



## The Effectiveness of Flashcard Media Using a Constructivist Approach for Learning to Use Spelling in Writing Descriptive Texts

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### ABSTRACT

This study aims to determine: 1) the results of the pre-test of the ability to use Enhanced Spelling (EYD); 2) the results of the post-test of the ability to use EYD in learning descriptive text skills using a constructivist approach in flashcard media; 3) the effectiveness of the constructivist approach through flashcard media in learning the ability to use EYD in descriptive text. This study uses quantitative descriptive which took place in the odd semester of the 2025/2026 academic year at SMK Ar-Rahman Cianjur. The population of this study was 19 students of grade XI who took the pre-test and learning the ability to use EYD in writing descriptive texts using a constructivist approach via flashcard media. The sample was selected 17 students based on Slavin's formula. Before the learning began, the population members did a pre-test of writing descriptions based on EYD and a post-test. After that, the pre-test data was analyzed to be used as a basis for learning. After learning, the sample members took the post-test. Data were collected using a test instrument that was compiled objectively and systematically based on test specifications. The research data were analyzed using parametric inferential statistical procedures, namely one-sample t-test and paired-sample t-test. The results of the study: 1) the pre-test results of the ability to use Enhanced Spelling only reached a mean of 23.46 or a standard score of 64.64; 2) the post-test results of the ability to use Enhanced Spelling in learning descriptive text skills using the flash card method reached a mean of 36.03 or a standard score of 90.07; 3) the flash card method is effective in learning the ability to use Enhanced Spelling in descriptive text.

*Keywords: constructivism approach, flashcard media, learning, spelling in writing, descriptive texts*

## Efektivitas Media Flashcard Menggunakan Pendekatan Konstruktivisme untuk Pembelajaran Menggunakan Ejaan dalam Menulis Teks Deskripsi

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1) hasil pretes kemampuan menggunakan Ejaan yang Disempurnakan (EYD); 2) hasil postes kemampuan menggunakan EYD pada pembelajaran keterampilan teks deskripsi yang menggunakan pendekatan konstruktivisme dalam media flashcard; 3) efektivitas pendekatan konstruktivisme melalui media flashcard dalam pembelajaran kemampuan menggunakan EYD dalam teks deskripsi. Penelitian ini menggunakan deskriptif kuantitatif yang berlangsung pada semester ganjil tahun ajaran 2025/2026 di SMK Ar-Rahman Cianjur. Populasi penelitian ini adalah para siswa kelas XI yang mengikuti pretes dan pembelajaran kemampuan menggunakan EYD dalam menulis teks deskripsi menggunakan pendekatan konstruktivisme via media flashcard yang berjumlah 19 siswa. Sampel dipilih 17 siswa berdasarkan formula Slavin. Sebelum pembelajaran dimulai, para anggota populasi mengerjakan pretes menulis deskripsi berbasis EYD dan postes. Setelah itu, data pretes dianalisis untuk dijadikan dasar pembelajaran. Setelah pembelajaran, para anggota sampel mengikuti postes. Data dikumpulkan menggunakan instrumen tes yang disusun secara objektif dan sistematis berbasis spesifikasi tes. Data penelitian dianalisis menggunakan prosedur statistik inferensial parametrik yakni uji t satu sampel dan uji t sampel berpasangan. Hasil penelitian: 1) hasil pretes kemampuan menggunakan Ejaan yang Disempurnakan hanya mencapai mean 23,46 atau skor baku 64,64; 2) hasil postes kemampuan menggunakan Ejaan yang Disempurnakan dalam pembelajaran keterampilan teks deskripsi yang menggunakan metode flash card mencapai mean 36,03 atau skor baku 90,07; 3) metode flash card efektif digunakan dalam pembelajaran kemampuan menggunakan Ejaan yang Disempurnakan dalam teks deskripsi.

*Kata kunci: pendekatan konstruktivisme, media flashcard, pembelajaran menggunakan ejaan, menulis teks deskripsi*

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## INTRODUCTION

Mastery of Enhanced Spelling (EYD) is a crucial aspect of writing skills for every individual in Indonesian society, both in formal and informal settings. Technological advancements have made it clear that it's time for EYD to be implemented. The emergence of two-way messaging applications such as WhatsApp, Messenger, and similar platforms has brought to light the importance of intensive daily use of writing in Indonesian language lessons. The use of EYD in interactions is inevitable, as it is part of the norms and etiquette of communicating in Indonesian. This must become a habit in interactions, as if it is not used frequently, EYD is highly susceptible to being neglected.

