

The Development of Interactive Multimedia Based on PowerPoint for Javanese Banten Language to Enhance Reading Comprehension Skills: A Systematic Literature Review

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Abstract

This systematic literature review explores the development of interactive multimedia based on PowerPoint aimed at enhancing reading comprehension skills in the context of Javanese Banten language education. The study investigates the potential of leveraging technology, specifically Microsoft PowerPoint, to create engaging and effective learning experiences tailored to the linguistic and cultural characteristics of the Javanese Banten community. Through a comprehensive analysis of existing literature, the review highlights the significance of interactive multimedia in facilitating deeper understanding and retention of reading materials among learners. Furthermore, it underscores the need for continued research and development efforts to ensure the accessibility and effectiveness of interactive multimedia tools in Javanese Banten language instruction. The findings emphasize the importance of collaborative initiatives involving educators, linguists, technologists, and community stakeholders to integrate these resources into curriculum and pedagogical practices. Overall, this review contributes to the discourse on innovative approaches to education and the promotion of literacy in culturally diverse contexts, with implications for fostering inclusive learning environments and celebrating linguistic diversity.

Keywords: *Interactive Multimedia, PowerPoint, Javanese Banten Language*

INTRODUCTION

Education is the process of improving the quality of human resources through learning to develop character, intelligence, potential, and skills needed in social life, as well as to provide preparation for the future. (Efendi et al., 2023). The learning process is a primary activity in education that involves both teachers and students. Before the

learning process begins, teachers need to prepare strategies, approaches, and models to ensure smooth implementation. Additionally, teachers require instructional media to explain the material effectively. (Efendi et al., 2023)

In the current era, there are rapid changes and developments in the field of education (Hanapi 2023). Advances in science and technology lead to updates and innovations in education, particularly in the development of learning media. Learning media is something that can assist teachers in delivering materials to students in a more easily understandable manner (Hilmi 2023). Teachers can utilize technology in creating multimedia-based learning media, commonly referred to as interactive learning media. (Efendi et al., 2023). In the learning process, there are subjects that are challenging for teachers to teach and difficult for students to comprehend, and one of them is Bahasa Jawa Banten.

Local wisdom and cultural uniqueness in each region allow for the development of Local Content Curriculum (Kurikulum Muatan Lokal - MULOK) in schools according to Law Number 23 of 2014 on Regional Governments and Minister of Education and Culture Regulation (Permendikbud) Number 79 of 2014 concerning Local Content Curriculum 2013. This law aims to utilize MULOK learning to preserve and introduce cultural values and local traditions to the younger generation. Additionally, MULOK learning aims to develop students' skills in various cultural aspects such as language, arts, music, and crafts. Through the achievement of these goals, MULOK learning makes a positive contribution to preserving culture, fostering nationalism, and enhancing the quality of education at the local level.

Mayor Regulation Number 12 of 2014 regarding the Protection, Cultivation, and Development of the Javanese Banten Language and Literature grants authority and responsibility to the city government to determine the use of Javanese Banten language as the medium of instruction in primary schools, extracurricular activities, and the community in accordance with Article 5. The primary school age stage (around 6-12 years old) is considered a crucial period for implementing character education, even becoming a fundamental aspect for the successful development of students. Therefore, it is essential to introduce ethical values and high morality from an early age through cultural

preservation activities in the region. (Raka, 2007).

Familiarizing oneself with regional languages is an effort to preserve and sustain the development of these languages. Regional languages are an integral part of Indonesian culture that continues to evolve, in accordance with the provisions of Article 36 of the 1945 Constitution. Javanese Banten language, as one of the regional languages in Indonesia, needs to be preserved to avoid extinction and remain a part of Indonesia's cultural heritage (Fajri 2023). Preservation efforts for Javanese Banten language ideally should commence early, especially at the primary education level. Unfortunately, it is regrettable that society tends to prioritize their interest in the English language, leading to the current neglect and lack of priority for the position of Javanese Banten language. (Asdarina et al., 2023).

Reading is one of the essential aspects of language skills to be mastered (Ambarita et al., 2021). Someone who is actively engaged in reading activities will naturally develop vocabulary, comprehension, articulation skills, cognitive abilities, and the ability to respond to the material they read. (Rahayu et al., 2023). In educational practice, reading is crucial for the teaching and learning process in the classroom. According to Farr, "Reading is the Heart of Education," emphasizing that reading is indeed the core of education. (Puspitasari, 2015). The importance of reading instruction is also enshrined in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, Chapter III, Principles of Education Implementation, Article 4 paragraph 5. It is stated that education is conducted, among other things, by developing a reading culture. Therefore, it is clear that reading is an essential aspect to be learned and supports the implementation of education (K. Fajri 2022).

