Advanced Reading Skills Using The Whole Language Approach With Interactive Powerpoint Media in Elementary Schools

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Abstract

This study was motivated by the lack of advanced reading skills among students, which is attributed to two aspects: teacher-related and student-related factors during the learning process. From the teacher's perspective, there was insufficient attention to students' learning styles, a lack of implementing a 15-minute reading activity before lessons, and a tendency to deliver materials and explanations without utilizing any media during teaching. From the students' perspective, it was observed that students often played during lessons and found reading less engaging. The aim of this research is to improve advanced reading skills using the whole language approach with interactive PowerPoint media. The research method employed was Classroom Action Research (CAR), conducted in two cycles. Data collection techniques included observation, tests, and documentation. The results showed an improvement in advanced reading skills after implementing the whole language approach with interactive PowerPoint media. During the first cycle, the results of advanced reading skills in the Indonesian language subject for Grade IV students at SDN Malangga showed a completion rate of 70% based on assessments conducted over three sessions. In the second cycle, the students' advanced reading skills improved, with the completion rate increasing to 90%. This demonstrates that the use of the whole language approach with interactive PowerPoint media can significantly enhance students' advanced reading skills.

Keywords – Advanced Reading; Whole Language; Interactive PowerPoint

1.   **Introduction**

The issues identified in the field, specifically at SDN Malangga in Galang Subdistrict, Tolitoli Regency, revealed that advanced reading skills among Grade IV students remain suboptimal. Some students still struggle with slow and stuttering reading and have difficulty comprehending the content of the texts, which disrupts the teaching and learning process in the Indonesian language subject. Out of 10 Grade IV students at SDN Malangga, based on the first semester's scores, only 4 students met the school's set Learning Objectives Completion Criteria (KKTP) of 70, while the remaining 6 students did not meet the criteria, requiring them to undergo remedial sessions.

When asked to read a text titled Pekerjaan di Sekitarku (Jobs Around Me), only 4 students could read fluently and understand the text's content, whereas 6 students still read hesitantly and struggled to comprehend the text. These challenges stem from two primary aspects: the teacher and the students.

From the teacher's perspective, challenges include a lack of attention to students' learning styles, not implementing a 15-minute reading activity before lessons, and relying on lecture-style teaching without using media, resulting in student boredom. From the students' side, they tend to play during lessons, find reading uninteresting, and lack parental support and attention. Consequently, several students at SDN Malangga continue to face difficulties in reading fluently and understanding the content.

To address these issues, it is essential to create a conducive and effective learning environment. Teachers should support the four language competencies: listening, speaking, reading, and writing. One approach to achieving this is the Whole Language Approach. This method emphasizes teaching language as a whole and integrates all four language skills holistically (Barokah & Kamal, 2023; Nadila et al., 2023; Viora et al., 2021).

This research aims to enhance advanced reading skills by implementing the Whole Language Approach with the aid of interactive PowerPoint media. This approach is designed to align with the nature of language learning and is expected

to provide novelty in educational practices by effectively integrating interactive media and holistic teaching methodologies.

Reading and comprehension skills are central to improving education quality. This research holds significant relevance to educational development efforts (Alika K et al., 2023; Hamna BK et al., 2024; Purwasih & Sahnan, 2022). Reading is defined as the process of understanding meanings within written texts and involves critical and creative processing by readers to comprehend the content (Nurhadi, 2021; Adu & Cendana, 2022; Khoeriyah & Kamal, 2023). This study builds upon these foundations to address practical challenges in the field and explore innovative methodologies for improvement.

2.   Method

This study is a Classroom Action Research (CAR). The classroom action research conducted in this study aims to determine the extent to which the use of a whole language approach with interactive PowerPoint media can improve advanced reading skills among Grade IV students at SDN Malangga. Classroom Action Research (CAR) is a specific variant of action research, and it plays a significant and strategic role in efforts to enhance the quality of teaching and learning activities (Idris et al., 2022; Maruti & Ananta, 2024). CAR is a research approach carried out by teachers or educational practitioners in their own classrooms. Its primary goal is to improve teaching and learning practices in the classroom through cycles of planning, implementation, observation, and reflection. CAR enables teachers to actively engage in problem-solving-oriented research within their classroom environment, focusing on improving learning outcomes.

