. However, challenges such as technical limitations or lack of time to explore technology features are often the main obstacles in shaping positive perceptions.

In addition, research by Baek & Sung (2020) in South Korea found that pre-service teachers tend to feel less confident in using technology if their training is only theoretical. Therefore, they recommended a training program that combines practical and theoretical components to build technological competence more holistically. Thus, pre-service teachers can have hands-on experience with technology and understand effective ways of using it.

This research complements previous findings with a specific focus on the use of smartboards as learning tools in pre-service teachers' teaching practices. By exploring their experiences and perceptions, this study provides new insights into how smartboards can be effectively integrated to support presentations and increase student engagement. In addition, this study underscores the importance of practice-based technology training to ensure that pre-service teachers are prepared for the challenges of the modern classroom.

B. The Concept of Presentation

Presentation is a communication activity that aims to convey information effectively. In an educational context, presentation skills are important for pre-service teachers to manage the class and deliver the material in an engaging manner. The use of smartboards can strengthen these skills through interactive features such as touch screens and multimedia integration.

A presentation is a means of communication which can be adopted to various speaking situations such as talking to a group and briefing a team. The means of presenting information includes preparing presentation, organizing material, writing presentation, deciding the method, working with visual aids, managing the event, coping with nerves and dealing with question**.** On scientific analysis, it has been found that the different aspects of presentation are informative, persuasive, inspirational and entertaining. Thus, presentation can be defined as a formal event characterized by teamwork and use of audio-visual aids. The presentation can be done with varying degrees of awareness of the audience (Swathi, 2015).

On the one hand, the presentation may be done for its own sake, with little awareness of the group of peers who would be listening to it. The explanation or presentation may be

described in the context of its audience as people who stand in a certain relationship to the presenter a relationship that entails a degree of commitment to the others (Joughin, 2007).

In the context of education, as explained by Hayati & Puspita Dewi (2018) that presentation is a skill in conveying something to others, which is included in communication skills, especially public communication. This skill is very important for pre-service teachers or education students, especially in delivering material to students in a clear and effective way. The urgency of presentation skills for pre-service teachers in education is very high. These skills not only help in teaching, but also prepare them to compete in a global world that increasingly demands good abilities and skills.

A good and clear presentation will help students in understanding the material taught, thus becoming one of the important factors in the success of teaching. Presentation skills must be learned and possessed as early as possible by pre-service teachers so that later when they face the world of work as a professional teacher, they already have adequate skills.

Presentation aims to give the information or ideas to others by speaking in public. It can be done with or without using a script. Usually, the presenter needs to make a

summary of the material to be presented. The purpose of presentation is to train learners to be more active and able to think critically and analytically (Millah, 2015).

Furthermore, presentation also being important skill for pre-service teachers as effective communication skills play a crucial role in high-quality teaching. The research shows that teacher communication effectiveness correlates with students' perceived credibility and competence, and affects students' achievement in learning. In addition, students' perceptions of their teachers' communication behaviors are positively related to students' attitudes towards the subjects taught (Bower et al., 2013). Therefore, developing presentation skills is an important step in preparing pre-service teachers to be effective educators and able to create a positive and productive learning environment.

In conducting presentations, pre-service teachers need to master a number of skills, a research identified 11 aspects of scientific presentation assessment, namely: (1) quality of presentation material, (2) clarity and cohesiveness of delivery, (3) ability to open and close presentations, (4) use of presentation media, (5) quality of responses to questions, (6) physical expressions such as posture, body movements, gestures and (7) vocal expressions such as voice, intonation, and pauses, (8) verbal effectiveness, (9) quality of media used, (10) timeliness of presentation, and (11) level of

confidence (Oktaviyanti, 2019).

Through the development of these aspects, pre-service can optimize their ability to present material effectively and attract the attention of the audience. The development of these aspects is important for pre-service teachers, not only to present the material effectively and attract the attention of the audience, but also to prepare them as pre-service teachers who are ready to face the demands of 21st century learning. Evaluation or assessment of learning is needed to determine whether the objectives of the lecture have been achieved properly.

A theory on presentations by Miracle and Cassidy King (1992) says that there are two types of presentations that are distinguished by the method of delivery: oral presentation and poster presentation. Both are the two main methods for presenting research results in academic or professional conferences. It is explained that oral presentation is a method of delivering research results or other information orally in front of an audience. Usually, this presentation is done in a conference room using visual aids such as PowerPoint slides. While poster presentation is a method of delivering research results or other information through posters that are displayed in certain areas during the conference.

They mentioned that both oral and poster presentations

have their own advantages and disadvantages. Advantages include a quick way to share findings, interaction with conference attendees, visual recognition of the researcher, and immediate feedback from others interested in the research area. However, in the world of education, the type of presentation that is often used is oral presentation.

C. The Concept of Presentation Skills

In the process of learning and teaching activities, a teacher must be able to convey material well because learning is a process of developing new knowledge, skills, and behavior in a person as a result of his interaction with various information and the environment. Therefore, students as pre-service teachers must be taught early on to be able to convey the information they know correctly and on target, namely the correct material content through good pedagogical activities so that they become professional pre-service teachers (Hayati & Puspita Dewi, 2018). Pedagogical knowledge is the understanding that teachers must have about methods, techniques, classroom management and approaches in the learning process (Malichatin, 2019). Therefore, teachers are also required to be able to choose the right method to deliver material to students according to the content and character of students. One method that can be used is the presentation method.

Presentation skills are skills in conveying something to others. This skill is included in communication skills, especially public communication (Hayati & Puspita Dewi, 2018). Therefore, many factors affect presentation as a form of communication. They also stated that when someone communicates he must master the message, have skills in communication, and also maintain ethics or politeness. Mehta (2020) says that presentation skill is the ability to convey information or ideas orally effectively to the audience by involving various aspects such as language, organization of ideas, mastery of material, and communication skills. They also emphasized the importance of presentation skills training for students. The results of his research show that an important competency that is felt to be less developed on campus is presentation skills. Whereas the world of work requires graduates who are able to communicate professionally by mastering presentation skills. Therefore, the research emphasized the need for special presentation skills training on campus so that students can master the competencies needed by the industry.

In the process of learning and teaching activities, teachers must also be able to convey material well because learning is a process of developing new knowledge, skills, and behavior in a person as a result of

their interaction with various information and the environment. Therefore, students as pre-service teachers must be taught early on to be able to convey the information they know correctly and on target, namely the correct material content through good pedagogical activities so that they become professional teachers (Malichatin, 2019).

Pre-service teachers also need to have a deep understanding of the material being taught and the ability to evaluate and reflect on their presentations to continuously improve their quality in the future. By developing strong presentation skills, pre-service teachers can become more effective in delivering the subject matter and building good relationships with their students.