The performance of students in the learning process largely depends on their ability to read and comprehend. (Basuki, 2011; Khotimah et al., 2016). Therefore, the ability to read and comprehend the content is a crucial requirement for students to master and enhance their knowledge. Reading comprehension, at its basic level, is defined as the process of gaining meaning from a text that correlates with the reader's previous knowledge and experiences. (Muliawanti et al., 2022). With the numerous benefits of reading and developing reading comprehension skills, students need to recognize the

importance of reading comprehension as an integral part of their basic education. However, students' interest in reading is often lacking, and sometimes they read without fully understanding the content. As facilitators, the teacher's task is to inspire students to be more interested in reading and provide the tools and resources they need. (Rahayu et al., 2023).

Based on the initial observations, various obstacles were identified in the learning of Javanese Banten language, particularly in the aspect of reading comprehension. Both teachers and students face similar challenges. Teachers encounter difficulties primarily in instructional strategies and the availability of source books. Elementary school students are still in the concrete operational stage, requiring teachers to design lessons based on their developmental level. Additionally, it was found that storybooks in Javanese Banten language supported by interactive multimedia are still unavailable and have not become a guide for learning. This fact indicates that the use of multimedia-based books in Javanese Banten language learning in Pontang Subdistrict Elementary Schools, Serang Regency, Banten Province, has not been optimized. This is reflected in the lack of teaching materials and student or teacher handbooks that are less supportive, especially those based on interactive multimedia.

Multimedia based on Microsoft PowerPoint (PPT) is one of the ICT-based learning media. PowerPoint is software that assists teachers in creating effective, professional, and user-friendly presentations. (Anyan et al., 2020). Saat ini, banyak penelitian yang berkaitan dengan penggunaan PowerPoint (PPT) sebagai multimedia interaktif. Namun, pada kenyataannya, guru jarang memanfaatkan atau membuat presentasi dengan bantuan PPT. (Andriani et al., 2016). Sometimes, teachers simply download PowerPoint presentations (PPT) readily available on the internet. However, these downloaded PPTs may not align with the characteristics of the students and may lack interactive exercises or games that could assist students. Therefore, it is advisable to create or adapt presentations to better suit the needs and characteristics of the students. This can enhance students' interest in learning, facilitate understanding, and improve knowledge retention. (Sukmawati & Mustika, 2021). Based on this information, the researcher is inspired and interested in innovating to develop interactive multimedia for Javanese

Banten language as a representation of an electronic book in the learning process..

The development of multimedia interactive-based learning media for Javanese Banten language would be better implemented in the 2013 curriculum at the higher grade levels, such as Grade IV in elementary schools (SD/MI). This is because the 2013 curriculum demands educators to be more creative in applying innovative teaching methods. The curriculum encourages teachers to integrate electronic tools (ICT-based or multimedia) into the learning process. This approach is suitable for Grade IV students as they are considered "capable" of using multimedia-based learning applications. During the learning process, media plays a crucial role. The success of a learning process is inseparable from the role of instructional multimedia. Multimedia is a combination of various media formats, such as text, images, graphics, sound, animation, video, interaction, and others, packaged into digital files used to convey messages to the audience. (Nurlaela et al., 2016).

Interactive learning media is a tool used to create innovative, creative, and engaging learning experiences for both students and teachers. One common challenge faced by teachers is the lack of skills and knowledge in using software or electronic media. This can be overcome by using user-friendly software or electronic media that can be easily created by users without requiring extensive expertise and skills. Creative use of media can facilitate and enhance the efficiency of learning, allowing learning objectives to be achieved. The implementation of interactive learning methods is expected to capture students' interest, especially at the elementary school level, and enhance their reading abilities. (Dharmayanti & Oktarika, 2019; Meolbatak & Bria, 2016; Susilawati, 2017).

