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An Analysis of Technology IWB For Teaching Vocabulary In Elementary School

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Abstrak

Studi ini menganalisis teknologi IWB untuk pengajaran kosakata di sekolah dasar. Subjek penelitian ini adalah seorang guru yang dipilih dari sekolahnya yang menggunakan media digital IWB dalam proses belajar mengajar bahasa Inggris. Tujuan dari penelitian ini adalah ingin mengetahui 1) Apa saja kesulitan yang dihadapi saat menggunakan IWB Ke pemahaman siswa 2 ini? bagaimana minat siswa menggunakan IWB dalam belajar kosakata. 3)apa manfaat penggunaan IWB dalam belajar kosakata? Metode pengumpulan dan analisis data adalah penelitian deskriptif kualitatif. Data dalam penelitian ini diambil dari seorang guru yang dipilih dari sekolah yang menggunakan IWB di sekolah dasar. Hasil penelitian menunjukkan betapa mudah dan menariknya menggunakan IWB dalam membaca bahasa Inggris di kelas. IWB dapat menjadikan membaca lebih menarik dengan banyak fitur siswa. Selain itu, beberapa aspek penggunaan IWB ini: 1) memperkaya dan memperbanyak kosakata, dan 2) lebih banyak minat membaca.

Keywords: *Reading literacy, reading skills, IWB.*

Abstract

This study analyzes IWB technology for teaching vocabulary in elementary schools. The subject of this study was a teacher selected from his school who used IWB digital media in teaching and learning English. The aimed of this research is want to know 1) What are the difficulties encountered when using this IWB Into students' understanding 2? how is students' interest use IWB in learning vocabulary. 3)what are the benefits the use of IWB in learning vocabulary? The method of collecting and analysis data is a qualitative descriptive research. The data in this study were taken from a teacher who was selected from a school that used IWB in elementary schools. The results of the research show that how easier and interesting to uses IWB in reading English in the classroom. IWB can make reading more interesting with many student features. In addition, these some aspects of using IWB: 1) enriching and growing up vocabulary, and 2) more interest in reading.

Keywords: *Reading literacy, reading skills, IWB.*

INTRODUCTION

At present the development of technology has been very advanced compared to previous years. Advances in technology are also felt in the world of education. The world of education has developed rapidly to keep up with the current developments.

We can apply the increase in technology in this modern era of globalization to the world of education as more and extra sophisticated facilities to expedite while the teaching learning process. One of technology importance is to improve the development.

Using technology is verified that allows you to growth students' interest in getting know information because it seems more attractive so that will avoid feel bored while attending the lessons. As in Indonesia, most schools still do not use technology in education.

That means of modern era, utility that has been designed in a cutting way and used as concept and exercise to getting know as a mastering aid. Currently, the technology this is broadly used in education is statistic era.

Using digital media for teaching learning can be a good selection because it is giving a positive impact to the students. These some impact, namely they can more easily find the information needed during the learning process. The media that can be used is to provide computers and the Internet in each school.

A selected component of current era today is information and conversation generation (ICT). ICT being one device for a good and new system education in modern era, many function which serve from the ICT. ICT can be as compared with other greater conventional instructional sources likes many books, worksheets, or video and audio recordings.

One of the advances in technology in the world of education is the presence of the IWB (interactive white board). IWB itself can make it easier for teachers to convey teaching materials to students, making it easier for students to understand what the teacher is explaining.

The British educational communications and technology agency (BECTA) (as stated in hall & Higgins, 2005) affords a clear define of what an IWB is:

The IWB is very far-reaching. A system that is linked or connected between a projector and a computer, where students can touch what they are seeing on the screen. Touch screen that is sensitive when someone touches it. Subject matter on the computer can be controlled by touching it through this IWB.

One of the main foundations of learning English is reading. Reading is an important point because it is very important in students' understanding of reading a text. Many students in elementary schools still have difficulty reading English vocabulary, because they have different reading spelling than Indonesian.