The research procedure employed by the author follows the Classroom Action Research (CAR) framework. Like any research method, CAR has specific procedures or rules that must be observed. These procedures are essential for teachers planning to conduct CAR. According to Arikunto (Millatu Zulfa et al.,

2023; Yuniarsi & Sapri, 2022), there are four stages in the CAR cycle that teachers can undertake in each cycle:

a. Planning Stage: In this stage, the researcher explains what, why, when, where, by whom, and how the actions will be carried out.

b. Acting Stage: This stage involves the implementation of the planned actions in the classroom. Teachers must remember to adhere to the formulated plan while remaining natural and avoiding artificial behavior.

c. Observing Stage: This stage provides opportunities for the implementing teacher to act as an observer, recording the progress and outcomes of the actions.

d. Reflecting Stage: Reflection is best conducted after completing the activities, during which the researcher discusses and evaluates the plan.

The data collection techniques used in this classroom action research are as follows:

a. Observation: Observation involves the act of monitoring, conducted by the Grade IV homeroom teacher as an observer during the learning process. Data collection is carried out by reviewing and observing the object being studied.

b. Tests: Tests are one of the methods for obtaining data, structured and objective tools designed to assess students' advanced reading skills using a whole language approach with interactive PowerPoint media. Advanced reading skills are evaluated based on four indicators: reading fluency, voice clarity, pronunciation accuracy (students' ability to read correctly, including recognizing and pronouncing words accurately), and comprehension of reading texts. Students take oral tests using interactive PowerPoint media by reading aloud to improve their advanced reading skills through the whole language approach in Grade IV at SDN Malangga.

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The success of this classroom action research is determined by whether the advanced reading skills of Grade IV students at SDN Malangga improve during the Indonesian language learning process using the whole language approach with interactive PowerPoint media. The research is considered successful if there is an improvement in students' advanced reading abilities in each cycle. The percentage of improvement can be measured if individual scores reach the minimum mastery standard set by the school, which is a score of 70.

The minimum mastery criteria (KKTP) for the Kurikulum Merdeka can be calculated to determine whether students have successfully achieved the learning objectives. Teachers need to establish criteria or indicators for achieving learning objectives. The KKTP consists of three criteria:

a. Descriptive Criteria: If students do not meet these criteria, they are considered not to have achieved the learning objectives.

b. Rubrics: Rubrics are used to identify the extent to which students achieve the learning objectives.

c. Score Intervals: Score intervals are used to assess the advanced reading test results obtained through the whole language approach with interactive PowerPoint media and the descriptive outcomes of students' performance.

At SDN Malangga, score interval criteria are utilized and are detailed in the table below.

Table 1. Score Intervals for Mastery Criteria in Advanced Reading Skills

Student Name	Mastery Criteria	Not Evident (1)			Partially Evident (2)			Mostly Evident (3)			Fully Evident (4)		
	Siklus I	1	2	3	1	2	3	1	2	3	1	2	3
A.L.V	**1. Clarity of Voice:**				√	√	√						
D. R	Students are able to read							√				√	√
F.A	with appropriate				√				√	√			
M.I	intonation, making their	√	√	√									
M.D.G	reading clearly audible.										√	√	√
R.A	2. **Clarity of Voice:**										√	√	√
S	Students are able to read				√	√	√						
M.R	with appropriate										√	√	√

Name	Criteria	1	2	3	1	2	3	1	2	3	1	2	3
S.A	intonation, making their reading clearly audible. 3. **Accuracy in Pronunciation:** Students are able to read correctly, including recognizing words and pronouncing them accurately. 4. **Comprehension and Interpretation of Texts:** Students are able to understand and interpret the content of the texts.										√	√	√
Z.K							√	√					√