Mastery of Enhanced Spelling (EYD) is crucial for students' writing skills, particularly in Indonesian language learning. EYD not only serves as a guide to correct writing but also plays a role in producing communicative, effective, and easy-to-understand texts. However, in practice, many students still experience difficulties applying EYD in writing, particularly when writing descriptive texts that require precise, detailed descriptions of objects. Mistakes in capitalization, punctuation, and spelling frequently occur in students' writing, resulting in suboptimal descriptive text quality (Lena, 2023).

These problems are generally caused by students' poor understanding of EYD rules and a lack of focused practice in applying them. Classroom instruction often focuses more on theoretical delivery, leaving students with insufficient opportunities to internalize spelling rules through engaging and meaningful activities. This situation results in students' poor ability to consistently use EYD, both in assignments and in free-writing activities.

According to (Pebriyanti, 2024), monotonous learning activities reduce students' motivation to improve their spelling skills. When teachers rely solely on lectures or examples without actively involving students, learning becomes less lively and lacks interaction. This causes students to quickly become bored, thus hindering effective

understanding of spelling concepts. Ideally, language learning should involve strategies that enable students to be directly involved in the process of identifying, practicing, and independently correcting errors.

To address this issue, innovative media and methods are needed that can increase student participation while helping them understand EYD rules more easily. One alternative media option is the flashcard method, a learning tool in the form of cards containing specific information in the form of words, sentences, or images. Flashcards have the advantage of being flexible, engaging, and facilitating conceptual understanding through simple yet effective visualizations (Astuti, 2024). The use of flashcards also allows students to actively learn through games, discussions, and word and sentence classification activities. Students can practice capitalizing letters, correcting spelling, or determining correct punctuation through fun activities. Thus, the flashcard method not only provides an engaging learning experience but also stimulates students' memory, making it easier for them to memorize and apply EYD rules in their writing practice.

Media flashcard diaplikasi di dalam pendekatan konstruktivisme. Itulah sebabnya, pembelajaran berlangsung secara induktif. Razak (2020) menyebutkan setiap media pembelajaran yang diaplikasikan dalam pembelajaran yang menggunakan pendekatan konstruktivisme, maka pembelajaran berlangsung secara induktif; tidak dimulai dari pemberian definisi terhadap materi pembelajaran.

In the context of learning descriptive text, the flashcard method is highly relevant because it helps students focus on the details of their writing while also practicing constructing spelling-correct descriptive sentences (Setiana, 2024). When students understand how to write words and sentences with correct spelling, they will find it easier to compose descriptive texts that are accurate, coherent, and compliant with linguistic rules. The use of flashcards can also minimize spelling errors because students are trained to identify and



correct errors directly during the activity. Based on this, the research problem is formulated as follows:

- 1) What are the pre-test results of the ability to use refined spelling in writing descriptive texts for grade XI SMA Ar-Rahman Cianjur?
- 2) What are the post-test results of the ability to use EYD in writing descriptive texts in learning using the flashcard method with a constructivist approach for 11th-grade students at Ar-Rahman High School, Cianjur?
- 3) How effective is the flashcard media through a constructivist approach in learning to use EYD in descriptive texts for 11th-grade students at Ar-Rahman High School, Cianjur?

This study aims to determine: 1) the results of the pre-test of the ability to use Enhanced Spelling (EYD); 2) the results of the post-test of the ability to use EYD in learning descriptive text skills using a constructivist approach in flashcard media; 3) the effectiveness of the constructivist approach through flashcard media in learning the ability to use EYD in descriptive text

This research has several benefits. First, for Indonesian language teachers, this article is useful because it can be used as discussion material in meetings with fellow Indonesian language teachers about spelling. Second, for school principals, this article is useful because it can be used as supervision material for teachers on spelling instruction. Third, for universities that offer Indonesian language and literature education programs, this article is also useful because it can be used as material for planning spelling-based writing lessons.