Learning from the experiences of previous years where ICT has not developed rapidly, several schools that have advanced with ICT have introduced IWB into their learning system, with the hope that it can help teachers and students in teaching and learning activities so that they can achieve the expected learning outcomes.

Teaching young students is particularly challenging compared to teaching teenagers or adults since young students often become sidetracked. Children enjoy playing and having fun, therefore educators should select appropriate teaching strategies that reflect this. One strategy for keeping students engaged in the classroom is to play games. They have a unique role in the teaching of any foreign language. Playing games in class would be beneficial to both teachers and students. Additionally, games can be used by teachers to fulfill all learning objectives, particularly when teaching vocabulary (Bakhsh, 2016).

Although language structure is referred to as "the skeleton of the language," it is generally agreed that vocabulary is "the vital organs and flesh" (Harmer, 1991). The foundational aspect and crucial component of learning any language is vocabulary. For English language learners, the use of games to teach vocabulary has become significantly important since they encourage fluent, fearless, and creative language use while sustaining enjoyment and enthusiasm in learning (Bakhsh, 2016).

Although that literacy is very common for the future, each students have to able mastery and more development of reading English literacy s not only from the printed text book. Every schools have to realize each Students' needs for new teaching tools for English literacy activities, because it can giving contribute to their English literacy abilities. Electronic books or e-books can be used to teach reading in this digital era. According to experts, to stimulate students' studying orientation and involvement in reading digital storybooks allow students prompt analyzing words, phrases, or pages in any order they need and are normally prepared with sound and animation activated by using the students, Reinking & Watkins (2000) .Even though there's proof to signify that functions embedded in IWB contribute to students early analyzing improvement, in addition research documenting students' studies with, attitudes toward, and their motivation for analyzing these digital texts inside the early grades of elementary school is needed (Ciampa, 2012).

Based on these cases, researcher was interested in analyzing research on the use of technology interactive white board for teaching vocabulary. Researchers want to know how the application and impact of using interactive white board as a teaching tool in elementary schools.

From the explanation above, the questions for this study were formed : 1) What are the difficulties encountered when using this IWB Into students' understanding 2? how is

students' interest use IWB in learning vocabulary. 3) what are the benefits the use of IWB in learning vocabulary?

THEORETICAL SUPPORT

Technology and Education

Modern sophisticated technology has entered our nation. The interactive whiteboard (IWB) is a special aspect of the history of technology. Usage and implementation IWB in many elementary, middle and high schools in big cities in Indonesia have started using IWB in teaching and learning activities in the classroom, although it is undeniable that there are still many schools that have not been touched by modern technology. Some may surprise how era is utilized in state-of-the-art lecture rooms and even question its necessity or effectiveness. A broader view of technology and its effect on education helps placed IWB technology into its proper context.

Generation is swiftly converting the manner we view lifestyles and the world of labor. The education area isn't any exception. In truth, at some point of the overdue 1990s, new technologies were invented and designed almost each month. One of the main targets in technology is the world of education

For passionate researchers who want to see if their product can change Education as we know it. Many smells of technology that have been obsolete in the last decade or so. Many schools are struggling with how to implement a good and modern learning system by incorporating technology into their schools. In reality the struggle one is financial, in many schools that are not yet exposed to technology but are struggling to keep technology in. (Vail, 2003).

Although including technology in schools is not easy, it still needs to be strived for. He provides some principles as a framework for teachers so that they know and think broadly how to include, use, and process the technology themselves in their daily teaching and learning activities in their classrooms. These are the four basic principles of learning using technology: 1) Learning takes place in context, 2) Active learning, 3) social learning, and 4) reflective on learning, Driscoll (2002). As a supporting teacher, you must understand that technology alone does not mean it is being a correct learning. However, the proper use of to be had generation does now not have the electricity to enhance and alternate schooling in trendy classroom. Therefore, activeness, guidance and direction from the teacher is still needed, not letting go of the students themselves in exploring the technology.

