The Effect of interactive multimedia in EFL classrooms on Junior High School Students' Reading Skills: A systematic Literature Review

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Agenda Overview

Background of the Study

Reading not only helps students acquire information but also enhances their overall language proficiency by enriching vocabulary, improving understanding of sentence structure, and fostering critical and analytical thinking.

In practice, reading instruction in EFL classrooms has traditionally been dominated by conventional approaches. Teachers often rely on lectures, assign lengthy textbook passages, and require students to answer comprehension questions in written form These methods are typically teacher-centered and offer limited opportunities for active student participation. Furthermore, the materials used are often decontextualized and disconnected from students' interests and real-life experiences, resulting in low engagement and making reading activities monotonous and demotivating. As noted by most students lack reading habits and reading proficiency.

These limitations highlight the need for innovation in reading instruction, particularly through the integration of digital technologies.

Problem Statement

Despite the growing adoption of digital tools in EFL classrooms, there remains a need to synthesize recent research findings to identify the most commonly used tools and evaluate their effects on students' reading development.

A clearer understanding of these tools and their effectiveness can support educators in making informed decisions regarding instructional design and the integration of technology offering a valuable contribution to the field.

Research Question
(1) to identify the most frequently used digital tools in interactive multimedia for reading instruction at the junior high school level.
(2) to examine the effect of these tools on students' reading skills.

By collecting and analyzing findings from previous studies, this review seeks to provide a comprehensive overview of the use of digital tools in reading instruction and their effect on EFL teaching practices.
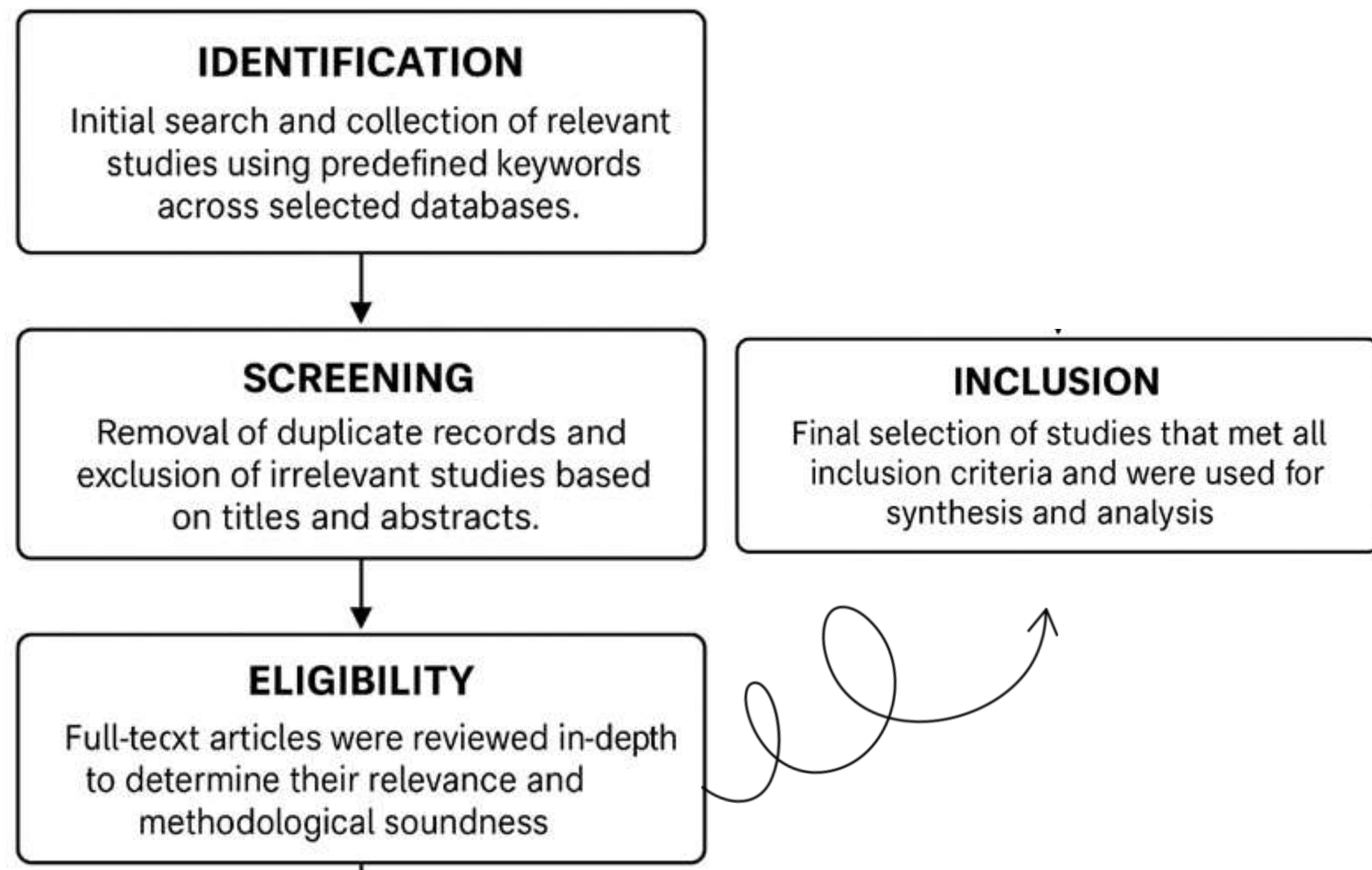
Methodology

Systematic Literature Review (SLR)

This study employed a Systematic Literature Review (SLR) to identify, analyze, and synthesize peer-reviewed research articles related to the integration of digital tools into interactive multimedia for enhancing reading skills among junior high school students in English as a Foreign Language (EFL) classrooms. The SLR approach was selected to enable a comprehensive and structured examination of current trends, effectiveness, and research gaps in this field.