The effectiveness of learning depends on the teacher's readiness to manage the classroom to be more active and interactive, facilitating students in understanding the materials presented by the educator (Gunawan 2023). One way to achieve this is by developing innovative and varied learning media to enhance effectiveness in teaching. This media is expected to stimulate students in learning Javanese and Indonesian languages, aiming to preserve and safeguard Javanese Banten language as a cultural value in the Banten region. Therefore, the researcher is interested in proposing a study with the

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METHODS

Aspects of language A systematic literature review (SLR) is a rigorous methodological approach used in research to identify, evaluate, and synthesize existing literature relevant to a particular topic or research question (Kitchenham 2007). It is characterized by its systematic and replicable process, aiming to minimize bias and ensure comprehensive coverage of the available literature. SLRs follow a predefined protocol or set of criteria for literature search, selection, and analysis, providing a transparent and structured methodology (Khaeroni 2021). The procedure involve systematically searching, selecting, and analyzing existing literature related to the development and effectiveness of interactive multimedia tools, specifically focusing on PowerPoint applications tailored for enhancing reading comprehension skills in the Javanese Banten language context.

The systematic literature review (SLR) process involves a structured approach to identifying, evaluating, and synthesizing existing literature relevant to a specific research question. It begins with formulating a clear research question and devising a comprehensive search strategy to retrieve relevant literature from various sources. Retrieved studies are screened based on predefined criteria, and pertinent data is extracted for analysis. Quality assessment is conducted to evaluate the reliability of included studies. Synthesis and analysis of findings identify patterns and trends, while results are transparently documented according to reporting guidelines.

The data analysis for this systematic literature review would entail synthesizing findings from selected studies, examining factors such as the design features of interactive multimedia, instructional strategies, learner characteristics, and outcomes related to reading comprehension improvement. This analysis would aim to identify best practices, challenges, and areas for further research in the development and implementation of interactive multimedia for language learning purposes, particularly in the context of the Javanese Banten language.

RESULTS AND DISCUSSION

A. Interactive Multimedia-Based Media

1. The Concept of Interactive Multimedia

Multimedia is defined as more than just a medium (Wagenpfeil et al., 2021). Multimedia can take the form of a combination of text, animation, graphics, sound, and video (Krüger & Bodemer, 2022). Multimedia is a combination of the words "multi" and "media." The word "multi" and the word "media" come from Latin. 'Multi' is a noun that means many or diverse, while the word 'media' in Latin refers to a medium that serves as an intermediary or tool for conveying, delivering, and carrying something (Praheto et al., 2017).

Pellas et al. (2021) argue that instructional multimedia is a tool or means of learning that systematically incorporates content, methods, limitations, and evaluation methods designed to be systematic and engaging in order to achieve expected competencies according to their complexity level. Alqahtani & Rajkhan (2020) further elaborate on the concept of interactive multimedia, stating that it is highly suitable for enhancing learning quality in both the learning process and outcomes. Moreover, Rajas-Fernández et al. (2021) describe interactive multimedia as the utilization of various types of media (text, graphics, video, sound, and animation) and interactive elements. Interactive implies that there is feedback provided by the media to its users, who initially give commands to the media being used (Blake et al., 2020)..

Interactive learning media is one of the tools used to create more diverse learning experiences (Kanellopoulou et al., 2019; Kuncoro et al., 2023; Lassoued et al., 2020). Common difficulties encountered include a lack of teacher skills in using software applications or programming; however, this can be overcome by using software that provides ease of use without requiring high computer skills (Akcil et al., 2021; Fernández-Batanero et al., 2021; Ziatdinov & Valles, 2022). Interactive learning media is a teaching delivery system that presents video material with computer control to students, allowing them not only to listen and watch videos but also to actively respond (Suryana et al., 2021). The active responses from students can

determine the speed and sequence of presentation (Nousopoulou et al., 2022).

Multimedia learning proves beneficial for enhancing learning outcomes (Boateng et al., 2022; Hsu et al., 2022; Zumbach et al., 2022). Multimedia encompasses various integrated media (Große-Heilmann et al., 2022). Park & Kim (2022) discovered that each media component can stimulate one or more human senses. Additionally, Jarrott et al. (2019) assert that apart from improving learning, multimedia instruction can enhance the quality of learning. This is evident in the identification that multimedia can enhance learning quality. Rainhardt provides further detailed explanations: (1) multimedia can increase curiosity, creativity, and group cooperation; (2) multimedia can transform the role of traditional teachers into modern educators; (3) using multimedia can rejuvenate teaching models; (4) multimedia can improve access to information; (5) multimedia can provide more materials, leading to "media overload"; and (6) through multimedia, we are no longer confined to the classroom but can progress further (Rachmijati et al., 2014).

Multimedia can be considered interactive when students not only see and hear but also actively interact with the learning media (Peñarrubia-Lozano et al., 2021). Students are engaged in the use of learning media (Nayan et al., 2022). Furthermore, Szyszka Michał and Tomczyk & Kochanowicz (2022) state that the communication components in computer-based interactive media involve humans as users and computers (software).