Emphasize that technology is a tool, a product, and an artifact. Technology can complete certain tasks, helping humans to complete what is considered difficult. but the

potential exists only when it is associated with a particular problem, Lei and Zhao (2007). In other phrases, one ought to use era nicely and efficiently to revel in any gain. Second, the use of technology depends at the context of the state of affairs and is intently related to the customers. In other words, the equal generation can be used in some of extraordinary ways depending at the goals of the individual the usage of the particular generation. Third, using technology keeps to exchange whilst generation i s in a static stage.

Benefits of Technology in Education

In general, using technology in education can helps students to create and enriching environment whereas teaching learning activities are centered with a variety of opportunities (DenBeste, 2003). Furr et al. (2005) recognize the benefits of educational technology, good technology is applied in class and can further enliven an active and passionate classroom atmosphere for teachers and students who are bored in the learning process, provide feedback for students, it is allow students to learn briefly, making a small group with the friends (either in the classroom or globally), and making a good environment in their classroom with nice activities where the teacher's role is that of a facilitator rather than a speaker, as expected by the government stated in curriculum 13 which expects students to be more active than the teacher.

ICT is not intended to replace more traditional tools in education. Moreover, to replace the figure of the teacher in the classroom, it is impossible. Because the figure of the teacher plays an important role in the learning process in the classroom. In truth, there are a few cases in which a conventional method can be extra suitable. But, whilst included efficaciously, ICT can be used in aggregate with traditional sources to offer the first-rate getting to know surroundings. (Kennewell et al., 2008).

The capacity of digital video technology reaches a way beyond the dynamic presentation and illustration of visible information. With virtual video equipment, beginners may additionally zoom into and out of digital video sequences, insert hyperlinks into movies in order to narrate visible statistics to different academic substances and set up video sequences for dialogue and reflection. Such features are predicted to afford, for instance, special observations (e.g. Smith & Reiser, 2005), multiple perspectives (e.g. Goldman,2004) or the information of complex principles in ill-based domain names (Spiro, Collins, & Ramchandran, 2007). The affordances of digital video technology may be restructured for youthful rookies in lecture rooms, so that students can both create their personal representations (e.g. multimedia documents) or set up video contents so one

can recognize and provide an explanation for complex subject matter (Zahn, Pea et al., 2005). This usage, within the sense of getting to know through design (e.g. Kafai & Resnick, 1996), goes a long way past teacher centered techniques wherein film on curriculum topics are simply watched by using person inexperienced persons or in complete-elegance models.

Consequently, despite the fact that designing video or different artifacts with digital equipment is pretty acceptable for college kids because it is cognitively attractive, students may additionally once in a while be cognitively beaten by using the complexity of having to discover a design answer, control the organization and use an unfamiliar digital device. They virtually may additionally need steering all through the manner in order that getting to know through design can take area.

Interactive whiteboard

Interactive whiteboarding (IWB) is one branch of ICT that has been instrumental in reworking modern school rooms. The IWB is a massive contact-sensitive board that controls a computer to the projector (Smith, Higgins, Wall, & Miller, 2005). The IWB itself is not just an ordinary tool, but can help make learning activities in the classroom more interesting.

IWB can help teachers convey material in the form of visualization so that it is easier for students to understand and digest. Because sometimes many students understand something better if they have seen what is meant by the person himself. The IWB itself produces an image that can be shown and touched by teachers and students, and also produces an interesting and clear voice in its pronunciation. (Beeland, 2002)

Electronic whiteboard is a device used for teaching analyzing abilities. Le Breuille (2004) teachers can explain and describe a text in reading using visualization as outlined in the IWB to facilitate students' reading comprehension in class. Learning activities using IWB tend to make it easier to understand what the teacher is saying and make the class atmosphere more interesting and fun. Hall & Higgins (2005), IWB interactivity increases students' interest in learning by presenting various multimedia elements, especially visual images. Elliot (2003) states that IWB allows a smooth transition from one topic to other. IWB also improves peer studying and improves verbal exchange among students and teachers (Yunus et al., 2012).

