

CHAPTER I

INTRODUCTION

1.1. Background of the Study

The foundation of communication is language, which facilitates human connection in a variety of contexts. Globalization has led to the integration of technology into our everyday existence. As a result, technology has also changed the nature of education. The progress in science, technology, and the arts has led to a notable evolution of the Indonesian language. Spoken and written, its application has spread to numerous fields (Febriani et al. 2021, 1). Yet, learning is not always easy for pupils. One major cause of this is the dearth of resources for learning support, particularly instructional materials in Indonesian. Unaware of the possible advantages of integrating multimedia aids, educators frequently rely on conventional techniques like whiteboard and textbooks, failing to fully involve students in the learning process (Nuraripin & Jaja 2021, 62).

Elementary school children from a variety of origins and situations frequently face obstacles when learning the Indonesian language (Amelia et al. 2023, 134). These obstacles impact both instructors and pupils. Numerous obstacles are encountered by both teachers and students (Saugadi, Malik, & Burhan 2021, 120). There are differences in the way that teachers can impart Indonesian language lessons, and these differences have a big impact on the students' learning results. Additionally, pupils are placed in a regimented and uninspired classroom setting with little opportunity for active participation or speaking up (Sukma et al. 2023, 228). Susani's (2018) research, which included 3,391 elementary school pupils from seven districts/cities in four provinces, echoes these challenges. Results from

January 2020 to April 2021 indicate a concerning learning loss in literacy skills, equivalent to six months of study. Consequently, the impact underscores the imperative for a heightened focus on Indonesian language education (Winarni et al. 2023, 558).

Reading comprehension is a vital skill in learning the Indonesian language, as it focuses on text understanding and significantly influences students' overall success. Struggling with reading comprehension can hinder students' learning progress, making it difficult for them to grasp the material effectively (Ardhian et al. 2020, 110). This underscores the need to prioritize reading comprehension from early education, particularly in upper elementary grades. In fourth grade, teaching reading comprehension skills is especially critical, as students engage with texts in language arts, science, and social studies to acquire information (Sanders 2020, 59). Focusing on 4th-grade students at SD XYZ Tomang is crucial, as 23 of 28 (82%) students struggle with reading comprehension, mirroring the national literacy decline in upper elementary levels. Unlike 5th graders, who read faster with better comprehension, most 4th graders are slow readers with inconsistent understanding. This highlights the urgent need to improve teaching strategies and provide support at this critical stage (Sirait et al. 2025).

Teachers need to understand that teaching vocabulary to elementary school children differs significantly from teaching adults (Cahyati & Madya 2019). This is because young learners in primary schools have distinct characteristics compared to adult learners. They tend to engage more effectively with interactive learning methods such as singing and dancing (Vitasgoro & Chandra 2019). Interactive tools greatly improve reading comprehension by providing richer language

exposure, helping to build vocabulary, and enhancing understanding of stories, making them essential in elementary education. (Çetinkaya et al. 2019, 183). One of the media for teachers is an interactive PowerPoint presentation to build engagement for elementary students in learning Indonesia language, so the students have improved reading comprehension (Anwar et al. 2020, 168).

To enhance engagement, this study applies the Cognitive Theory of Multimedia Learning (CTML), which posits that the brain actively selects, organizes, and integrates multimedia elements to construct meaningful mental representations for long-term memory (Mayer 2005; Mayer 2020). By leveraging CTML principles, interactive PowerPoint presentations are designed to foster active learning through pre-programmed feedback features (Angkarini 2022). Each slide is meticulously designed with interactive buttons, encouraging users to interact with the content (Wijayanti & Relmasira 2019, 78). Therefore, interactive PowerPoint is a platform to concisely present material while incorporating dynamic animations, breathing life into the presentations (Putri & Nurafni 2021, 3540).

The use of interactive PowerPoint as a learning tool aims to simplify the comprehension of course materials and present them in visually captivating formats. Teachers typically deliver the content through narrations or custom-made instructional videos, which are then shared with students for self-study. Moreover, teachers have the flexibility to incorporate relevant and engaging backgrounds that align with the subject matter. They can also integrate interactive elements such as quizzes, games, and motivational slides (Mardianto & Prayitno 2020, 171). Consequently, interactive PowerPoint not only facilitates material delivery but also

fosters creativity and student engagement by enabling two-directional communication between students and the computer (Puspita et al. 2020).

Students often face challenges when learning to understand Indonesian reading. One major problem is that traditional teaching methods focus more on theory than on practical application, which can make the material boring and repetitive. This shows that we need more interactive teaching strategies because studies have found that these conventional methods make it harder for students to improve their reading skills and stay engaged (Ceyhan & Yıldız 2020, 427). Learning works best when it includes hands-on practice, but if teachers focus only on theory, students miss out on using interactive tools. This limits their reading skills and overall academic success (Asrial et al. 2019, 251).