D. Using Smartboard to Support Presentation

Smartboard is a technological innovation in the form of a touchscreen board that connects a PC or laptop device with a projector. Its function is not only to project the display from the device, but also to provide the ability to interact directly without the need to touch the PC or laptop. Smart boards were first introduced in 1991. At that time it was used in business presentations. Today, these boards are used in classrooms, lecture halls and language labs. In 1992, Microsoft Company

got interested in the idea and became a minority investor in the Interactive White Board (IWB) and other collaboration tools such as interactive pen displays, interactive digital signage, wireless whiteboards, multimedia cabinets, and software (Arabia, 2016). The use of smartboards is not limited to office meeting rooms, but is also often used in classrooms as a learning tool. The use of smart boards in the educational process helps in presenting educational materials attractively by combining written content, images, videos, and the Internet on a single board, which motivates students to learn (Net et al., 2023)

As explained by Lectern (2000) state that smartboards can help teachers to give dynamic presentations to students, potential clients or coworkers. With a smartboard, teachers can display documents, Web pages and videos on an interactive screen that can respond to finger or pen touches. Smartboards have great potential in supporting presentation skills in teaching practice. By using smartboards, teachers can create dynamic and engaging presentations for students. Smart board as a brand of interactive whiteboard also can helps displays images from a computer monitor with a surface that operates as a giant touchscreen (Topal et al., 2019)**.** This technology can provide many opportunities for teachers in the classroom. They can visualize complex concepts more clearly using interactive images, diagrams and graphics. Moreover,

teachers can easily integrate different types of media, such as video and audio, into their presentations, which can help enrich students' learning experience. With its interactive features, smartboard allows teachers to interact directly with presentation materials and encourage student participation through discussions, on-screen tagging, and other collaborative activities. Thus, smartboard not only improves teachers' presentation skills, but also facilitates more interactive and engaging learning for students.

According to Journal & Learning (2023) smartboards can work in conjunction with several other technologies. Thus, its use allows teachers to reach a number of resources in a short period of time. Furthermore smartboard also provide choices on various topics, assist in understanding the material, develop knowledge, organize information, foster independence in completing tasks in a friendly environment, improve the efficiency of learning anywhere, and support the representation of products that generate a sense of success, enjoyment, and contribute to more creative and higher-standard learning products (Davidovitch & Yavich, 2017).

The use of smartboards has been proven to increase interaction between students, teachers and learning materials. With this technology, students can be more active in the learning process, explore new concepts and create a more dynamic learning experience. The presence of

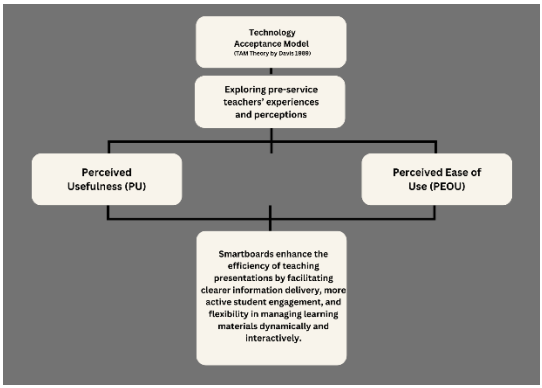
smartboard in the classroom also encourages students' enthusiasm for learning, as they can be directly involved in learning through interaction with the smartboard. The integration of smartboards in learning has several significant benefits.

Firstly, smartboards facilitate classroom interaction and conversation, allowing teachers and students to communicate more directly and dynamically. Secondly, the use of smartboards can add new cultural and linguistic dimensions to the presentation of learning materials, making learning more interesting and relevant to students. Thirdly, smartboards can also improve students' oral skills, as they can more actively participate in discussions and presentations in front of the class through the use of this technology. Thus, smartboard is not only a learning aid, but also a means to improve the quality of learning and interaction in the classroom.

In the use of smartboards in learning, a teacher or pre-service teacher needs to understand how to operate the technology properly. This is crucial to minimize technical errors and ensure that the smartboard can effectively support the presentations conducted by pre-service teachers. Therefore, this study aims to explore and examine the experiences of pre-service teachers in using smartboards during their presentations. The study also

focuses on exploring their perceptions of the benefits of smartboards and how this technology can facilitate and enhance the effectiveness of their presentations.

E. Conceptual Framework



Picture 2. 1 *Conceptual Framework*

This framework connects TAM theory with pre-service teachers' experiences and perceptions to explain how smartboard technology is accepted and positively impacted in the teaching context. This provides guidance to improve technology training for pre-service teachers to optimize the benefits of technology in learning.

The Technology Acceptance Model (TAM) theory was introduced by Davis in 1989 and is used as a basic framework in research to understand the acceptance of technology by individuals. TAM focuses on two main variables, namely Perceived Usefulness (PU) and

Perceived Ease of Use (PEOU), which influence a person's attitude and intention to use technology. This research focuses on exploring pre-service teachers' experiences and perceptions of using educational technology, particularly smartboards. It aims to understand the extent to which they accept the technology based on their experiences and perspectives.

Perceived usefulness (PU) helps to determine pre-service teachers' perceptions of the extent to which smartboards are perceived as useful in improving the effectiveness of their teaching process. PU includes how this technology helps achieve learning objectives better. Whereas perceived ease of use (PEOU) helps find out the perception of the extent to which smartboards are considered easy to use. PEOU influences how the technology is adopted by pre-service teachers, especially if its use does not require much effort or complex technical skills.

The end result of this study generates in-depth insights into the experiences and perceptions of pre-service teachers, including: how they experience smartboard training or use, their perceptions of its ease of use and benefits in supporting the teaching process, barriers or challenges they face when using this technology. This framework emphasizes that the experiences and

perceptions of pre-service teachers are critical to understanding the acceptance of smartboard technology, so that educational technology training and development can be aligned with their needs.

CHAPTER III
RESEARCH METHOD

In this chapter, the researcher aims to outline the research methodology employed. This encompasses the research design, focus of the study, data and sources of data, research instruments, techniques for data collection, and methods for data analysis.

1. Research Design

Qualitative research is a method used to explore how individuals experience and interpret the world around them. It serves as a means to investigate and understand the meaning that individuals or groups ascribe to a particular human problem (John W. Creswell, 2007). Creswell and Thousand Oaks further assert that qualitative research methods are suitable when investigating new fields of study or when the researcher intends to ascertain and theorize issues. Additionally, Catherine Marshall and Gretchen B. Rossman (2010) describe the qualitative method as a research procedure that yields descriptive data in written or spoken form from people being observed.