Relevant articles can be found in various online journals. First, Lubis, H. P., & Hartati, L. (2025). Indonesian Language Error Analysis In Online Newspaper Media Pangkalpinangpost.com. The results show that numerous language errors are still found in the news published by Pangkalpinangpost.com. The most dominant errors include incorrect capitalization, improper use of punctuation, ineffective sentence structures, im-

proper affixation, and syntactically incorrect sentences. The main causes of these errors are time pressure, limited linguistic knowledge of writers, and the absence of final editing before publication. In conclusion, online media must pay more attention to language quality in news writing to serve as a model for proper use of the Indonesian language. Language training for journalists and the involvement of qualified language editors are essential to improve the quality of information. Second, Alfarisy et al. (2022). Analisis Kesalahan Berbahasa dalam Platform Berita Media Sosial. ANUVA Volume 6 (4), 417-432. The research findings show that there are four areas of language errors in the field of linguistics, namely: (1) spelling, (2) morphology, (3) syntax, and (4) diction. With this research, it is hoped that in the future, published news will provide readers with knowledge by writing correctly according to Indonesian language rules. Third, Permatasari et al. (2019). Kesalahan Berbahasa dalam Majalah Pandawa IAIN Surakarta Edisi 2018 pada Tataran Ejaan dan Sintaksis. The results of this study, namely errors in the spelling level in the Pandawa IAIN Surakarta magazine, there are capital letters writing errors, italics, punctuation marks, and hyphens; errors at the syntactic level in the Pandawa IAIN Surakarta magazine, there are mistakes in phrases, and sentences. Keempat, Annisyah, & Eny Munisah. (2025). The Effectiveness of Flash Cards in Improving Reading Skills of Elementary School Students. The results indicate that flash cards significantly enhance students' reading abilities, fostering improvements in fluency, intonation, motivation, and comprehension. Additionally, this tool proves effective for students with learning disabilities and shows promise when integrated with other instructional strategies, such as the probing prompting model. In The study concludes that flash cards are a practical, flexible, and effective medium for improving reading skills in both regular and special-needs students. The findings underscore the importance of integrating innovative visual learning tools in classrooms to optimize literacy outcomes.

## METHOD

This research used a quantitative descriptive method. This method describes research data in numerical form. (Creswell, 2018; Darussalam & Hussin, 2016; Fraenkel et al., 2012) stated that quantitative descriptive research is commonly used by researchers because it is relatively easy compared to qualitative descriptive research. However, the results are more accurately measured compared to qualitative descriptive research.

This research took place in the odd semester of the 2025/2026 academic year. During the research period, several important activities were carried out. First, preparatory activities, such as preparing learning materials and test instruments. Second, field activities, namely collecting research data through learning activities at school in two grades of grade XI.1. Third, reporting activities, namely analyzing data and writing a report in the form of a scientific article in an online journal.

The research was conducted in grade XI of SMK Ar-Rahman Cianjur. This school, with the NPSN 69880140, is located in Cadas Gantung Village, RT 01/06, Cibodas Village, Pacet District, Cianjur Regency, West Java Province.

The population of this study was 35 grade 11.1 students who were participating in a lesson using enhanced spelling in writing descriptive texts. The sample size was determined based on Slavin's formula (Razak, 2005; Amin et al., 2023; Santoso, 2023), with 33 students drawn randomly using a random sampling system.

The research data was collected using a test instrument. To produce a test that was deemed content-valid, the following steps were outlined for developing the test.

First, the test type was determined, measuring spelling ability through writing descriptive texts. This article uses an essay-type test.

Second, the descriptive text size was determined to assess spelling ability. This article uses a descriptive text length of 50-75 words.

Third, the descriptive text structure was determined. This article only covers the core struc-

ture of descriptive text: a general description and two section descriptions.

Fourth, writing test specifications for the ability to use spelling in descriptive text writing. This article uses an essay-type test.

Fifth, writing test items for the ability to use spelling in descriptive text writing.

Data on the ability to use spelling in descriptive text writing were analyzed using descriptive statistics procedures. The statistical measures appropriate for this data are mean, percentage, standard deviation, and mode. (Fraenkel et al. (2012); Bogdan & Biklen, 2007; Balaka, 2012).

## RESULTS

### 1. Pre-test Results

The mean score for the pre-test for the ability to use refined spelling in descriptive text for 11th-grade students of SMK Ar-Rahman Cianjur was 25.46 (63.64%), standard deviation 2.95, mode 21, minimum score 19, and maximum score 31 (Table 1 and Figure 1).

