CHAPTER I

INTRODUCTION

A. Background of Study

Today, technology has played an important role in the world of education, not just in the economic and social sectors. Technology has evolved into a tool that greatly helps the world of education and also in terms of finding and searching for the latest information. The technology that are used in second language education, second language assessment, second language analysis, and many other aspects of language use have seen significant modifications during the past 30 years.[1] However, despite the fact that technology is rapidly evolving in ways that have an impact on professional practices, many of the crucial questions pertaining to technology-related difficulties remain essentially unchanged.

The rise of technology in this modern era of globalization can be applied to the world of education as a more advanced facility to streamline the learning process delivered. The importance of technology is to always keep up with its development.[2] However, there are a ton of educational

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[1] Jean-Paul Narcy-Combes, Stemps Theses, and Jo Ann Thomas, "Analyse de English Language Learning and Technology," *Alsic*, no. Vol. 7 (2004): 163–73, https:// doi.org/ 10.4000/alsic.2323.

[2] Alec Couros and Katia Hildebrandt, *Digital Citizenship Education in Saskatchewan Schools: A Policy Planning Guide for School Divisions and Schools to Implement Digital Citizenship Education from Kindergarten to Grade 12* (Standford: University of Regina Press, 2015), 74.

programs that are available online that make it possible for students and teachers to connect in a virtual classroom and boost learning motivation. This study investigates a number of tools that support teachers in instructing students. Web-based instructional media include those that are available on the internet and include Prezi, an online presentation tool, Glogster, an online poster generator, Edmodo, a social networking site, Toondoo, and GoAnimate, Interactive Whiteboard, and also screen projector.[3]

The use of technology has been proven to increase the control class of student in learning because of the more attractive appearance so that they will be avoided from feeling saturated while attending lessons.[4] Teacher must make sure that students have the knowledge and abilities to sort through this wealth of material securely and wisely and to use online spaces in a way that advances their learning. As in Indonesia, most schools still do not use technology in education.

Using ICT in the learning process is very beneficial to both students and teachers. Teaching could change as a result of the use of ICT in education. However, as Dawes (2001) in Fatimah and Santiana pointed out, "problems arise when teachers are expected to implement changes in what may well be adverse circumstances", this potential may not be easily

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[3] Asri Siti Fatimah and Santiana Santiana, "Teaching in 21St Century: Students-Teachers' Perceptions of Technology Use in the Classroom," *Script Journal: Journal of Linguistic and English Teaching* 2, no. 2 (2017): 125, https://doi.org/10.24903/sj.v2i2.132.

[4] Fatimah and Santiana, "Teaching in 21St Century: Students-Teachers' Perceptions of Technology Use in the Classroom", 129.

achieved.[5] The application of technology in learning can help teachers to convey material well and more easily understood by students, students will more easily capture what has been explained by the teacher. Good application of technology can also reduce the level of boredom of students in the teaching and learning process, especially in learning reading comprehension of a text. Due to the numerous code languages, the development of information and communication technology (ICT) has an impact on communication.[6] Students would find it simpler to communicate ICT ideas and resources if a computer conferencing system was employed. This would also draw more attention to the pedagogy of ICT work, or how to use materials most effectively with a class over the duration of a 40-minute period.[7]

One of the crucial things for teacher to teach is reading a text. Because of lack of students understanding of the vocabularies. As we known reading is one of the key building blocks of learning English. Reading is a crucial component of comprehension for pupils while reading a material, hence it deserves special attention. Reading is essential for passing all university courses, according to Kim and Anderson (2011) and Salehi, Lari, and Rezanejad (2014) in Abbas Pourhosein Gilakjani. Even when EFL students

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[5] Fatimah and Santiana,"Teaching in 21St Century: Students-Teachers' Perceptions of Technology Use in the Classroom", 130.

[6] Nafan Tarihoran, "The Impact of Social Media on the Use of Code Mixing by Generation Z," *International Journal of Interactive Mobile Technologies* 16, no. 7 (2022): 54–69, https://doi.org/10.3991/ijim.v16i07.27659.

[7] A Goodwyn, *English in the Digital Age*, *Journal of Chemical Information and Modeling*, vol. 53,37, 2000.

are fluent in their native tongue, they frequently struggle to understand texts. As a result, it may be said that a few things affect how well students can read and comprehend.[8] Because English reading spelling differs from Indonesian reading spelling, many lower, middle, and high school students still struggle to read English vocabulary.

It is known that the level of public interest in reading in Indonesia is quite low. Based on data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2016 Indonesia was ranked 60th out of 61 countries in the world[9]. Apart from that, based on UNESCO data, Indonesian people's interest in reading is very low. Where only 0.001 percent or 1 in 1,000 people in Indonesia read diligently. "Our reading interest in 2016 until now has not changed," said President Director of Big Bad Wolf Indonesia, Uli Silalahi (2022) at the Big Bad Wolf Indonesia press conference in the Menteng area, Central Jakarta,. Uli further explained that based on the Central Statistics Agency (BPS) in 2022, the level of reading interest among Indonesian people as a whole was at 59.52 with a reading duration of 4-5 hours per week and 4-5 books per quarter.