The review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure transparency, methodological rigor, and replicability. PRISMA provides a standardized framework for systematically selecting and reporting studies through a four-stage process: identification, screening, eligibility assessment, and final inclusion.

IDENTIFICATION
Initial search and collection of relevant studies using predefined keywords across selected databases.

SCREENING
Removal of duplicate records and exclusion of irrelevant studies based on titles and abstracts.

ELIGIBILITY
Full-tecxt articles were reviewed in-depth to determine their relevance and methodological soundness

INCLUSION
Final selection of studies that met all inclusion criteria and were used for synthesis and analysis

RESULT

This systematic review comprises a total of forty-eight empirical studies published between 2020 and 2025, collectively investigating the integration of digital technologies in English language learning at the junior high school level. The main focus of these studies is to identify the most frequently used digital tools in interactive multimedia for reading skills at the junior high school. They also explore the effect of improving students' reading comprehension and vocabulary acquisition through the use of multimedia, augmented reality (AR), interactive digital media, and mobile-based reading platforms. These studies were conducted in various educational settings, with most of them located in Indonesia.

That's Table shows the results of several varied studies from different countries. These studies vary widely, including experimental, quasi-experimental, classroom action research, research and development, and qualitative descriptive approaches. Most of the participants involved were junior high school students, usually from grades seven to nine, and some studies also involved English teachers, media experts, and instructional designers as part of the process of developing and validating the learning interventions.

Classification of Reviewed Studies by Country of Origin

Country	Number of Studies	Stu
Indonesia	36	1,2, ,12, ,20, 27, 37

Most Frequently Used Digital Tools in Interactive Multimedia for Reading Skills

No.	Digital Tool / Platform
1	Augmented Reality (AR)
2	Let's Read Application
3	Digital Storytelling / Multimedia Video
4	Game-Based Applications (Quizziz, Jigsaw Puzzles)
5	Smart Board / Interactive Whiteboard
6	Google Classroom, Edmodo, Moodle
7	Printed Mass Media
8	Digital Flashcards with Audio/Visuals
9	YouTube / Instagram (Social Media)

An analysis of 45 journal articles revealed a variety of digital tools used to improve reading skills at the junior high school level. Among these tools, Augmented Reality (AR) emerged as the most frequently used tool, especially in vocabulary and narrative comprehension. Moreover, studies show that AR-based media such as flashcards, interactive textbooks, and contextual geometry lessons allow students to visualize language content in a three-dimensional format

The Effect of Digital Tools in Interactive Multimedia for Reading Skills

The findings indicate that Augmented Reality (AR) and multimedia-based tools exert the most substantial influence on enhancing reading skills among junior high school students. These technologies dominate the digital learning landscape due to their ability to provide immersive, multimodal experiences that bridge abstract concepts with concrete representations. Tools such as AR vocabulary cards, interactive videos, and context-rich digital texts have been consistently reported to increase student engagement, motivation, and comprehension

Following AR and multimedia platforms, reading applications such as Let's Read have gained prominence due to their accessibility, levelled reading materials, and supportive features like translation and audio narration. These tools are particularly effective for students with lower proficiency levels, offering scaffolded language exposure and vocabulary acquisition

Digital games, including jigsaw puzzles and language-based challenges, further support reading development by incorporating elements of gamification that sustain learner interest and foster collaborative learning (Arifin et al., 2024). Such platforms aid in improving reading micro-skills, including inferencing, identifying main ideas, and recalling details.

Lastly, teacher-designed platforms and interactive multimedia modules tailored to local curriculum needs contribute to contextual learning, particularly in low-resource settings. These tools often integrate text, visuals, and audio in culturally relevant formats, reinforcing reading comprehension through repetitive and scaffolded exposure (Aratusa, 2024).

In conclusion, the integration of AR and multimedia stands out as the most effectful in facilitating reading literacy, while reading applications, educational games, and teacher-created digital content serve as valuable complementary tools. Their combined use demonstrates the potential of digital innovation to transform reading instruction in junior high school settings.

CONCLUSION

The integration of Augmented Reality (AR) and multimedia tools emerges as the most influential approach in enhancing reading skills among junior high school students, offering immersive and interactive learning experiences that improve engagement, comprehension, and vocabulary retention. Complementary digital tools such as reading applications, educational games, and teacher-designed multimedia modules further support literacy development by providing accessible, scaffolded, and contextually relevant content. Together, these innovations highlight the transformative potential of digital technology in advancing reading instruction in junior high school contexts. In light of these findings, educators are encouraged to adopt a blended approach that incorporates AR, multimedia, and gamified platforms into reading instruction while also developing or adapting digital content that aligns with local cultural and curricular needs. Future researchers should explore the long-term effect of these technologies on various reading sub-skills and literacy outcomes across different proficiency levels and learning environments. Further studies in low-resource settings and comparative research between traditional and digital reading interventions are also recommended to support more equitable and evidence-based instructional practices.

THANK YOU