The Interactive Whiteboard is a large screen which is enable to touchy connected to a virtual information projector and a computer. IWB capability as an interactive board, the real screen of computer, and the use of mouse on identical time. Teacher or students can change one by one to try touch the large screen, how to use it in the same time. The screen able to

touch only by teacher or student's finger, it is also use an electronic pen to manage a perform media on the screen.

Interactive whiteboards are one of the technologies transforming classroom activities and teacher functions. Chalkboards have evolved into interactive digital boards. Learners can see and feel their sense of accomplishment at the same time. With the touch of a finger, a person can write, draw, drag, edit text, or shape something. Indeed, IWB is both an educational tool and a useful resource. Teachers can broadcast the outside world into their classrooms over the Internet.

An IWB can have enough money interactivity with the aid of using the unique approaches of manipulating the programs jogging on display screen. Pupils or teachers can operate the IWB thru a keyboard, or unique pen, from specific positions inside the teacher rooms. This can alternate the manner scholars and teachers work with the IWB and with each different.

Everything you can do in IWB can be saved and recalled for corrections, warm-ups and more. Handwriting from trainers and newcomers can also be saved and called up at any time. Many people referred to as it clever Board due to the fact smart technology agency was a pioneer issuer to the training region. The first clever Board become brought in 1991. It become utilized in commercial enterprise presentation. nowadays, it's far utilized in classrooms, lectures halls, and language labs. In 1992 Microsoft employer took hobby inside the idea and became a minority investor in the IWBs and other collaboration tools inclusive of interactive pen show, interactive virtual signage, wireless slates, multimedia shelves and software program. (Schut.2007).

Benefits of IWB on Elt

Based on the British Academic Communiqué and the assessment by Generation Enterprise (Becta) (2003), interactive whiteboards should deliver excellent results in coaching. Interactive whiteboards as presentation devices support teachers in many ways. This support included extending coaching time by allowing trainers to more accurately teach multiple resources within one lesson (Walker, 2003). IWB: Teachers can apply face-to-face instructions while calling out to those around them.

Enable teacher for apply internet-primarily side assets within teaching as entire-elegance. They might carry the out of doors international inside school room this is the net. permits linking items this is a great way to create non-linear instruction and introduce the net directly into your English class. Enable teacher for apply multimedia content to help

present and explain various concepts permits instructors to save and print what is on the board, together with notes made for the duration of the lesson, reducing duplication of efforts and facilitates revision for future use. (Walker, 2002). permits teachers to offer actual materials and information via text, pics, sounds, video segments, and animation. complements inexperienced persons' engagement extra than traditional entire-elegance teaching does.

Encourages greater numerous, innovative and seamless use of teaching substances. lets in teachers to share and re-use materials, decreasing workloads (Glover & Miller, 2001). Conjures up instructors to exchange their pedagogy and inspiring expert improvement (Smith A., 1999). Conjures up teachers to re-suppose their method to coaching and mastering. the flexibility and the scope for creative lesson making plans are large. Roam the halls of the school and help manage the auditorium with the ability to stay close to the novices. This can make a difference in how beginners behave. Teachers and students can add stunning interactive graphics to their presentations. Press the IWB with a finger to apply without trauma to the mouse.

Vocabulary

Young students should pay close attention to the English language's pronunciation, spelling, vocabulary, and grammatical structure. Students must be familiar with the language's vocabulary, which is a collection of words and their definitions, in order to learn English skills because it helps them develop their skills (Linse, 2005). Children must learn between 1,000 and 2,000 words in order to speak and write in English (Cameron, 2001)(Bakhsh, 2016).

One of the rules for acquiring vocabulary is that we become experts when we come across new words for which we have no idea what they imply, according to Flanigan (2015). Once we are aware of it, we will employ it regularly. A language's vocabulary is a crucial component. According to Rahmadhani (2015), vocabulary is the key component of language skills and can assist students' proficiency in the four language abilities of speaking, listening, reading, and writing. Furthermore, according to Thornbury (2002, p. 13), "without vocabulary, nothing can be conveyed; without grammar, very little can be conveyed"(Hariyono, 2020).