Name	Siklus II	1	2	3	1	2	3	1	2	3	1	2	3
A.L.V	**1. Clarity of Voice:** Students are able to read with appropriate intonation, making their reading clearly audible. **2. Clarity of Voice:** Students are able to read with appropriate intonation, making their reading clearly audible. **3. Accuracy in Pronunciation:** Students are able to read correctly, including recognizing words and pronouncing them accurately. **4. Comprehension and Interpretation of Texts:** Students are able to understand and interpret the content of the texts.				√				√				√
D. R											√	√	√
F.A							√					√	√
M.I					√	√	√						
M.D.G											√	√	√
R.A											√	√	√
S							√					√	√
M.R											√	√	√
S.A											√	√	√
Z.K											√	√	√

After obtaining scores (whether from rubrics or test results), educators and/or educational institutions can determine score intervals to assess mastery and take appropriate follow-up actions according to the intervals:

- **Not Mastered (0 – 40):** Remedial action is required for all areas.
- **Not Mastered (41 – 69):** Remedial action is required for specific areas that need improvement.
- **Mastered (70 – 80):** No remedial action needed.
- **Mastered (81 – 100):** Enrichment or additional challenges are necessary.

(Anggraena et al., 2022)

The assessment of advanced reading skills using the whole language approach with interactive PowerPoint media in Cycle I, from 3 meetings with 10 students in Grade IV at SDN Malangga, showed that only 7 students reached the predetermined Mastery Learning Criteria (KKTP), while 3 students did not meet the KKTP. However, in Cycle II, the advanced reading skills using the whole language approach with interactive PowerPoint media showed that 9 students out of 10 reached the predetermined KKTP, with only 1 student still not meeting the KKTP. This was because a student named M.I did not achieve the required score in 4 of the indicators set by the researcher. To assess the interval score of advanced reading skills using the whole language approach with interactive PowerPoint media, the following analysis techniques were employed.

Data in this study were analyzed to draw conclusions regarding the implementation of learning for Grade IV students to improve their advanced reading skills using the whole language approach with interactive PowerPoint media. Data analysis is necessary to determine the learning mastery achieved by students and to gather feedback from them regarding the learning activities. To analyze students' success after each lesson, oral reading tests using interactive PowerPoint media with the whole language approach were given in each meeting. The formula to calculate the students' advanced reading skills is as follows:

a. Class Average Score: $(\sum X)/N$

Where:
$\sum X$ = Total score
N = Number of students

b. Classical Learning Mastery Percentage (KB) = $(NS)/N \times 100\%$

Where:
KB = Classical learning mastery
NS = Number of students scoring ≥70
N = Number of students (Andini, 2021:49)

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3.   Result and Discussion

This research was conducted over a period of one month, starting in the fourth week of April 2024 and ending in the third week of May 2024. The actions in the research were divided into two cycles, with each cycle consisting of three meetings, making a total of 6 meetings for both Cycles I and II. The implementation of each cycle went through four stages: planning, implementation/action, observation, and reflection. The planning stage for Cycle II was the same as Cycle I: preparing the learning materials to be taught in Cycle II to improve advanced reading skills, creating a lesson plan or teaching module as a reference for learning, preparing learning media in the form of interactive PowerPoint, creating observation sheets for teacher and student activities, and preparing assessment sheets for students' advanced reading skills as a tool to measure their reading ability.

