

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

The present study proved that the Interactive Whiteboard presentation are effectual in improving EFL students' achievements in writing and boosting their attitudes towards writing and towards the use of IWB in writing classrooms at English First Kediri as an English Language School in Kediri. Indeed, the writing act which used to entail much apprehension and challenge for EFL students became an interesting and stress free task after using the IWB prewriting instruction. Thus, integrating IWB in prewriting instruction was successful in resolving one of the serious problems that most EFL students suffer from.

However, it is worth to mention that to attain optimal learning outcomes, IWB should be properly integrated in the teaching/learning process in a way that promotes interaction and collaboration among students, addresses diverse individual learning needs and enables students to perform at the referential level as well as the inferential one. In other words, Interactive Whiteboards presentations become efficacious when used with clear-cut objectives and well-designed tasks and parallel to an appropriate pedagogy.

## **B. Suggestions**

The present research study was carried out at English First Kediri, East Java, Indonesia. Future research studies should be conducted in the remaining unexplored areas to examine whether similar results will be yielded or not. Upcoming research should also be conducted in Indonesia public schools to explore if EFL students' performance and attitudes will improve as well by comparing between the public and private sectors with respect to the impact of the IWB on the writings and attitudes of EFL students. Moreover, this study was carried out with Frontrunner EFL students, so the results of the study can only be generalized to the adult classes. Other researchers can replicate this study with the same topic at different ages or grade. They can also confirm the findings of this study if they conduct a similar study in a longitudinal manner. Besides, this study investigated the effects of IWB on the achievements and attitudes of sixty five EFL participants in writing classes; thus, the impact of IWB on EFL students' performance in other language skills can be examined and with a larger sample of participants. Indeed, the present study did not explore if there is a difference in achievement and attitude between male and female participants; accordingly, the gender variable can be studied in further research.