Professor Mary Lee Field in Beatrice S. Mikulecky Linda Jeffries. "... reading for pleasure [extensive reading] is the major source of our reading

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[8] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement," *International Journal of English Linguistics* 6, no. 5 (2016): 180, https:// doi.org /10. 5539 /ijel.v6n5p180.

[9] Isra Berlian Donny Adhiyasa, "UNESCO: Minat Baca Buku Di Indonesia Urutan Ke 60 Dari 61 NegaraNo Title," *Viva.Co.Id*, 2022.

competence, our vocabulary, and our ability to handle complex grammatical constructions."[10] University of Southern California professor Stephen Krashen. "Extensive reading may contribute to the development of the critical thinking skills necessary for success in higher education." Prof. Julian Bamford of Bunkyo University in Japan and Prof. Richard R. Day of the University of Hawaii.[11]

Seeing several factors that make it difficult to instill a good hobby and understanding of reading in students, the teacher must also have a good strategy or method to apply in the reading learning process. One of the technologies that can be used in reading learning is Interactive Whiteboards (IWB). The IWB (interactive white board) is one of the technological advancements in the field of education. The IWB itself can help teachers communicate lesson materials to students in a way that makes it simpler for pupils to comprehend what the teacher is explaining[12].

In the same way that traditional blackboards may be utilized every day by all teachers in traditional schools, interactive whiteboards are already demonstrating their ability to be used in this way in our emerging digital

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[10] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education* 6, no. 2 (2016): 229, https://doi.org/10.5296/jse.v6i2.9201.

[11] Beatrice S. Mikulecky Linda Jeffries, *Advanced Reading Power, Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* (New York: PEARSON Longman, 2007), 3.

[12] Meghan Fox, *Interactive Whiteboard Technology and Reading Instruction* (College of Bowling Green Press, 2010), 1–74.

classrooms. The IWB may be the spark that finally shifts schools away from the conventional paper-based approach and toward a more integrated digital mode of operation because of their ability to become an integrated part of a modern classroom. The conventional paper-based school has existed in essentially the same form for centuries, but teachers are beginning to see a transition as schools throughout the world begin to explore for methods to maximize the potential of take advantage of the dynamic and fascinating educational opportunities that the digital age offers by engaging in digital learning.[13]

The IWB is a device that connects a computer to a projector so that students can interact with what they see on the screen. responsive touch screen that responds to touching. Through this IWB, teacher can interact with computer content by touching it. Several schools that have advanced with ICT have integrated IWB into their learning system in the hopes that it can assist teachers and students in teaching and learning activities so they can achieve the desired learning outcomes. This is done after learning from the experiences of prior years where ICT did not develop rapidly.[14].

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[13] C Betcher and M Lee, *The Interactive Whiteboard Revolution - Teaching with IWBs*, 2009, 7, http://iwbrevolution.ning.com.

[14] Wee Shin Ang and Melor Md Yunus, "A Systematic Review of Using Technology in Learning English Language," *International Journal of Academic Research in Progressive Education and Development* 10, no. 1 (2021): 470–84, https://doi.org/10.6007/ijarped/v10-i1/9138.

Although literacy will likely become more widespread in the future, every student must be able to grasp and further their growth of reading English literacy outside of written textbooks. Every school must be aware of the need for new teaching resources for English literacy exercises since it can improve students' English literacy skills. In this digital age, electronic books, or e-books, can be used to teach reading. According to experts, digital storybooks are produced with music and animation that are typically activated by the students to encourage students' studying orientation and involvement in reading. This allows students to urge analysis of words, phrases, or pages in any order they need. In Ciampa (2012), Reinking & Watkins (2000)[15]. Although there is evidence to suggest that IWB features help students' early analysis skills, more research is required to document students' experiences with, attitudes toward, and motivations for analyzing these digital texts in the early grades of high school.

B. Identification of the problem

Based on these cases, researcher was control classed in analyzing research on:

1. The expansion of technology in education.

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[15] Mihireteab Abraham, "Effects of Information Communication Technology-Assisted Teaching Training on English Language Teachers' Pedagogical Knowledge and English Language Proficiency," *Cogent Education* 9, no. 1 (2022): 212, https:// doi. org/ 10.1080/ 2331186 X. 2022.2028336.

2. The number of ICT applications or tools that can be used as media in teaching learning process.

3. Lack of students' control class in understanding reading a text.

4. The use of digital media interactive white board for teaching reading.

C.   Formulation of the study

1. How influential is the using of IWB on learning reading comprehension?

2. How students' interest in using IWB while learning reading comprehension?

3. What are the difficulties encountered when using this IWB as learning digital media?

4. What are the advantages of the use IWB in learning reading comprehension?

D.   Limitation of the problem

This research focused on the observation and an analysis devoted to find out how helpful the use of IWB is in the process of teaching learning reading comprehension to high school students, and to find out how students interest are in learning using this IWB. It is not also focused on an English teacher but also supported with asking to the students like an interview. Here they will tell about their experiences in the past while and when begin study

English, and they will explain also how many times they get a vocabulary in a day etc.