Implementation Stage: The first meeting of Cycle II was held on Monday, May 6, 2024. The lesson was carried out with a time allocation of 2 x 35 minutes. The material for the first meeting was "Good Cooperation." a) Opening Activity: The lesson began with greetings, asking how the students were doing, and a prayer. After the prayer, the researcher asked about the students' attendance and asked them to place their books and pens on the table. Then, the students, together with the researcher, sang the Pancasila student profile song. The researcher then introduced the lesson on "Good Cooperation." b) Core Activity: The researcher selected a text about good cooperation and displayed it using interactive PowerPoint. The researcher asked the students what good cooperation looks like. The researcher then read the text aloud clearly and loudly so that all students could hear well.

a. The researcher selected a text that was not too long and distributed the text about good cooperation to the students.

b. The researcher provided questions based on the interactive PowerPoint media and asked the students to understand and interpret the text on good cooperation.

c. The researcher divided the text about good cooperation into several paragraphs available in the interactive PowerPoint, and the students took turns reading their parts in front of the class.

d. The researcher asked students to come forward to read the text about good cooperation alternately. The researcher encouraged the students to read smoothly without stuttering, with loud and appropriate intonation so that it could be clearly heard. The researcher also asked the students to read correctly, recognizing and pronouncing the words accurately. The researcher then read the text again to the students and explained the meaning of words that the students did not understand. The researcher gave the students the opportunity to ask questions if anything was unclear. Finally, the researcher asked the students about the content of the text on good cooperation.

Closing Activity: The researcher asked the students to summarize the lesson for the day, invited them to sing together, and ended the lesson with a farewell greeting and a prayer before leaving.

Observation Stage: Based on the observation data of the teacher's activity, the values for the first meeting of Cycle II were 88.3, for the second meeting 88.3, and for the third meeting 90. The learning activity in Cycle II showed an average score of 89.2. The results of the student activity observation in the first meeting reached an average score of 3.3, in the second meeting 3.3, and in the third meeting, the indicator of students' perseverance in following the learning process achieved an average score of 3.8. The second indicator, students' loudness while reading, reached an average score of 3.2 in the first meeting, 3.6 in the second meeting, and 3.4 in the third meeting. The third indicator, students' perseverance in completing the reading text provided by the teacher, reached an average score of 3.4 in the first meeting, 3.4 in the second meeting, and 3.5 in the third meeting, which was categorized as Very Good (SB). The fourth indicator, students' ability to understand the learning material, achieved an average score of 2.9 in the first

meeting, 2.9 in the second meeting, and 2.9 in the third meeting. These results indicate that students' activity in the learning process was carried out well (B).

Assessment of Advanced Reading Skills: The assessment of advanced reading skills in Cycle II was observed as the students carried out learning activities in class using the whole language approach with interactive PowerPoint media, according to the assessment sheets prepared by the researcher. The researcher assessed the students according to the indicators of advanced reading skills for Grade IV students at SDN Malangga.

a. Fluency in Reading: In the first meeting, the average score was 3.4, in the second meeting 3.6, and in the third meeting 3.7. The students were already quite good at reading fluently, without hesitation.

b. Loudness of Voice: In the first meeting, the average score was 3.1, in the second meeting 3.5, and in the third meeting 3.5. Some students were already able to read loudly, as observed in the three meetings.

c. Pronunciation Accuracy: In the first meeting, the average score was 3, in the second meeting 3.4, and in the third meeting 3.4.

d. Understanding the Text: In the first meeting, the average score was 2.9, in the second meeting 3.2, and in the third meeting 3.2. A few students still struggled to understand the text.

Reflection Stage: In this reflection stage, the researcher conducted an analysis of the results from Cycle II. After carrying out the learning process to improve advanced reading skills using the whole language approach with interactive PowerPoint media, the results aligned with the previously prepared plan. The researcher found an improvement in the advanced reading skills of the Grade IV students, and the learning process was assessed as Very Good (SB) and in line with the intended learning objectives.

The results of the advanced reading assessment for Cycle II can be seen from the scores achieved in the first, second, and third meetings. In the first meeting of Cycle II, the mastery percentage was 80%, with 8 out of 10 students completing the task and 2 students not completing it. There was an improvement

in advanced reading ability in the second meeting, where the mastery percentage increased to 90%. The percentage remained the same in the third meeting, with 9 out of 10 students completing the task and 1 student not completing it.