This study used a phenomenological approach to explore the experiences and in-depth perceptions of pre-service teachers in using smartboards. This approach was

chosen because it is suitable for understanding technological phenomena in teaching practice.. Additionally, qualitative research allows for a comprehensive understanding of the context in which the smartboard is utilized. This includes examining the features of the technology, the teaching strategies employed, and the contextual factors that influence its usage.

To achieve these objectives, the researcher will collect data through interviews, enabling a thorough exploration of the pre-service teachers' experiences and perceptions. This approach ensures a detailed and meaningful understanding of the integration of smartboard technology in their teaching practices.

2. Research Setting

The research will take place at MTsN 2 Kota Semarang.

3. The focus of Study

The study aims to explore pre service teachers' perception and experience in using smartboards during their teaching practice sessions. This setting provides a unique opportunity to observe how emerging educators integrate advanced technological tools into their instructional methodologies within a structured academic environment.

4. Participants

The participants of this study are four 7th semester students from the English Education department who were carrying out teaching practice at MTsN 2 Kota Semarang.

5. Data Collection Method

Marshall and Gretchen B. Rossman (2010) state that language and action are the main data in qualitative research. This study uses qualitative data collection methods, recognizing that the data collection techniques are crucial for obtaining the necessary information for research. The success of qualitative research heavily depends on the accuracy and completeness of field notes, as well as the openness and trust between researchers and respondents. Therefore, in this study, field notes will be meticulously compiled through interviews and documentation to ensure a comprehensive and detailed understanding of the participants' experiences and perceptions.

a. **Interview**

This study used interviews to collect the necessary information in accordance with the qualitative descriptive research approach. The interviews conducted in this study were semi structured interviews addressed to four 7th semester students from the English Education department

who were carrying out teaching practice at MTsN 2 Kota Semarang. Interviews were chosen because they allowed the researcher to delve deeper into the pre-service teachers' thoughts, feelings and perceptions regarding the use of Smartboard, which is important to understand their subjective experiences in depth. This method also helped to identify the various barriers the pre-service teachers faced in integrating the Smartboard into their teaching, providing insight into areas that required support or improvement.

In addition, interviews were used to verify and clarify data, ensuring that the researcher's interpretations were accurate and in line with the participants' real experiences. By using structured interviews, this study ensured consistency and equivalence in the questions asked to all participants, while still allowing flexibility for further exploration based on their answers. Interviews were therefore an important method in this study to gain rich and detailed insights into the perceptions, experiences and challenges faced by pre-service teachers in the use of Smartboards, supporting the research objective of exploring their experiences comprehensively.

b. Data Validation

To ensure the validity of the data in this study, researchers used member checking techniques, which is one of the effective triangulation approaches in qualitative research (John W. Creswell, 2013). The member checking process was carried out by returning the transcribed and analyzed interviews to the participants for verification. Each participant was given the opportunity to review the researcher's interpretation of the data they conveyed, thus ensuring alignment between the research findings and their experiences. In practice, the member checking process was conducted in two stages:

First stage: Interview transcripts were sent to participants for checking. Participants provided input regarding terminology corrections, clarification of statements, or additional information deemed relevant.

Second stage: After the initial analysis was completed, a summary of the findings was sent to the participants for feedback. This process ensures that the researcher's interpretations match the participants' perceptions.

For example, one participant corrected the interview transcript from *'visual aids'* to *'multimedia aids'*

to describe the smartboard features more specifically. This process not only improved the accuracy of the data but also strengthened the credibility of the research results. This member checking technique supports the transparency of the research, ensuring that the final results truly reflect the perceptions and experiences of the participants.

6. Instrument

A research instrument is a tool or piece of equipment used by a researcher to collect data and produce satisfactory results. In this case, the researcher employs an interview as a research method.

a) **Interview Guideline**

This interview guideline is designed to explore the experiences and perceptions of pre-service teachers regarding the use of smartboards as a presentation tool during their teaching practice. The interview guideline for the research on pre-service teachers' presentations using smartboards is designed as a semi-structured format to facilitate an in-depth exploration of participants' experiences and perceptions. This approach allows for flexibility in questioning, enabling the interviewer to adapt and probe deeper based on respondents' answers. The

guideline consists of open-ended questions that encourage participants to share their thoughts, feelings, and insights regarding the use of smartboards during their teaching practices.

The interview begins with background questions to gather demographic information, followed by inquiries about their experiences with smartboards and perceptions of technology integration in teaching. Interviews are documented through audio recordings. This structured yet adaptable format aims to capture rich qualitative data that can provide valuable insights into how smartboards enhance presentations of pre-service teachers.

Table 3. 1 *Lattice of instrument pre-service teacher experiences*

Variable	**Indicator**	**Sample of Instrument**
Pre-service teachers' experiences in using smartboard to support their presentation in teaching practices	The experience of teachers' presentation practices in previous classes, independent presentation practices, and	1. Have you ever practiced a teaching presentation in a classroom or lecture environment? If yes, can you

	pedagogical training experiences (Stein et al., 2007).	describe where and when the activity took place?

Table 3. 2 *Lattice of instrument pre-service teacher perception*

Variable	**Indicator**	**Sample of Instrument**
Pre-service teachers' perception in using smartboard to support their presentation in teaching practices	Pre-service teachers' perception of the benefits of using smartboard as presentation aids (TAM by Davis, 1989)	1. What specific features of the smartboard do you find most useful in supporting your presentation during teaching practice? 2. Can you share a specific example where using the smartboard made your teaching presentation more

		effective and interactive?

7. Data Analysis Technique

After data collection is complete, the data is analyzed. Data analysis is the process of searching and compiling in an organized manner the data obtained through interviews from the research field. In this research, the researcher would like to use thematic analysis to analyze the data. Thematic analysis as an independent qualitative descriptive approach is mainly described as “a method for identifying, analyzing and reporting patterns within data”(Braun & Clarke, 2006). There is also six phase coding framework for thematic analysis that will be used to identify themes and patterns in the data. The phase are: familiarization of data, generation of codes, combining codes into themes, reviewing themes, defining and naming themes, and reporting of findings.

The use of thematic analysis in this study aims to deeply understand pre-service teachers' experiences and perceptions regarding the use of

smartboards during teaching practice. Thematic analysis allows researchers to identify, analyze and report patterns or themes that emerge from qualitative data collected through observations and interviews. This method was chosen because of its flexibility in handling complex data as well as its systematic approach, which helps produce clear and in-depth interpretations. In addition, thematic analysis helped to identify the challenges and benefits perceived by pre-service teachers in using smartboards, thus providing practical recommendations for the development of more effective training strategies.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion regarding the exploration of pre-service teachers' experiences and perceptions of using smart boards during their presentations.