Additionally, if the student has a greater understanding of the vocabulary, they will understand a word more readily. As a result, students must enhance and comprehend their vocabulary (Lelawati et al., 2018). It will be simpler for the student to communicate in written or spoken English when they have a solid understanding of the language. Furthermore,

according to Al Qahtani (2015, p. 22), "the relationship between vocabulary knowledge and language use is complementary: knowledge of vocabulary facilitates language use, while conversely, language use leads to an increase in vocabulary knowledge." This indicates that there is a connection between them that cannot be broken. Another crucial aspect of teaching vocabulary to pupils is the role of the teacher in sharing information about vocabulary and practical application (Hariyono, 2020).

Teachers need to be familiar with term vocabulary, including its form, meaning, and application. Contrary to popular belief, teaching vocabulary to young learners is more difficult than it would be to teach it to teenagers or adults. The reason is because young learners already have certain traits. In contrast to adults, young learners exhibit more intense and ardent delight, are more energized, and are more amenable to adjustment to specific circumstances, according to Syafrizal and Haerudin (2018) in (Bakhsh, 2016).

Relevant previous research results

Many researchers have deepened their research regarding the use of smartboard media in learning vocabulary. The author will review the results of previous researchers' research on the relationship between digital interactive whiteboard media and teaching reading comprehension. Rajabi and Khodabakhshzadeh (2015) examined the use of smartboards in teaching reading vocabulary to lower-middle-level EFL students. The results showed that smartboard media had a positive effect on reading comprehension skills. The results of Katwibun's research (2014) show that student academic achievement increases.

Other studies conducted by Bacon (1990), Allen (1998), and Berry (1998) suggest the positive influence of authentic documents on learning to read the vocabulary. The use of smartboard media can emphasize linguistic elements such as vocabulary, idioms, structures and others. Gerard et al (1999) stated that some of the influence of smartboard media in the learning process. This will support students' oral skills, cognitive processes, and support student motivation and emulation. In addition, the results of Ahmad et al. (2017) research reveals that smartboards can increase student motivation in class.

RESEARCH METHOD

In this research, researchers used a qualitative descriptive research design to answer questions from existing problems. A theorizes from expert said that a descriptive studies approach is a fundamental research technique that study about real conditions, they exist in contemporary situations, As Williams (2007:66) in Murtadho (2018). In other phrases, the end result of this descriptive studies is an outline of the present

day information that has been researched and reviewed by the author. This study describes the results of using IWB digital media as a tool for teaching reading in English subject at the elementary school level. Qualitative research methods are used in this study. Another states that qualitative research is especially powerful in gain culturally precise facts approximately values, opinions, behaviors, and the social context of sure populations, Mack et al. (2005:1) in Murtadho (2018). In other phrases qualitative studies is used to get data from sure populace topics. The data is acquired to discover social context and sur people.

For the data analysis which is used an instruments depth interviews of a teacher and observation. The researcher has made observations in classroom, paying attention to the way teachers use IWB for reading learning, then added the results of depth teacher interview regarding the use of IWB itself.

The aimed of this research are how influential is the use of interactive whiteboard for teaching vocabulary, and to know the difficulties encountered when using this IWB digital media Into students' reading skills.

RESULT AND DISCUSSION

This study analyzes teachers' use of IWB in the first grade of elementary school. IWB is carried out using interactive whiteboards for being a projector to making an interactive learning process. These power point regularly include an axpansion of snap shots and anmations to offer learning targets. This looks at includes snap shots, graphs, and different visual resources presented by means of the smart interactive white board. For a few substances the trainer uses the net to in addition giving explanation for the concept of reading itself.

Researcher: as an English teacher, before use IWB of course you used a chalkboard. Instead of comparing IWB to a blackboard. What do you like about both of them and why?

Teacher: I more like use IWB than chalkboard because the displayed image can move.