Given these challenges in learning Indonesian reading comprehension, it becomes crucial to foster student motivation to enhance their engagement and learning experience. Motivation is essential in this situation because it sustains us as we grow and learn. It is vital to establish a learning atmosphere where students are inspired and appreciate what they are doing because of this. This helps students improve their language skills in addition to making learning more enjoyable. This is consistent with the most recent PISA findings for 2022, which demonstrated that Indonesian students continue to struggle with language proficiency improvement (Natalia 2024). Furthermore, motivation is not merely an accompanying factor but plays a mediating role in enhancing reading comprehension. Higher motivation helps students engage more deeply with the material delivered through interactive PowerPoint, thereby leading to better comprehension outcomes (Çetinkaya, Ateş, and Yıldırım 2019, 183; Anwar et al. 2020, 168).

Using interactive PowerPoint presentations in classrooms not only obtains an element of enjoyment in the learning process but also serves to improve student motivation (Prin & Fernandez 2020). Furthermore, it enhances student engagement, making them more eager and enthusiastic about learning the language (Nisa & Bahtiar 2023). Thus, this study aims to delve deeper into the impact of interactive PowerPoint presentations on student motivation and reading comprehension, while also exploring the role of student motivation on reading comprehension.

1.2.Problem Identification

Indonesian reading comprehension is a crucial skill, especially for 4th grade learner to develop. Researcher have identified several key issues that need to be addressed:

- a) 82% of 4th-grade students at SD XYZ Tomang struggle with reading comprehension. It is worsened by traditional teaching methods that rely on textbooks and whiteboards.
- b) Lack of interactive and engaging learning media limits student participation and affects comprehension. Furthermore, low student motivation contributes to poor reading outcomes in the classroom.
- c) Interactive PowerPoint offers a potential solution to improve both motivation and reading comprehension.

1.3. Problem Statement

A preliminary test at SD XYZ Tomang shows that 82% of 4th-grade students struggle with reading comprehension, indicating a serious learning challenge. Traditional teaching methods are insufficient in addressing this issue. Therefore,

this study investigates whether interactive PowerPoint presentations can improve student motivation and Indonesian reading comprehension skills in 4th-grade students.

1.4. Problem Formulation

The formulation of the research problem is based on the background of the problem, problem identification, and problem limitations as follows:

1. Does the use of Interactive PowerPoint presentations affect 4th elementary school students' Indonesian reading comprehension compared to non-interactive PowerPoint presentations?
2. Does the use of Interactive PowerPoint presentations affect the motivation levels of 4th elementary school students compared to non-interactive PowerPoint presentations?
3. Does student motivation correlate to Indonesian reading comprehension among 4th elementary school students?
4. Does student motivation mediate the relationship between the use of Interactive PowerPoint and reading comprehension among 4th elementary school students?

1.5. Research Objectives

Based on the problem formulation in this study, the aim is to analyze:

1. Whether the use of interactive PowerPoint presentation affects 4th elementary school students' Indonesian reading comprehension compared to non-interactive PowerPoint presentations.

2. Whether the use of Interactive PowerPoint presentation affects the motivation levels of 4th elementary school students compared to non-interactive PowerPoint presentations.
3. Student motivation correlates with students' Indonesian reading comprehension at the 4th elementary school level.
4. Student motivation mediates the relationship between the use of Interactive PowerPoint and reading comprehension among 4th elementary school students.

1.6. Research Benefits

In this study, the aim is to contribute not only to the interests of the researcher but also to various stakeholders in the elementary education field

1.6.1. Theoretical Benefits

The theoretical benefits of this research are:

1. The results of this study provide in-depth knowledge regarding the mediation of student motivation between the use of interactive PowerPoint and Indonesian reading comprehension of 4th-grade students.
2. This research can be a reference in the implementation of interactive PowerPoint which is still not widely implemented, to improve reading skills of learners.

1.6.2. Practical Benefits

The practical benefits of this research are:

1. For teachers, this research can provide knowledge that the use of interactive PowerPoint can increase reading comprehension.

2. For schools, this study can provide insight into the use of PowerPoint interactives in the classroom, demonstrating an increase in reading comprehension.

With the resulting benefits, this research is expected to make a positive and sustainable contribution to improve the quality of education and overcome the challenges in Indonesian reading comprehension.

1.7. Research Structure

This study consists of five chapters, each with specific details. Chapter one introduces key elements such as problem identification, formulation, research objectives, and research implications. Chapter two delves into theoretical foundations, including student motivation, reading comprehension, and the interactive PowerPoint presentation in Indonesian language learning. Chapter three explains the research methodology, outlining data collection, processing, and analysis procedures, as well as detailing the research subjects. Chapter four addresses responses and explanations to the problem formulation, along with research findings and data interpretation. Chapter five concludes the study with recommendations for future research