A. FINDINGS

This study involved four 7th semester students from the English Education department who were carrying out teaching practice at MTsN 2 Kota Semarang. To achieve the objectives of this study, methodical analysis and data collection were conducted to provide in-depth interpretation of the findings. Interview data with pre-service teachers was collected through direct interviews by the researcher, using a voice recorder as a data collection tool. Furthermore, the researcher reported the results of the data obtained in accordance with the topic of the research problem. The findings include data on teachers' experiences when using smartboards in presentation activities during learning, as well as exploring teachers' perceptions regarding the use of smartboards in their learning activities in the classroom.

1. Pre-service Teachers' Experience in using smartboard to support presentation

This study aims to explore teachers' experiences and perceptions regarding the use of smartboards to

support their presentations. But in this part will focuses on the result of pre-service teachers' experiences them have on the integration of smartboard to support their presentations in teaching practices. This includes explore pre-service teacher previous presentation practices, their independent presentation practices beyond the classes, and their experience in pedagogical training. To achieve these objectives, data were collected through interviews designed to delve into the experiences of pre-service teachers currently conducting teaching practice at MTsN 2 Kota Semarang.

In the context of teaching, teacher experience plays an important role as teaching ability and skills are key aspects required for effective teaching. A teacher's positive experience in using technology, such as smartboard, is a plus point. This is highly relevant to this study which aims to explore pre-service teachers' experiences in implementing smartboard as a tool to support their presentations during teaching practice. Teaching experience is closely related to a teacher's professionalism and pedagogical skills. As stated by Sahalessy et al., (2022) that teacher experience has a close relationship with improving teacher professionalism.

A professional teachers are defined as individuals who have competencies in knowledge, skills, and

behaviors that must be internalized and mastered to carry out their professional duties effectively (Saidah & Simamora, 2020). Then, pedagogical skills include the ability to design, implement and evaluate effective teaching strategies, which are continuously honed through experience. Pedagogical competence refers to the ability of teachers to effectively manage diverse learning needs and implement inclusive education. It encompasses various aspects, including the capacity to modify learning, utilize diverse teaching methods, and achieve professional improvement. This competence is essential for teachers to address the challenges posed by student diversity, particularly in inclusive settings (Mumpuniarti et al., 2020).

Based on interviews conducted with pre-service teachers in the English Education study program at UIN Walisongo, it appears that they are able to operate the smartboard well during presentations. This ability shows previous experience gained through training in microteaching courses in their program. Their ability to operate this technology effectively reflects their readiness to innovate and adapt to modern teaching methods. The table below displays the information gathered from these interview.

Table 4. 1 *Pre-service teachers' presentation practices in their previous classes*

Pre-service teachers	Experiences in previous classes	Data
PT1	Microteaching course, ICT course	*... in microteaching class and ICT-based learning ...(***PT1-Y)**
PT2	Microteaching course	*... have been in microteaching courses ...***(PT2-Y)**
PT3	Microteaching course	*...microteaching class practice...* **(PT3-Y)**
PT4	Microteaching course	*...when practicing teaching in microteaching class...***(PT4-Y)**

Based on Table 4.1, the interview results showed that all participants had previous experience of classroom presentation practice, especially through compulsory courses such as microteaching. Participants revealed that microteaching helped them develop presentation skills and use technology such as smartboards. One participant also mentioned that similar experience was gained from the Information and Communication Technology (ICT) course.

From these findings, it appears that microteaching plays an important role in building participants' confidence in using technology for presentations, including smartboards. This is in line with Annisa (2023) research, which states that microteaching helps student teachers prepare for teaching skills in a real environment. Below are excerpts from the interview transcripts:

"Once during microteaching and ICT subjects, we practiced teaching presentations in class one by one" **(PT1-Y)**

"We have practiced in microteaching courses. At that time we were also asked to use visual media such as PowerPoint for presentations." **(PT2-Y)**

"In the past, when I was in the 6th semester, I practiced microteaching." **(PT3-Y)**

"Was in the 6th semester microteaching class." **(PT4-Y)**

Table 4. 2 *Pre-service teachers' independent presentation practices beyond the classes*

Pre-service teachers	**Experiences in independent presentation practices beyond the classes**	**Data**
PT1	LSB weekly routine activity (speech training)	*speaker in LSB eekly routine activity (***PT1-Y)**
PT2	Teaching activities at the	*...presentation*

	boarding school	*while in teaching activity at the boarding school …… **(PT2-Y)***
PT3	Tutor private lesson a students	*... tutoring private a high school students**.. (PT3-Y)***
PT4	Never practiced	*...I have never practiced presenting or teaching outside of campus ...**(PT4-X)***

Based on Table 4.2, The interview results showed that three of the four participants had experience of independent presentation practice outside the formal classroom environment. These experiences included campus organization activities, teaching at a boarding school, and private tutoring. However, one participant revealed that he had not had similar experiences outside of academic needs on campus. From these findings, it appears that independent practice experiences play an important role in enriching participants' presentation skills. Participants who had off-campus experience showed better ability to integrate technology such as smartboard in learning. This is in line with Ceha (2016) research, which emphasizes that teachers

should be creative and innovative in using technology-based learning media to create a dynamic learning experience. To provide a more detailed picture, the following is an excerpt that has been transcribed by the researcher.

"I was once a seminar speaker in LSB weekly routine activity where I also used a smartboard as a tool for presenting the material I brought." **(PT1-Y)**

"I used to practice presentation when there were teaching activities at the boarding school. This activity is an obligation for every member of the boarding school." **(PT2-Y)**

"I once tutoring private a high school students, on one occasion I also did a presentation to explain the material discussed." **(PT3-Y)**

"I have never practiced presenting or teaching outside of campus activities and needs." **(PT4-X)**

Table 4. 3 *Pre-service Teachers' presentation practices in pedagogical training*

Pre-service teachers	**Experiences in pedagogical training**	**Data**
PT1	Seminar on fostering students' motivation to learn English at the	*... attending seminar on fostering students'*

	American Corner	*motivation to learn English at the American Corner …(***PT1-Y)**
PT2	Microteaching course	*… I received training first when in microteaching courses..* **(PT2-Y)**
PT3	Microteaching course	*… I received training on pedagogy in microteaching class***.. (PT3-Y)**
PT4	Attending seminars discuss about Padlet present by guest lecturers	*… attended a seminar organized by the campus and presented by one of the guest lecturers…***(PT4-Y)**

Based on Table 4.3, the interview results revealed that all participants had experience related to pedagogical training, especially in presentation practice. Two of the four participants mentioned that they gained this experience through microteaching courses, while the other participants

gained experience from seminars organized by the campus and external organizations. The complete statements from the participants regarding this experience are transcribed below by the researcher for further analysis. This is in line with research by Kusumawardhani & Muin (2024), which shows that technology-based pedagogical training can increase pre-service teachers' confidence in managing learning. Such training also strengthens pedagogical skills through the integration of interactive learning media, such as smartboards, which are relevant to the needs of the modern classroom.