Analyzing student learning about IWB versus a blackboard use chalk is very different. Researcher found that IWB giving other students' interesting were more active in interacting, involving themselves in the learning process. In addition, researcher found IWB improved taken instruction in the classroom. Instructions are thought to be better by providing more visuals and using more colors. Not only do students share the advantages of using interactive whiteboard, however they also percentage regions of subject. A number of the constraints they explained covered the orientation of the board and enable to clear with computer problem, and having difficulty to write some words.

Researcher: Each student learns differently. Some students learn best by seeing, others by hearing and doing. How do you think IWB can help you? in teaching learning process, can you give a specific example?

Teacher : 70-80 percentage IWB is very helpful in the teaching and learning process, students can more easily understand vocabulary and how to read English correctly, and the rest of the students still need more attention and guidance.

Ultimately, the scholars noted regions for improvement in the use of interactive white board. Some of their thoughts encompass using greater hues, which include extra animations, designing extra power point, and increasing student interaction with interactive whiteboard

According to the IWB teachers' who teach English in the classroom, it is very helpful in teaching English, especially in reading material. IWB can give an interesting impression in the learning process so that students are interested in learning the material presented by the teacher. The vocabulary of a text in reading material can also be easily digested by students because it is in the form of pictures and can move, and the sound produced from the IWB itself is very clear and clear for students to hear. Another reason for using IWB in class is because there are many English games in IWB which can be brainstorming during class. Learning to read using the IWB is more fun than using an ordinary blackboard.

Researcher: Many visuals such as pictures, diagrams, etc. are often shown in class. Compare to Whiteboard and compare the quality of these visuals to IWB. (i.e. how easy it is to see pictures and read IWB and whiteboard text) Please explain the difference.

Teacher: if I use IWB picture it's very interesting and very convenient, but if I use ordinary pictures like normal media that I print using plan paper it's less interesting.

The students expressed their interest in seeing the teacher make various shapes, pictures, and other visuals right in front of the reading material being taught. Often, during lessons the teacher uses the creative pen in the smart notebook. The pen allows the teacher wants special attention from students to draw anything. Small examples are often time the teacher will noted the important thing to records with a green highlighter. The teacher makes a "best" form. The use of equipment the menu. Teachers can easily color in these shapes with a touch of a finger, and students can be mesmerized by these "magical" moments.

Behind the advantages that IWB provides in the teaching and learning process there are also some limitations of the IWB itself, namely the length of the initial installation process of the IWB connected from the computer to the projector, thereby reducing the learning time slightly. The limited range of wifi internet also affects the smooth use of IWB.

Researcher: What don't you like about IWB? Any distractions? In other words, is there anything about IWB that keeps you from paying attention to the lessons being taught? Explanation.

Teacher: I don't like IWB because it's a bit of a hassle to have to prepare everything like cable reels, infocus, and so on.

The IWB potentially offers interplay if the trainer perceives that it may be used on this manner, and uses appropriate software program that also offers interplay if it's far perceived as a presentational device only. Interplay can, of direction, mean many different things. Our use of the time period interaction foregrounds the give and take between students and teachers, which is going beyond a superficial learning situation to a stimulating interplay which ends up in new formulations and new knowledge. IWB use the time period interactivity to focus on the purposeful factors that generation and software program offer.

Barriers. as with all kind of academic generation or coaching the tool, it is usually enable being a limit. To try and use the constraints of interactive whiteboard inside the classroom for teaching learning process. One of the common troubles consists of primary generation issues that often occur any time the pc is still use. For example, if you use IWB for a long time, the projector will sometimes overheat and turn off in the middle of the lesson Every now and then a small message will seem at the display pronouncing that the projector is just too hot. This gave us a small warning that the display turned into approximately to show off, giving us a couple of second minutes to finished what we have been doing in interactive whiteboard. Whilst asked to describe any issues with the IWB. One student said: *"The projector overheated. now and again it gets too hot and you need to rush to get it all over."*

Apart from using different presentation methods, students were also looking an excessive the value of visible lesson elements. In other words, students really appreciate color and lifestyle in images and shapes that can be easily manipulated with the touch of a finger on the IWB screen. While asked the interactive whiteboard to an ordinary blackboard, one student said:

" I love it because you can traverse it and write in unique colors and there are some cool things when you press it and something cool happens."