The ability to read further using the whole language approach with interactive PowerPoint media at SDN Malangga showed that out of 10 students, 9 students achieved mastery in advanced reading, while 1 student did not. This was due to the fact that, among the four indicators—fluency in reading, loudness of voice, accuracy in pronunciation, and understanding and interpreting the text—the student M.I. only scored 1 and 2. In Cycle I, M.I. achieved an average score of 31.2 across the four indicators over three meetings. In Cycle II, M.I.'s average score improved to 47.9 across the same four indicators over three meetings. However, based on the KKTP (minimum completion criteria), the score of 47.9 did not meet the required completion level. Therefore, for M.I., who did not meet the KKTP, the researcher has recommended that the class teacher provide further guidance to help improve M.I.'s reading ability.

The percentage data from Cycle I in the table above shows the results from three meetings. In the first meeting, out of 10 students, only 5 students achieved the KKTP (minimum completion criteria) in advanced reading using the whole language approach with interactive PowerPoint media, with a completion percentage of 50%. The remaining 5 students did not meet the KKTP. In the second meeting, 7 students out of 10 achieved the KKTP, with a completion percentage of 70%, while 3 students did not meet the criteria. Similarly, in the third meeting, 7 students achieved the KKTP with a 70% completion rate, and 3 students did not meet the KKTP.

In Cycle II, during the first meeting, 8 students out of 10 achieved the KKTP, with a completion percentage of 80%, and 2 students did not meet the criteria. In the second meeting, 9 students out of 10 achieved the KKTP, with a completion percentage of 90%, and 1 student did not meet the KKTP. Similarly, in the third

meeting, 9 students out of 10 achieved the KKTP with a 90% completion rate, and 1 student did not meet the KKTP.

The percentage of teacher and student activity based on the observation assessment results from the Cycle I and Cycle II teaching processes is illustrated in the diagram below.
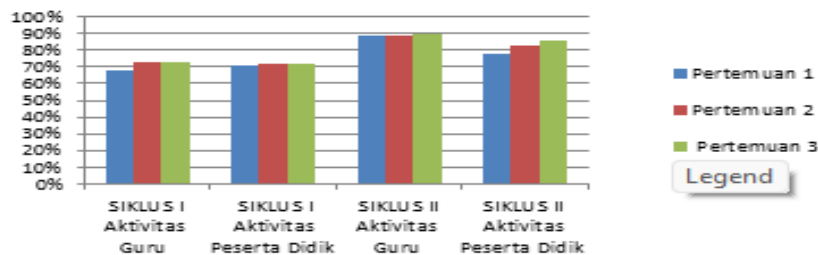

Figure 2. Percentage of Teacher and Student Activities

The data on the percentage of teacher and student activity levels show an increase and decrease in the diagram above, with changes in percentages observed in Cycle I. In the first meeting of Cycle I, the teacher's activity was 68.3%, which increased to 73.3% in the second meeting, and remained at 73.3% in the third meeting. The students' activity in the first meeting was 71.2%, which increased to 72.4% in the second meeting, and remained the same as the second meeting at 72.4% in the third meeting. In Cycle II, there was an increase in the teacher's activity from the first meeting, with the percentage of completeness rising to 88.3%, then remaining at 88.3% in the second meeting, and increasing to 90% in the third meeting. For the students' activity, it was 78.7% in the first meeting, increased to 83.1% in the second meeting, and further increased to 86.2% in the third meeting. This increase is attributed to the students' enthusiasm during the learning activities, which was supported by the use of interactive PowerPoint media.

The ability to read fluently using the whole language approach with interactive PowerPoint media, leading to an improvement in advanced reading skills in the Indonesian language subject, will be discussed in relation to the research findings. Teaching reading is more than just teaching children to read

(Alpian et al., 2019; Ramadhani et al., 2023; Wulandari et al., 2022). Reading is a skill that all educators must possess (Hamna, Ummah BK, et al., 2024; Ilham & Amal, 2023). Reading expands knowledge and understanding, making it a fundamental key for students to master in order to succeed in learning. Many activities can be done with children as part of the reading learning process, including predicting texts, responding to texts, retelling orally or in writing, and more (Musfirayanti et al., 2024; Reviandy Azhar Ramdhani et al., 2024; Sigarlaki et al., 2023).