"I attended a seminar on fostering students' motivation to learn English at the American Corner. The speaker demonstrated exceptional presentation skills, making it a particularly memorable and inspiring experience for me." **(PT1-Y)**

"I think I received training first when in microteaching courses on how to teach well and correctly, and also there we practiced teaching, of course, presentations too." **(PT2-Y)**

"*At that time I received training on pedagogy in microteaching class."* **(PT3-Y)**

"I once attended a seminar organized by the campus and presented by one of the guest lecturers talks about aplications such as Padlet. He had a very good ability to

convey the material presented, it was a useful experience for me." **(PT4-Y)**

2. **Pre-service Teachers' Perceptions of Smartboard Integration for Supporting Presentations**

Perception can be defined as the result of the process of observing and understanding an event or situation based on the collection of information and the interpretation of received messages. In this context, perception reflects an individual's ability to interpret the meaning of information obtained through the senses or prior experiences. This process is subjective, as it is influenced by an individual's background, knowledge, and beliefs, leading to differences in perception of the same event between individuals.

Perception has a very broad meaning, but several studies have provided detailed explanations and classifications of perception. For instance, Gressner (2018) define perception as a process in which individuals select, organize, interpret, retrieve, and respond to information from their surrounding environment. perception also can be define as a process that begins with observation and results in the formation of responses within an individual, enabling them to become aware of various aspects of their environment through their senses (Hakim et al., 2021).

This study aims to explore teachers' experiences and perceptions regarding the use of smartboards to support their presentations. But, in this part will showed the result of teachers' perceptions on the integration of smartboards for into the teaching and learning process. This includes explore the facilities and benefits provided by smartboards to assist presentations during teaching practice. The researcher decided to use TAM as the reference theory. Technology Acceptance Model (TAM), which serves as the foundation for understanding readiness and attitudes toward adopting new technologies. This model posits that specific factors can shape decision-making regarding how and why individuals are willing to use emerging technologies. The primary factors highlighted in TAM are Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). This aligns with the objective of this study, which seeks to explore perceptions related to the integration of technology, particularly smartboards, in teaching practices.

To achieve these objectives, data were collected through interviews designed to delve into the perceptions of pre-service teachers currently conducting teaching practice at MTsN 2 Kota Semarang. This interview aims to gain a comprehensive pre-service teachers' perceptions regarding the integration of smartboards as a classroom

presentation tool. Several key aspects are explored in this study, including pre-service teachers' perceptions on the features and functionalities of smartboards, the ability in conveying information, their impact on student engagement, and how they compare to other teaching aids.

The table below presents a summary of the data collected from the interviews, detailing pre-service teachers' perceptions of smartboard integration in supporting classroom presentations.

Table 4. 4 *Pre-service teachers' perceptions of smartboard integrations in classroom*

Pre-service teachers	**Features of the Smartboard**	**Improved Ability to Convey Information**	**Impact on Student Engagement**	**Comparison with Other Teaching Aids**
PT1	Touchscreen: Enables direct writing, improving interactivity.	Displaying sample problems clearly on-screen.	Increased enthusiasm due to varied materials like videos and images.	More modern and engaging compared to regular projectors.
PT2	Touchscreen: Facilitates slide navigation and image display.	Real-time use of images or graphics for clarity.	Encourages active participation through touchscreen activities.	More interactive than books or whiteboards.
PT3	Multimedia: Plays videos/animations for better understanding.	Uses videos to show real-life language scenarios.	Promotes interest through interactive	Offers flexibility to customize materials according to

			quizzes and games.	student needs.
PT4	Highlight: Emphasizes key points for better focus.	Flexibility to add or modify content during lessons.	Creates dynamic presentations and fosters curiosity.	Interactive displays better engage students than traditional books.

From the table above, it is known that pre-service teachers' perceptions of smartboard use are based on four aspects. First, pre-service teachers' perceptions of the features of smartboards. Features such as touch screens, multimedia, and highlighters are highly valued by pre-service teachers because they provide flexibility and interactive capabilities in delivering material. For example, one participant expressed: *"The touchscreen feature to write directly on the screen makes the lesson more unique. I can add notes or diagrams during the explanation, and it makes my presentation more interactive."* ***(*PT1)**

The second is the pre-service teachers' perception of the smartboard's ability to help convey information to students, which supports the concept of Perceived Usefulness (PU) from TAM (Davis, 1989), where technology allows the

delivery of material that is easier for students to understand. Features such as the ability to display images or graphs directly also provide a great advantage in conveying complex information. One participant stated:
“Flexibility in explaining because I can add or change material on the spot without having to prepare everything from scratch." **(PT4)**

The third is preservice teachers' perceptions of smartboad's ability to increase student engagement in learning. This interactivity allows students to be active participants, which increases their attention to the material. This is in line with Pratiwi & Ibad (2022) research, which found that interactive media such as smartboards motivate students to be more engaged. One participant argued:
*"Students often want to try out the features on the Smartboard, such as drawing or answering questions by touch. This makes them more active during the lesson***."(PT2)**

Then the fourth is the pre-service teachers' perception of the comparison of smartboards with other traditional learning media such as projectors and whiteboards, one participant revealed:

"Compared to other media, the Smartboard offers the flexibility to customize the materials to the students' needs directly." **(PT3)**

Participants mentioned several advantages that smartboards have compared to other media. The main advantages include flexibility in modifying materials, easy access to various media, and a more engaging learning experience. These advantages are in line with Davidovitch & Yavich, (2017) research, which shows that smartboards support the delivery of complex material in a more engaging and relevant manner.

B. DISCUSSION

The discussion in this chapter is based on data analysis from the previous section, aiming to address the research questions. The analysis explores the experiences and perceptions of pre-service teachers regarding the use of smartboards to support their presentations. The study involved four 7th-semester students from the English Education Department at MTsN 2 Kota Semarang, focusing on their experiences and perceptions during teaching practice.

1. **Pre-service teacher Experience in Using Smartboard to Support Presentation**

Based on the previous findings, it is evident that the pre-service teachers had diverse experiences related to the presentation practices they had undertaken. These experiences were categorized into three main indicators:

a) Pre-service teachers' presentation practices in their previous classes.
b) Pre-service teachers' independent presentation practices beyond the classes.
c) Pre-service teachers' presentation practices in pedagogical experiences

Based on the participants' answers in the interviews, the three indicators emphasize the same point, namely the importance of previous experiences in shaping the pre-service teachers' presentation skills. One of the most influential experiences was their participation in microteaching classes during semester 6. This finding is in line with the PEOU concept in TAM proposed by Davis (1989), where previous experience affects the perceived ease of use of technology.

