CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

After completed of analysis and discussion the use of IWB digital media in learning reading, The researcher can make certain inferences that ought to be consistent with the issues. They are listed below:

1. Based on the analysis, the category of student's reading comprehension before using IWB digital media was very poor (13.86) and the category of students' reading comprehension after using IWB digital media was good (22.28). Based on the result of t-test, there was a positive and significant difference between the students' reading comprehension before using IWB digital media and students' reading comprehension after using IWB digital media with the score of $t_{obs} = 18.999$ and the significant level of $0.000 < 0.05$.

2. Based on the analysis, the category of student's interest in learning reading before using IWB digital media was poor (30.45) and the category of students' interest in learning reading after using IWB digital media was good (52.10).

according to the findings of the statistical analysis, there was a substantial and favorable difference in students' interest in learning reading before and after using IWB digital media with the score of $t_{obs}=33.72$ and the significant level of $0.000<0.05$..

3. Based on the results of interview with the respondents, it can be stated that comparing the analysis of student learning on an IWB to a chalk-filled chalkboard is significantly different. The students who engaged in IWB activities found other students' interest and interacted with them more actively. Students not only agree on the benefits of using an interactive whiteboard, but they also agree on particular subject areas. The utilization of the IWB attracted students' attention and sparked their interest. As they were first exposed to this new technology, students' opinions toward using the IWB were at a medium level, which might be viewed as positive. The IWB should not be used throughout the entire lesson or in every lesson, just like the other technological tools. We believe that not using the traditional board would be incorrect. For this reason, the IWB should be used in lessons where it will have a good

impact. The physical environment in the classrooms should be suitable for using the IWB.

4. Using IWB in teaching reading process is giving some advantages, IWB makes it possible to communicate and display multimodal information and different semiotic representations. IWB encourages educators to combine and link the various levels of representation of the scientific teaching learning reading comprehension. IWB also encourages discussions about the meaning of the various representations, which can assist teachers in addressing students' challenges in comprehending visual representations. IWB also encourages students to actively participate in the creation and generation of their own visual representations based on scientific activities that are conducted in the classroom

B. Suggestions

The recommendations are directed at the school, the English teacher, and the department's pupils. These are what they are:

1. **For the School**

   Students' reading abilities can be improved by teaching them English. As a result, the school should create a new policy to enhance the teaching method. The stakeholder of the school should evaluate the drawbacks of using the IWB and adopt the appropriate safety measures. Because the existing IWB is limited, schools can prepare more adequate places or facilities so that students can enjoy enjoyable learning using the IWB. The use of ICT in learning should be applied in learning at school. including the use of IWB which requires connecting to the internet, therefore the school can provide a larger WiFi quota. The stakholder can hold learning training using IWB so that all subject teachers can teach using IWB

2. **For an English Teacher**

   It is advised that English teachers use a variety of instructional methods and media while instructing students in the language. It serves to pique students' control class in English language instruction. This indicates that English teacher might occasionally teach English with new style for teaching learning. The teacher should not only focus on the material in

the learning book, but the teacher must provide an interesting learning atmosphere and provide material that is related to the present. Because preparing to use the IWB is quite time-consuming, the teacher should be able to get to class more quickly to prepare the connection requirements for the IWB.

Familiarize Yourself with the Technology:

Before teacher start using the interactive whiteboard in your classroom, take the time to become familiar with its features and functions. Read the user manual, watch tutorials, and practice using it.

Plan Engaging Lessons:

Design lessons that take full advantage of the interactive whiteboard's capabilities. Incorporate interactive activities, multimedia, and dynamic visuals to engage students.

Use Interactive Software:

Utilize interactive whiteboard software tools that come with the technology. These often include interactive lessons, quizzes, and collaboration features. Explore other educational software and applications that can enhance your teaching.

Incorporate Multimedia:

Integrate multimedia elements such as videos, images, and audio clips into lessons. These can make complex concepts more accessible and interesting for students.

Encourage Student Participation:

Invite students to interact with the whiteboard by coming up to the board to solve problems, annotate, or complete activities. This hands-on approach can increase engagement and participation.

Collaborative Learning:

Foster collaborative learning by using the whiteboard for group activities. Encourage students to work together on projects, brainstorm ideas, or solve problems as a team.