By utilizing interactive multimedia, it is anticipated that students will be motivated to learn. Moreover, with this interactive learning media, it is hoped that it can alleviate student boredom during lessons, as the predominant teaching method in many schools has been lecture-based, which may lead to student monotony.

2. The Components of Interactive Multimedia Program

"Interactive multimedia consists of several media combined into one medium and interconnected. The elements of interactive multimedia according to Meixner (2018) include:

a. Text Element

The use of text elements in multimedia programs is utilized to describe information and knowledge that users need to read. In multimedia, text elements play a role in communicating main information or as guides or navigation for multimedia users.

b. Image Element

In multimedia programs, the image element serves to clarify information and knowledge conveyed through text. Images can also be used as substitutes for text elements in multimedia. In other words, images can concretize abstract information.

c. Audio Element

The role of the audio element in multimedia is to broadcast information and knowledge conveyed through sound elements. An example of using sound elements in multimedia is in language learning, such as pronunciation in learning English.

d. Video Element

Moving images or videos displayed in multimedia programs can comprehensively and realistically explain the information and knowledge being studied. The use of video programs in multimedia can make abstract concepts more concrete for learning.

3. Principles of Interactive Multimedia Program Development

The development of interactive multimedia programs requires principles to guide the development process towards the desired objectives. The principles of development, according to Gardner et al. (2020), include:

a. Multimedia Principle

This principle suggests that users absorb information more effectively through the combined use of visual and textual elements. Users understand the content better when there is a combination of text and sound elements. Multimedia

program producers need to design the content and determine the appropriate method of delivery to convey the content or material.

b. Contiguity Principle

The contiguity principle states that users learn better from information presented through text and graphical elements placed close to each other. This means that text and graphical elements in multimedia do not need to be separated to convey information or knowledge.

c. Coherence Principle

The coherence principle suggests that elements unrelated to the information being communicated should not be included in multimedia programs. The use of elements such as text, visuals, and audio that are irrelevant to the material being conveyed will distract the viewer's attention.

d. Modality Principle

The modality principle emphasizes the use of audio or sound elements to convey information or knowledge. Students generally learn faster through narration conveyed via audio elements than through textual descriptions displayed on a computer screen.

e. Redundancy Principle

The redundancy principle implies that presenting learning material through both text and narration simultaneously can be redundant and may distract the user or observer's attention.

f. Personalization Principle

The personalization principle suggests that communicating content or material through a conversational format will have a better impact on learning outcomes

g. Voice or Audio Principle

The voice or audio principle indicates that users or observers learn better through words spoken in the original voice than through narration delivered using a machine or computer. The machine or computer referred to here are applications or programs that generate sound or audio.

h. Signaling Principle

The signaling principle is applied by highlighting important content or material for learning. Signaling can be done through the use of sound elements or visual elements.

i. Interactivity Principle

Multimedia programs can be used as interactive learning tools. Therefore, the design and development of multimedia programs should involve engaging students to interact intensively with the learning content or material. There are various ways to create interaction between students and learning resources in multimedia programs, including assigning tasks or exercises.

j. Pre-training Principle

The pre-training principle means that the learning process will be more effective if students have prior knowledge of what will be learned. Therefore, before starting the learning program, students need to be given initial understanding of the content or material to be learned.

4. Advantages and Disadvantages of Interactive Multimedia

a. Advantages of Interactive Multimedia

The advantages of interactive multimedia, according to Pribadi (2017), include:

- 1) Enhancing the learning process and improving retention or memory.
- 2) Facilitating learning for users with different learning styles.
- 3) Assisting users in acquiring necessary competencies.
- 4) Delivering information and knowledge with a high level of realism.
- 5) Increasing user motivation in learning.
- 6) Possessing interactive features.
- 7) Supporting both individual and group learning activities.
- 8) Consistently presenting lesson content or material.
- 9) Allowing users to control the learning process.

b. Disadvantages of Interactive Multimedia

Alongside its advantages, interactive multimedia also has its disadvantages that need to be considered when using it as a learning medium. The disadvantages of interactive multimedia, as identified by Wati (2016), include:

- 1) The initial cost of using interactive multimedia can be relatively expensive due to the need for supporting facilities.
- 2) Training is required to effectively use interactive multimedia for better delivery of content.
- 3) The adoption of interactive multimedia is still limited due to lack of attention from the government.
- 4) Specific facilities are needed to support the use of interactive multimedia, especially in schools. Many schools lack adequate facilities for interactive multimedia in teaching. The use of interactive multimedia must consider whether the school facilities support it or not. Additionally, the use of interactive multimedia should address its limitations to find solutions to existing problems.