This is shown by pre-service teachers being able to operate the smartboard well due to previous experience in microteaching courses. Ermawati &

Delima (2016) research which confirms that experience has a significant effect on the ease of use of technology in learning. This shows that the training and experience gained during microteaching classes play an important role in improving the pre-service teachers' presentation skills during teaching practice. As explained by Annisa (2023) that microteaching aims to train student teachers to improve their teaching skills in small-scale classes and prepare them to teach in larger or real classes. Through this learning and training process, students are expected to be able to form a person who is ready to educate the next generation of the nation.

This process becomes an important foundation in the formation of the basic competencies of a teacher or lecturer, equipping them with skills, confidence, and readiness to face various challenges that may be faced in an actual classroom environment. Microteaching also helps students to develop teaching skills and abilities systematically, then also helps prepare students mentally in teaching in the classroom, so that they are better prepared to face real situations which are very important for those who want to become teachers after graduating from college (Sundari, 2024)

The participants also explained that they felt accustomed to using the smartboard because they had often used it during presentations or teaching practice on campus. This is certainly a positive aspect, considering that more and more schools are implementing technology-based learning in the classroom. In this context, teachers must have good skills and qualifications in operating technology such as smartboards.

This is also emphasized in one of the studies by Ayuningtyas et al., (2022) that teachers are not only required to deliver material but also must be able to use technology as a learning tool. This allows for more effective and efficient classroom management, as well as attracting student interest. One participant stated that he was able to master various features on the smartboard because of previous experience. This shows the importance of training in the use of smartboard before direct teaching practice, to minimize the risk of confusion and overcome potential technical problems that may arise in the field. However, interviews with participants also revealed that experience is not only gained through microteaching classes. They also gained experience from various other sources, such as: seminars they

attended, presentation activities at boarding schools and other activities that involved presentation practice.

In practice pre-service teachers also use smartboard to make their presentations more engaging, utilizing features such as visual aids and screen navigation to encourage interactive learning. Ceha (2016) argue that a teacher is required to have various skills that support his or her duties in teaching, one of which is the ability to use learning media. Teachers need to be creative and innovative in creating a variety of interactive media, such as making learning CDs, PowerPoint presentations, and other technology-based media. The ability to operate a smartboard allows teachers to create a more dynamic learning experience, support various learning styles, and facilitate students' understanding of the material presented.

Therefore, to answer the first research question, It can be concluded that the experiences of pre-service teachers can be grouped into three main types. All three have a common outline, namely the experience gained through training in microteaching classes. This training really helped them in several aspects, such as: Learning to present material effectively, using technology, especially smartboard as a presentation

tool and improving the ability to deliver material in a structured and interesting manner.

Hence, experience become one of the important factors that influence a teacher's teaching ability. An experience helps teachers become more skillful in carrying out tasks and overcoming the challenges they face. In addition, teaching experience also contributes to improving teacher performance and effectiveness, as well as providing expertise and skills needed in the teaching-learning process (Tangge & Ferlin, 2020) .

Teaching experience enables teachers to better understand the conditions of their students and design learning processes that are tailored to their needs. This alignment between teaching strategies and student needs fosters greater engagement and active participation in the learning process, ultimately improving learning outcomes. Experienced teachers are thus better equipped to create a dynamic and student-centered learning environment (Mulyatno, 2022).

There are numerous opportunities for pre-service teachers to gain valuable experience that can help enrich their teaching skills. These experiences may include participation in microteaching sessions, attending professional development seminars,

conducting presentations in diverse settings, and engaging in practical teaching scenarios. Pre-service teachers' experience in using the smartboard plays an important role in shaping their readiness to integrate this technology into their teaching practice. Experiences from microteaching and other trainings help improve their confidence, technical skills and pedagogical ability to support presentations.

By taking advantage of these opportunities, pre-service teachers can build a more comprehensive skill set and acquire the necessary tools to support their future teaching performance effectively. In this way, they can be better prepared to face the complexities of real classroom environments and meet the diverse needs of their students.

2. Pre-service Teachers' Perceptions of Smartboard Integration for Supporting Presentations

Based on the previous findings, it is also evident pre-service teachers' perceptions of using smartboards to support their presentations can be grouped into four main points:

a) Perception of smartboard features

b) Perception of smartboard in improving the ability to convey information

c) Perception of smartboard in affect student engagement

d) Perception of smartboards compared to other teaching aids

The findings indicate that pre-service teachers view smartboards as a valuable tool for classroom presentations. They highlighted features such as real-time interaction, multimedia integration, and touchscreen functionality as significant contributors to their teaching quality. For instance, one participant mentioned, "*The touchscreen feature allows me to navigate slides seamlessly, making the lesson more interactive*." These findings align with Davis's (1989) concept of Perceived Usefulness in the Technology Acceptance Model, which underscores the importance of tools that improve task performance. This is also in line with the research of Ayuningtyas et al. (2022) who highlighted the importance of technology in improving learning effectiveness.

One important aspect expressed by participants was the flexibility that the smartboard provides in the teaching process. They particularly appreciated the ability to customize and modify the content during the lesson, which allowed them to meet students' learning needs in real time. For example, one participant noted

the ease of displaying example problems directly on the smartboard, which allowed for real-time explanation and discussion. This adaptability not only improved their presentation flow but also made their teaching more responsive to classroom dynamics.

This is aligned with Kusumawardhani & Muin (2024), which shows that smartboards support interactive learning by offering applications that can increase student interest through technology-based media. By utilizing smartboard, teachers can present attractive visual displays such as images, videos, and interactive diagrams, making it easier for students to understand the material. In addition, the use of smartboard encourages students to be actively involved in the learning process, which leads to an increase in overall class participation.

Smartboards also create an interactive learning experience through audio-visual integration. This medium enables students not only to be passive listeners but also to actively participate in the learning process. By incorporating videos, animations, and multimedia presentations, teachers can encourage students to ask questions, engage in discussions, and share their opinions about the material being taught. As a result, students feel more motivated to learn and

develop a deeper understanding of the content (Kasus & Kelas, 2024).

Futhermore a study from Pratiwi & Ibad (2022) also states that smartboard makes learning more interactive by using smartboard because this media helps students to be more involved in the learning process and still attracts students' attention to focus on the material being taught. In addition, learning strategies that use smartboard interactive media allow students to be more active in the learning process.