Provide Instant Feedback:

Use the whiteboard to provide immediate feedback to students. You can annotate on their work, highlight important points, or clarify concepts in real-time.

Organize and Save Resources:

Keep your interactive whiteboard resources organized. Create folders or categories for different subjects or topics. Save and reuse interactive lessons and materials for future classes.

Use Interactive Tools:

Explore the various interactive tools available on the whiteboard, such as drawing tools, shape recognition, and virtual manipulatives. These tools can help illustrate concepts effectively.

Assess Learning:

Implement formative assessments using the whiteboard, such as quizzes, polls, or interactive games. This can help gauge student understanding and adjust your teaching accordingly.

Stay Updated:

Keep up with updates and new features of your interactive whiteboard technology. Manufacturers often release updates and improvements that can enhance your teaching experience.

Troubleshooting:

Be prepared to troubleshoot common technical issues that may arise during your lessons. It's helpful to have a backup plan in case the technology fails.

Seek Professional Development:

Consider attending professional development workshops or online courses focused on using interactive whiteboards

effectively. You can learn new techniques and strategies from experienced educators.

Reflect and Adapt:

Continuously reflect on your teaching methods with the interactive whiteboard. Seek feedback from students and make adjustments to improve your lessons over time.

Remember that technology should enhance, not replace, effective teaching practices. The interactive whiteboard should be a tool that supports your pedagogical goals and helps create an engaging and interactive learning environment for your students.

3. **For Students**

It is indicated that in order to develop and strengthen their reading comprehensions, students must work diligently and sincerely. It is advised that they continue their studies both at school and at home, using a variety of instructional tools to hone their reading comprehension abilities.

Using interactive whiteboards can be a great way to enhance reading comprehension skills for students:

Digital Texts and Annotations: Display reading passages on the interactive whiteboard. Encourage students to highlight, underline, and make annotations directly on the text. This allows for active engagement with the material.

Interactive Vocabulary: Integrate interactive vocabulary activities. You can have students click on unfamiliar words to reveal definitions or synonyms. This helps build their vocabulary while reading.

Text-to-Speech: Utilize text-to-speech functions to read passages aloud. This benefits both auditory learners and those who may struggle with reading fluency. It also helps with pronunciation.

Discussion and Analysis: After reading, use the whiteboard for group discussions. Students can highlight key points, identify main ideas, and analyze the text together. This promotes critical thinking.

Character and Plot Mapping: For literature, create character profiles and plot diagrams using the whiteboard. Drag and drop character names, events, and descriptions to build a visual representation of the story.

Sequencing and Summarization: Have students arrange story events in chronological order using the whiteboard. This helps them understand the sequence of events and aids in summarization.

Interactive Quizzes and Polls: Incorporate quizzes, polls, and multiple-choice questions related to the reading material. Students can answer these questions on the whiteboard, providing instant feedback and assessment.

Graphic Organizers: Use interactive graphic organizers like Venn diagrams, mind maps, and concept maps to help students visualize relationships and concepts within the text.

Peer Review and Collaboration: Allow students to work together on the whiteboard. They can peer-review each other's responses, correct mistakes, and discuss interpretations collaboratively.

Digital Note-Taking: Encourage students to take digital notes directly on the whiteboard. These notes can include key points, questions, and personal reflections about the text.

Virtual Field Trips: If the reading material is about a specific location, take a virtual field trip using interactive maps or online

resources. This can provide context and make the reading more engaging.

Multimodal Resources: Combine text with multimedia elements such as images, videos, and audio clips to provide a richer context for the reading material.

Timed Reading Activities: Use timers and progress bars to challenge students to read within a certain time frame. This can improve reading speed and comprehension.

Record and Playback: Record discussions, presentations, or student readings on the whiteboard. Playback allows for self-assessment and improvement.

Real-World Connections: Connect the reading material to real-world applications or current events. Discuss how the content is relevant in today's world.

Feedback and Assessment: Provide instant feedback on student responses and comprehension assessments through the whiteboard. Identify areas where students may need additional support.

Gamification: Incorporate elements of gamification, such as leaderboards or badges, to make reading comprehension activities more engaging and competitive.

Remember to adapt these strategies to the age and skill level of the students, and consider their individual learning preferences. Interactive whiteboards offer a versatile tool for promoting reading comprehension through active engagement and visualization.