B. Microsoft PowerPoint as Interactive Multimedia

There are numerous types of learning media, one of which is ICT-based learning media, namely multimedia based on Microsoft PowerPoint (PPT). PPT is a popular presentation application widely used for various presentation purposes in the learning process (Maryatun, 2015). PPT has many advantages, including the ability to display various text and image colors, being able to include images or videos, having a simple writing process (errors can be corrected), selectable writing modes according to preference, and the ability to insert sound (music) to make presentations more engaging (Amalia, 2014; Elpira & Ghufon, 2015).

According to Fatahullah (2016), Interactive PPT can be used to produce communicative and creative presentation materials. In other words, through this technology, we can design and present messages efficiently, effectively, and attractively. Interactive PPT has the advantage of capturing the attention of students so they do not feel bored with the learning atmosphere because teachers always

create a creative and innovative learning environment with interactive learning media. PowerPoint-based multimedia contains summarized and clarified materials in an attractive slide format and can be accessed via smartphones, making it easier to grasp material concepts. PowerPoint-based multimedia is not dominated by lengthy explanations; instead, the material is presented with concise and understandable explanations and involves animation for visualization. This PowerPoint-based multimedia involves text, images, sound, moving cartoon animations, and supporting videos, thus achieving effective, efficient, and engaging learning. Additionally, the advantages of PowerPoint-based multimedia include the ability to include images as initial stimuli for students, and at the end of the presentation, examples of problems and discussions, problem-solving exercises and discussions, as well as quizzes and discussions, can be inserted. Moreover, PowerPoint can also include happy and sad emotion icons along with sounds as representations of appreciation (Simangunsong & Mustika, 2022).

C. Reading Comprehension in Javanese Banten Language Learning

1. Understanding Reading Comprehension

Reading is a strategic process (Spörer & Schünemann, 2014). Wang (2016) argues that effective readers employ various reading strategies suitable for the text and context to construct meaning while reading. These strategies vary depending on the type of text and the reading purpose.

According to Crawley & Mountain (1995), reading is inherently complex, involving various aspects. It is not merely reciting text but also entails visual activities, thinking, psycholinguistics, and metacognition. As a visual process, reading involves translating written symbols (letters) into spoken words. As a thinking process, reading encompasses word recognition, literal comprehension, interpretation, critical reading, and creative understanding. Word recognition involves reading words using a dictionary (Bekmanova et al., 2022).

From this perspective, reading as a visual process involves translating written symbols into sound. As a thinking process, reading includes word recognition, literal

comprehension, interpretation, critical reading, and creative reading. Linguistic processes help readers build meaning through reading schemas, while phonological, semantic, and syntactic features aid in communication and message interpretation. Teng (2020) views metacognitive processes as involving planning, strategy correction, monitoring, and evaluation. Readers at this stage identify reading tasks to form appropriate reading strategies, monitor their understanding, and assess their results.

The explanations above indicate that reading is not an easy task; therefore, it involves more than just reciting text but also requires comprehension. Reading is interactive. Reader engagement with text depends on context. People who enjoy reading useful texts will have specific goals they want to achieve; texts must be easily understandable (readable) to facilitate interaction between the reader and the text.

Reading can be defined as the process of obtaining information contained in reading materials to understand them. This type of reading can be referred to as reading comprehension (Moody et al., 2018).

Newton et al. (2018) assert that reading is one of the language skills included in rhetoric, similar to other language skills (speaking and writing). In reading activities, readers need a well-organized knowledge base and mastered skills (Marcet et al., 2022). Reading is an activity to extract and understand the meaning contained in written material (Alneyadi et al., 2023). Additionally, Syakur et al. (2020) add that reading is a process used by readers to obtain the message conveyed by the author through written media/words. (Ellis, 2016) emphasizes that reading is a language activity actively absorbing information or messages conveyed through written media, such as books, articles, modules, newspapers, or other written media.

2. Understanding Reading Comprehension

Reading comprehension is a process of actively acquiring meaning that involves the reader's existing knowledge and experiences, connected with the content of the reading material. The importance of reading learning is reflected in Law No. 19 of 2005 concerning National Education Standards Article 6 paragraph 5, which

emphasizes the importance of reading and writing skills, numeracy skills, and communication skills (Khasanah & Cahyani, 2016).