Overall, this study showed good results like previous studies. The results of the interviews showed that the pre-service teachers' perceptions showed positive things from the use of smartboards as a tool for their presentations. Teachers showed a sense of satisfaction with the facilities on the smartboard such as its touchscreen feature and its multimedia features that help pre-service teachers highlight important material and also help display learning videos.

The interview also revealed that the smartboard helps improve the ability to deliver information to students. For example, when pre-service teachers want to show a certain news or learning video, they just need to use the features on the smartboard. Furthermore, the interview also found that the integration of smartboard

in the classroom helps students' engagement in learning. Pre-service teachers feel that by using this media students become more interested in participating in learning, for example when the teacher explains a material using interesting visuals such as pictures or videos.

Additionally, from this interview, teachers' perceptions of the use of smartboards when compared to other learning aids such as books or whiteboards were also obtained. Most of them feel that smartboards are more efficient in delivering material, flexible, and can increase student engagement when compared to other learning media. Further discussion about this research will be discussed in the discussion section which will combine the experiences and perceptions of pre-service teachers.

From the two results of the discussion above, this research has several implications for various parties involved in the world of education, especially in the use of technology such as smartboards as learning aids. The first implication is that this study shows that technology training, especially the use of smartboards, has a positive impact on improving their pedagogical skills, therefore, the teacher education curriculum needs to

include technology training for teachers more systematically.

Then the implication of this study for pre-service teachers is that the experience and training during college, such as microteaching classes, seminars, and independent practice are very helpful in operating learning technologies such as smartboards, so as a follow-up step, pre-service teachers are advised to actively seek additional training opportunities and explore other new technologies.

Furthermore, the implications for students show that the integration of this technology creates an interactive learning environment by combining videos, images, animations and others. Then, for schools and educational institutions, this study show that the integration of technology into learning can increase student involvement and make presentations more interactive. Therefore, schools and educational institutions are expected to be able to provide adequate technology in every classroom that is useful to support learning and organize technical training for teachers and pre-service teachers in using technology optimally.

This research reveals that the success of smartboard integration in learning depends not only on ease of use (PEOU) and perceived usefulness (PU) but

also on infrastructure readiness and technical support. This is in line with the research of Khalisatun Husna et al., (2023) which emphasizes the importance of continuous support in learning technology adaptation. Furthermore, for future researchers this research opens up opportunities to explore technical challenges and solution strategies in integrating technology in the classroom.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study.

A. CONCLUSION

Based on the findings and analysis, this study addresses the two research questions regarding pre-service teachers' experiences and perceptions of smartboard integration during teaching practice. The study concludes that pre-service teachers generally have positive experiences and perceptions of integrating smartboards as tools to support their presentations during teaching practice.

First, regarding their experiences, pre-service teachers developed foundational skills in using smartboards through microteaching classes, independent presentation practices, and participation in pedagogical training sessions. These opportunities equipped them with the technical and pedagogical competence necessary for using smartboards effectively as teaching aids. Participants consistently highlighted how these experiences improved their ability to present material in a structured, engaging, and efficient manner.

Second, in terms of perceptions, pre-service teachers viewed smartboards as highly beneficial in facilitating their presentations. They highlighted features such as clear and organized delivery of teaching materials, enhanced student engagement through interactive multimedia, and support for innovative teaching practices. These positive perceptions were shaped by their individual experiences and the quality of training support provided during their teacher education programs.

This study demonstrates that pre-service teachers' experiences and perceptions of smartboard integration are closely interconnected and influenced by the opportunities provided in teacher education programs. However, challenges such as limited training and technical constraints persist and need to be addressed. Educational institutions should prioritize structured training programs that focus on integrating smartboard technology into teaching practice.

Future research could explore the long-term impact of smartboard training on teacher effectiveness and student learning outcomes across diverse educational contexts. Additionally, studies could investigate how to design practical, hands-on workshops that address common technical barriers and enhance teachers' confidence in using advanced educational technologies.

B. SUGGESTION

Based on the findings and conclusion of this research on pre-service teachers' experience and perception in using smartboard to support their presentations, several suggestions are provided. First, for future researchers it is recommended to expand upon this study by involving a more diverse range of participants and educational contexts. Conducting longitudinal research could offer deeper insights into how smartboard usage impacts teaching practices and student engagement over time. Researchers are also encouraged to explore other types of educational technologies to gain a broader understanding of their roles in teaching and learning.

Then, for pre-service teachers it is important to actively seek opportunities to practice using smartboards and other educational technologies during their training. Engaging in microteaching sessions and workshops focused on technology integration can enhance their confidence and competence. Additionally, sharing their experiences with peers can foster collaborative learning and innovation.

For educational institutions, it is essential to invest in equipping classrooms with advanced technological tools, such as smartboards, and to ensure access to adequate training for both pre-service and in-service

teachers. Institutions can also collaborate with technology providers to organize seminars and training programs that address the practical challenges of using such tools in teaching. Lastly, for future research, innovative approaches to integrating smartboards into diverse teaching and learning environments should be explored. Researchers are encouraged to investigate not only the technical and pedagogical aspects but also the broader implications of using smartboards, such as their influence on collaborative learning, teacher-student interactions, and long-term learning outcomes.

Sincerely, this thesis represents the author's initial research endeavor and serves as a contribution to the academic community at UIN Walisongo Semarang. With gratitude to Allah, this thesis has been completed as part of the requirements for earning a bachelor's degree in the English Education Department, Faculty of Education and Teacher Training, at UIN Walisongo Semarang.

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APPENDIXES

APPENDIX 1*: Research permission letter*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

Nomor : 4421/Un.10.3/K/KM.00.11/10/2024 Semarang, 9 Oktober 2024
Lamp : -
Hal : Izin Penelitian/Riset

Kepada Yth.
Kepala Madrasah MTSN 2 Kota Semarang
di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Rizka Ayu Cahya Ningrum
NIM : 2103046179
Semester : 7

Judul Skripsi: Pre-service Teachers' Presentation Using Smartboard: An Exploration of Experience and Perception.
Dosen Pembimbing: Dr. Siti Tarwiyah SS., M.Hum.

untuk melakukan penelitian/riset di MTSN 2 Kota Semarang yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dengan dukungan data tema/judul sebagaimana tersebut diatas selama kurang lebih 7 hari, yang dilaksanakan pada tanggal 10 Oktober 2024 sampai dengan tanggal 16 Oktober 2024.