E.   Purpose of the study

1. To know what are the influential when use of IWB on learning reading comprehension

2. To know students' interest use IWB while learning reading comprehension

3. To know the difficulties encountered when using this IWB as learning digital media

4. To know the advantages of the use IWB in learning reading comprehension

F.   Significant of the study

In this study, the researcher hopes to benefit from research papers. The results of this study can enrich knowledge about how easy the benefits of teaching practice are using digital media, one of which is IWB, the use of digital media can assist the teaching process and make students more control classed and enthusiastic in learning to read. Readers will get detailed information about the factors that make it difficult for students to read English. Teachers will be able to solve students' problems in mastering an English.

The researcher hopes this research can be useful for everyone who reads this research especially those control class in English education. Also for the students, it could become a motivation to make better and easy understanding about how is the important to study reading English in this era. It can also to encourage teachers to pay more attention on explain how is the important to focused to enrich vocabularies to make easier in acquiring English in daily activities. Moreover, it is a goal for the researcher to identify what part of the language programs found difficult for students.

G. Previous and Novelty of the Research

Many the researcher have deepened their research regarding the use of smartboard media in learning to read. The researcher took some results of previous the researcher' research on the relationship between digital Interactive Whiteboard media and teaching reading comprehension.

1. Some of the influence of smartboard media on the learning process, according to Gerard et al. This will help kids' cognitive abilities, oral skills, and motivation and emulation. Additionally, Ahmad et al.[16] (2017)'s study results show that smartboards can boost students' motivation in the classroom.

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[16] Waqar Ahmad, "The Impact of Smartboard on Preparatory Year EFL Learners' Motivation at a Saudi University," *Advances in Language and Literary Studies* 8, no. 3 (2017): 172, https://doi.org/10.7575/aiac.alls.v.8n.3.

2. In their 2015 study, Rajabi and Khodabakhshzadeh[17] looked at the usage of smartboards when teaching reading to EFL students at the lower-middle levels. The outcomes demonstrated that smartboard media improved students' reading comprehension abilities.

3. According to Katwibun's (2014)[18] research, student academic achievement rises. Users of Interactive Whiteboards value having quick access to previously created educational materials as well as the freedom to improvise interactive text, images, sound, and video that can be saved during lessons ("Creating classrooms for everyone: How interactive whiteboards support universal design for learning," 2009; Reedy, 2008; Smith, et al., 2005). Where the teacher not only successfully integrates but also reflects on the use and establishes goals for ongoing success. The degrees of classroom teacher adoption of an innovation as described by Hall, et al, are further described in Table 2 (on the following page).[19]

4. IWBs were installed in primary classrooms throughout numerous regions as part of the (Higgins et al., 2005). The evaluation of this

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[17] Ahmad, "The Impact of Smartboard on Preparatory Year EFL Learners' Motivation at a Saudi University," ,.175.

[18] Hasna Topal, Siti Sarah Fitriani, and Nira Erdiana, "The Effectiveness of Smart Board Media in Teaching Reading for Junior High School Student," *English and Education Journal* 23, no. 4 (2019): 1–16, http:// www. jim.unsyiah. ac.id/ READ/article/view/14115.

[19] Jo Ann Thomas, "A Mixed Methods Case Study of the Levels of Interactive Whiteboard Use by K-12 Teachers," *ProQuest Dissertations and Theses*, no. May (2014): 130, https://doi.org/10.25777/5bg0-3z25.

program was based on student performance, teacher evaluations, and student views. The results showed a positive change in instructors' use of interactive whiteboards and interaction in the classroom. Systematic observation was used to confirm that IWBs have a positive impact on teaching and learning. IWBs did not, however, have the anticipated effect on students' national exam scores in relation to desired national policy objectives. This raised two difficulties with the usage of IWBs in the classroom. The first question centered on the IWB's potential as a teaching tool and a way to improve students' learning. The second question was more involved and challenging for the policy level, which manages and evaluates the program. That was the approach taken by the government, and that was how academic research was viewed and used effectively. The UK must nevertheless promote the 'embedding' of such devices in the classroom, though.[20]

5. The novelty of this research, from the results of observations in research, students' interest in learning reading text is still low. Students will be more enthusiastic about reading if the teacher facilitates interesting learning media or learning styles. researcher found IWB very helpful in teaching reading comprehension. IWB

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[20] Topal, Fitriani, and Erdiana, "The Effectiveness of Smart Board Media in Teaching Reading for Junior High School Student."8

access able although does not connect to the internet, and IWB gives new environmental while teaching learning process. During this study the use of IWB as a learning medium was sufficient to support good learning effectiveness so that teachers and students could achieve the desired results. According to Uli Silalahi, also based on the Central Statistics Agency (BPS) in 2022, it is stated that the level of interest in reading in Indonesian society as a whole is at 59.52 with a reading duration of 4-5 hours per week and 4-5 books per quarter. This reality is very far when compared with other developed countries.