In precis, this have a look at gives perception into the usage of IWB digital media in the Class one of elementary school. The perceived benefits of IWB consist of enticing training, visible enhancement, and increased interaction. Whilst there had been some of perceived boundaries, teachers did not see them as fundamental distractions as they actually preferred the IWB to a simple blackboard or chalkboard for guidance.

The teacher furnished numerous ideas for development focused specially on growing the usage of visuals and power point display, in addition to offering more possibilities to interact with IWB.

CONCLUSION

Regarding the data found in this research, the scope of the results from in-depth interviews and mini-observations, the implementation of analyzing English literacy in essential schools is about instructors making ready all the necessities wanted for gaining knowledge of activities. Based totally on the findings and dialogue, the researcher found an exciting manner to put into effect English analyzing literacy for instructors within the lecture room by means of the use of IWB, nicely inside the virtual era. An Interactive white board can make students extra inquisitive about analyzing with many functions. IWB carries features such as audio spoken words, pop-up thesaurus, read aloud narration, sentence highlighting and automated page turning. An interactive white board in digital shape have multimedia effects such as written text, spoken studying, spoken discourse, track, sound effects, and animations. Hence, the use of IWB may be very beneficial for students, an IWB offer sophisticated digital capabilities including word-taking, key-word search, quick navigation and links to related records. Further, IWB also includes portraits, vocabulary lists, and so on. These elements can spark their hobby to assist them understand the enter better and they don't feel bored in class anymore.

Researchers have found some of the outcomes of interactive white board or electronic books as a way coaching reading literacy in elementary school. Including the introduction of latest media in the shape of IWB with capabilities that could assist students to decide on studying instructions from teacher which can be easy recognize as a shape of getting to know to apply IWB. Multimedia capabilities in e-books can help processing and memory. in addition, IWB additionally increase students' positive attitudes toward analyzing due to the fact their layout is extra attractive, enticing, extra amusing, and motivating for students. IWB are very effective in helping students to understand reading texts. Further, the impact of analyzing interactive white board on the following aspects: 1) growing vocabulary, and a couple of) modifications in affective elements in learning reading English thru affective elements in learning English thru digital media interactive white board inclusive of motivation and interest analyzing.

Although there are limitations in the use of IWB but it does not affect teachers and students in the learning process of reading using IWB. Because the benefits of IWB outweigh its limitations.

Based on this research, the researchers have the following suggestions: (1) Teachers can use this research as input for implementing and developing electronic books as a teaching tool in learning to read English literacy in elementary schools. (2) Students can be assisted to improve skills in teaching learning vocabulary through electronic books as learning media. (3) Researchers can make the results of this study a useful experience in learning to read English literacy in elementary schools.

The technical information used in the IWB presentation minimizes the difficulty. It's not uncommon for educators to encounter technical issues when working in generational spaces - including schools. Schools with insufficient digital competence can pose a challenge for teachers to implement IWB in the classroom. Technical support is seen as an important component for the successful integration of ICT into coaching and coping strategies. (Mohamed Al-Faki Associate Professor English Language Institute & Hassan Adam Khamis, 2014)

A radical transformation of the acquisition of knowledge about the environment is taking place. Teachers are no longer just knowledge brokers, but moderators and learning companions for beginners. Several studies point to the outstanding potential of IWB to trigger change in trainer pedagogy and to provide enriching learning environments. Glover, Miller, Averis and Door (2005, p. 155) However, there is a growing awareness of the need to understand the intergenerational fit and pedagogy in the development of interactive learning supported by IWB in tertiary settings. Miller and Glover say that "pedagogical structures advance to embellish conceptual-cognitive knowledge and to recognize interactivity as essential to this more useful knowledge". (Miller & Glover, 2006, p.2).(Mohamed Al-Faki Associate Professor English Language Institute & Hassan Adam Khamis, 2014).

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