Data riset tersebut diharapkan dapat menjadi bahan kajian (analisis) bagi mahasiswa kami.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Kabag Tata Usaha

Siti Khotimah

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

APPENDIX 2*: Interview Guideline of pre-service teacher experience and perception in using smartboard for presentation in their teaching practice*

Interview Guideline

Research Title: Pre-service Teachers' Presentation using Smartboard: An Exploration of Experience and Perception
Research Description: This research aims to explore the pre-service teachers' experience and perception of integrating smartboard in their teaching practice to support their presentation.

Good morning/afternoon/evening,
My name is Rizka Ayu Cahya Ningrum. I am a final year student at the Faculty of Tarbiyah and Teacher Training,UIN Walisongo Semarang. Today, I will be conducting an interview with you. The data collected from this interview will be managed and reviewed by my supervising lecturers and examiners. I would like to request your permission to record this interview to ensure the accuracy of the data, which will be transcribed into written sentences. Based on the procedures I have explained, are you willing to participate in this interview for my research?

Table 3.1 *Lattice of instrument pre-service teacher experiences*

Variable	Indicator	Items of Instrument
Pre-service teachers experiences in using smartboard to support their presentation in teaching practices	The experience of teachers' presentation practices in previous classes, independent presentation practices, and pedagogical training experiences.	1. Have you ever practiced a teaching presentation in a classroom or lecture environment? If yes, can you describe where and when the activity took place? 2. Do you have experience practicing teaching presentation independently outside the classroom, such as being a resource person in an event or seminar, giving a course, or teaching private lessons? If yes, please state where and when the activity took place and the type of activity you did. 3. Have you ever attended a teaching competency training or witnessed a seminar where the speaker demonstrated excellent presentation skills? If yes, could you please explain where and when the event took place and the name of the event?

Table 3.2 *Lattice of instrument pre-service teacher perception*

Variable	Indicator	Sample of Instrument
Pre-service teachers perception in using smartboard to support their presentation in teaching practices	Pre-service teachers' perception of the benefits of using smartboard as presentation aids	1. What specific features of the smartboard do you find most useful in supporting your presentation during teaching practice? 2. Can you share a specific example where using the smartboard made your teaching presentation more effective and interactive? 2. In what ways do you think the smartboard has improved your ability to convey information to students? 3. How do you feel the use of smartboards affects student engagement during your presentations? 4. Have you seen any improvements in student participation or curiosity when using the smartboard compared to other teaching aids?

APPENDIX 3: *Transcript of Interview*

Questions about Pre-service Teachers' Experience in Using Smartboard to Support Presentation during Teaching Practice:

1. Have you practiced teaching presentations before, for example in class or during lectures?
   Participant 1: *"Once during the microteaching and ICT courses, we practiced teaching presentations in class one by one."*
   Participant 2: *"We practiced in the microteaching course. At that time we were also asked to use visual media such as powert point for presentations."*
   Participant 3: *"It was during the 6th semester in the microteaching course practice."*
   Participant 4: *"It was in microteaching class in semester 6."*
2. Have you ever practiced teaching presentation independently outside the classroom, such as being a resource person in an event or seminar, giving a course, or teaching in private lessons?
   Participant 1: *"I was once a seminar speaker in LSB weekly routine activity where I also used a smartboard as a tool for presenting the material I brought."*
   Participant 2: *"I used to practice presentation when there were teaching activities at the boarding school. This activity is an obligation for every member of the boarding school."*
   Participant 3: *"I once tutoring private a high school students, on one occasion I also did a presentation to explain the material discussed."*
   Participant 4: *"I have never practiced presenting or teaching outside of campus activities and needs."*
3. Have you ever attended a teaching competency training, or seen a seminar where the resource person had excellent presentation skills?
   Participant 1: *"I attended a seminar on fostering students' motivation to learn English at the American Corner. The*

speaker demonstrated exceptional presentation skills, making it a particularly memorable and inspiring experience for me."

Participant 2: *"I think I received training first when in microteaching courses on how to teach well and correctly, and also there we practiced teaching, of course, presentations too."*

Participant 3: *"At that time I received training on pedagogy in microteaching class."*

Participant 4: *"I once attended a seminar organized by the campus and presented by one of the guest lecturers talks about aplications such as Padlet. The speaker had a very good ability to convey the material presented, it was a useful experience for me."*

Question about pre-service teacher perceive the integration of Smartboard technology in supporting their presentations during teaching practice:

1. What specific features of the smartboard do you believe enhance your presentation skills during teaching practice?

   Participant 1*: "The feature that I find very helpful is the ability to write directly on the screen. I can add notes while explaining, and it makes my presentation more interactive."*

   Participant 2: *"I like using the touchscreen feature to switch slides or display images instantly. It feels more practical than having to use a mouse or keyboard."*

   Participant 3*: "Multimedia features such as showing videos or animations make my material more interesting, especially for grammar lessons which are usually less interesting."*

   Participant 4: *"The highlight feature really helps me to emphasize important points during the presentation. Students are more focused on the material I am presenting."*
2. In what ways do you think the smartboard has improved your ability to convey information to students?

   Participant 1*: "With the smartboard, I can directly display sample problems and discuss them on the screen. This helps students understand the material more clearly."*

Participant 2*: "I find it easier to explain abstract concepts because I can use real-time images or graphs. This really helps students who are visual learners."*

Participant 3*: "The use of videos on the smartboard makes the lesson feel more alive. I can show real situations in the use of English, such as conversations in daily life."*

Participant 4*: "I have more flexibility in explaining because I can add or change material on the spot without having to prepare everything from scratch."*

3. How do you feel the use of smartboards affects student engagement during your presentations?

   Participant 1*: "I feel that students are more enthusiastic because they can see more varied materials, such as videos or interactive images, rather than just listening to me speak."*

   Participant 2*: "Students often want to try out the features on the smartboard, such as drawing or answering questions by touch. This makes them more active during the lesson."*

   Participant 3*: "The smartboard makes students more interested in paying attention, especially when I use technology-based quizzes or games."*

   Participant 4: *"My presentation is more dynamic, and students ask more questions because they are interested in the way I present the material."*

4. Have you seen any improvements in student participation or curiosity when using the smartboard compared to other teaching aids?

   Participant 1*: "I feel that the Smartboard provides a more modern and interesting learning experience compared to a regular projector. It makes students more curious and engaged."*

   Participant 2*: "Smartboard allows me to make learning more interactive rather than just using books or whiteboards. It really motivates students to learn more actively."*

   Participant 3*: "Compared to other media, the Smartboard offers the flexibility to customize the materials to the students' needs directly, which I think increases their curiosity."*

   Participant 4: *"Smartboard allows me to access various media or learning resources directly in the classroom. Smartboard*

also provides a more interactive display of material compared to just looking at a book, students also become more active in class such as showing pictures or videos."

APPENDIX 4: *Member Checking*

APPENDIX 5: *Documentation with the participants*

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