This study uses interactive PowerPoint media as a learning tool. According to Agung et al. (2021), this can result in low reading ability among students, as an unengaging and meaningless learning atmosphere can affect students' learning outcomes. With the use of learning media, students can become motivated and enthusiastic about participating in classroom activities when the teacher creates media that grabs their attention. However, the implementation of teaching approaches plays a very important role in the success of learning to improve advanced reading skills. The researcher used the whole language approach for this purpose. According to Aisyah et al. (2020), one suitable approach is the integrated approach in language learning, which is based on a holistic view of language (whole language) that treats language as a whole and unified entity (Muhammad Maskur Musa & Kamal, 2022; Nina Wulan Nur Fitri et al., 2023). The responsibility of parents in guiding their children (students) is very important. Child development is not only the school's responsibility but also the family's. Parents need to teach the basics to children, as they play a crucial role in the development of academic achievements or learning outcomes (Alfina et al., 2022; BK, Hamna, Motoh, et al., 2024; Dakhi, 2020; Hamna et al., 2023; Trisiana et al., 2023).

The learning process that occurs in the classroom is based on the learning activities conducted by both the teacher and the students. The use of interactive PowerPoint media can improve advanced reading ability with the whole language

approach in grade IV at SDN Malangga, which in turn influences students' activities and enhances their advanced reading skills. With the use of learning media, students can be motivated and show interest in understanding the material presented by the teacher (Astari, 2022; Maruti et al., 2023; Megananda et al., 2023).

According to the findings obtained by the researcher in the field, the researcher discovered that the whole language approach had never been implemented at SDN Malangga in the learning process using interactive PowerPoint media. With the use of this media, students were more enthusiastic and motivated during the learning process. Based on the research conducted by Yulia et al. (2024) and Maisarah & Yusnita (2024) on the application of the whole language approach to improve students' reading ability in Indonesian language lessons for grade IV students at SD Plus Jabal Rahman Mulia Medan. However, the research by Agustin & Setyawan (2023) and BK, Hamna, Saputri, et al. (2024) shows that there was a significant improvement in students' reading ability. Furthermore, a study by Sari (2021) on efforts to improve reading skills using the whole language approach, and the study by Ayunita & Jafar (2019) shows that the whole language approach can improve early reading skills in children of Group A at RA DDI Sabilul Muhtadin Patobong. This can be seen from the improvement in students' learning achievements after the whole language approach was implemented.

In previous research, the aim of this study was to improve advanced reading skills using the whole language approach with interactive PowerPoint media. This study, conducted in two cycles, showed an improvement in the advanced reading skills of grade IV students at SDN Malangga. In Cycle I, 7 students achieved the Minimum Completeness Criteria (KKTP), and in Cycle II, 9 students achieved KKTP, with one student not yet reaching KKTP. However, the researcher left this student to the class teacher for further guidance.

4.   Conclusion

The results of the advanced reading ability in Indonesian language learning for grade IV students at SDN Malangga showed that out of 10 students, only 4 were able to read fluently, while 6 students still struggled with reading and had difficulty understanding the content of the test. In Cycle I, which consisted of 3 meetings, the percentage of advanced reading ability using the whole language approach with interactive PowerPoint media was 70%, with an average score of 72.68. In this cycle, 7 students achieved the Minimum Completeness Criteria (KKTP), and 3 students did not.

In Cycle II, the results showed a 20% increase in the completeness percentage, reaching 90%, with an average score of 83.72. The research findings indicate that out of 10 students, 9 students were able to improve their advanced reading ability and achieved KKTP, while 1 student did not reach KKTP.

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