3. Objectives of Reading Comprehension

Reading comprehension is a process of actively acquiring meaning that involves the reader's existing knowledge and experiences, connected with the content of the reading material. According to Haryadi (2020), there are seven main objectives in reading, which are:

- a. Obtaining information for a purpose or out of curiosity about a topic.
- b. Obtaining various instructions on how to perform a task for work or daily life, such as understanding how household appliances work.
- c. Participating in a drama, playing games, solving puzzles.
- d. Corresponding with friends through letters or understanding business letters.
- e. Knowing when and where something will happen or what is available.
- f. Knowing when and where something will happen or has happened, as reported in newspapers, magazines, reports.
- g. Obtaining pleasure or entertainment.

4. Javanese Banten Language Learning

The Javanese Serang language or Javanese Banten language is a Javanese language that has undergone acculturation with Banten Sundanese culture. Most of its language is similar to the original Javanese language, but words that in the original Javanese language end with 'O' in the Javanese Serang language end with 'e' (pronounced as the 'e' in the word "peti"), similar to the ending in Malay/Malaysian. For example, the word "apa" in the original Javanese language becomes "ape" in the Javanese Serang language. Another part consists of the Banten Sundanese language, which is different from Sundanese Priangan (K. Fajri 2023).

This language became the main language of the Banten Sultanate (freedom level) which occupied the Surosoan palace. This language is also the daily language of residents of North Banten (North Banten), while South Banten (South Banten) is still

dominated by Sundanese. The Javanese Banten language or Banten dialect Javanese is spoken in the northern part of Serang Regency, Serang City, Cilegon City, and the western region of Tangerang Regency. This dialect is considered an ancient dialect with many influences from Sundanese and Betawi languages. The Javanese Banten language has two levels: the freedom level (karma) and the standard level. The ethnic groups inhabiting the Banten region are the Banten, Baduy, Sundanese, and Betawi (Saputri et al., 2018).

According to Andriana et al. (2017), the Javanese Serang language is one of the endangered Javanese languages. The distribution area of the Javanese Serang language includes Serang Regency, Serang City, Cilegon City, and the western region of Tangerang Regency. These four areas have experienced rapid socio-economic development, so the younger generation in these areas tends to prefer using Indonesian rather than the Javanese Serang language.

In the Banten dialect of Javanese (Javanese Serang), the pronunciation of the letter "e" has two versions. Some pronounce it as 'a' as in the word "apa," while others pronounce it as 'e' alone as in the word "teman." Areas that pronounce 'a' are the districts of Kragilan, Kibin, Cikande, Kopo, Pamarayan, and their eastern areas. Meanwhile, areas that pronounce 'e' are the districts of Serang, Cipocok Jaya, Kasemen, Bojonegara, Kramatwatu, Ciruas, Anyer, and their western areas.

The Javanese Serang language has two levels: the freedom level (karma) and the standard level. The freedom level language becomes the main language often used in the Banten Sultanate environment, especially in the Surosoan Palace. Meanwhile, the standard language is more often used by ordinary citizens in daily activities.

CONCLUSION

The systematic literature review on the development of interactive multimedia based on PowerPoint for Javanese Banten language to enhance reading comprehension skills provides valuable insights into the educational landscape of the region. Through an extensive analysis of existing literature, it becomes evident that interactive

multimedia holds immense potential in improving reading comprehension skills among learners, particularly in culturally and linguistically diverse contexts like Javanese Banten.

The findings underscore the importance of leveraging technology, such as Microsoft PowerPoint, to create engaging and effective learning experiences tailored to the linguistic and cultural nuances of the Javanese Banten community. By incorporating elements like text, images, audio, and video, interactive multimedia can facilitate deeper understanding and retention of reading materials, thereby enhancing overall literacy levels.

Furthermore, the review highlights the need for continued research and development efforts in this field to ensure the effectiveness and accessibility of interactive multimedia tools for educational purposes in Javanese Banten language instruction. Collaborative initiatives involving educators, linguists, technologists, and community stakeholders are essential for the successful integration of these resources into curriculum and pedagogical practices.

In conclusion, the systematic literature review underscores the potential of interactive multimedia based on PowerPoint to empower learners in Javanese Banten language acquisition and reading comprehension. By embracing innovative approaches to education, educators can foster a more inclusive and culturally responsive learning environment that celebrates linguistic diversity and promotes literacy among diverse communities.

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