Table 1  
Pre-test for the Ability to Use Spelling in Descriptive Text

Score (X)	f	fX	Values
19	1	19	
21	3	63	
23	7	161	
25	9	225	
27	8	216	
29	5	145	
31	2	62	
	35	891	
mean			25,46
percentage			63,64
stdev			2,95
mode			21
minimum			15
maximum			29

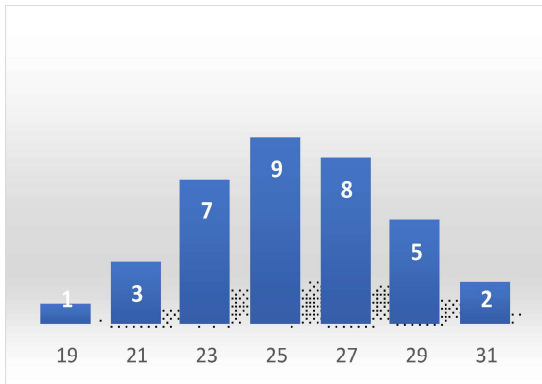


Figure 1  
 Pre-test of Spelling Ability in Descriptive Texts

The pre-test data for the ability to use refined spelling in descriptive texts were homogeneous.  $H_0$  was accepted because the significance value was  $0.057 > 0.05$  (Figure 2).

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	2,798	3	30	0,057
Based on Median	1,713	3	30	0,185
Based on Median and with adjusted df	1,713	3	20,479	0,196
Based on trimmed mean	3,275	3	30	0,035

Figure 2  
 Results of the Homogeneity Test via SPSS: Pre-test Data for the Ability to Use Spelling in Descriptive Texts

According to Figure 3, the t-value for the pre-test data for the ability to use refined spelling in descriptive texts was -1.102, with an expected mean of 26.00 (65.00). Therefore,  $0.278 > 0.05$ . The interpretation is that the mean value of 25.46 is equal to the expected mean of 26.00. A standard value of 65.00 is considered low.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest	35	25,46	2,914	0,493

One-Sample Test				
Test Value = 26.00				
	t	df	Sig. (2-tailed)	Mean Difference
pretest	-1,102	34	0,278	-0,543

Figure 3  
 One-Sample t-Test Results via SPSS Pre-Test Data for Spelling Ability in Descriptive Texts

## 2. Post-Test Results

The mean post-test score for the ability to use enhanced spelling in descriptive texts using flash cards for eleventh-grade students at SMK Ar-Rahman Cianjur was 36.06 (90.07%), with a standard deviation of 1.63, a mode of 35, a minimum score of 31, and a maximum score of 39 (Table 2 and Figure 3).

Table 2  
 Post-Test for Spelling Ability in Descriptive Texts

Score (X)	f	fX	Values
31	1	31	
33	3	99	
35	15	525	
37	9	333	
39	7	273	
	35	1261	
mean			36,03
percentage			90,07
stdev			1,63
mode			35
minimum			31
maximum			39

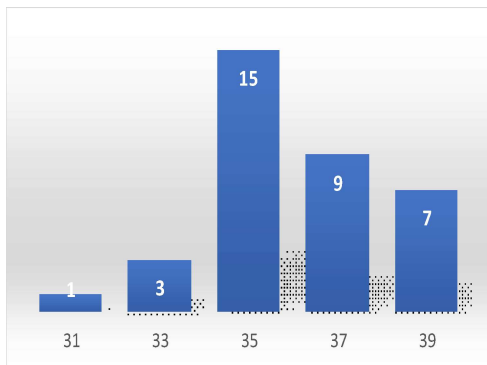


Figure 4  
 Post-test of Spelling Ability in Descriptive Texts

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	2,606	5	28	0,057
Based on Median	0,488	5	28	0,782
Based on Median and with adjusted df	0,488	5	10,901	0,779
Based on trimmed mean	1,553	5	28	0,206

Figure 5  
 Results of the Homogeneity Test via SPSS: Pre-test Data on the Ability to Use Spelling in Descriptive Texts

The post-test data on the ability to use refined spelling in descriptive texts through flashcard-based learning also turned out to be homogeneous.  $H_0$  is accepted because the sig.  $0.057 > 0.05$  (Figure 5).

According to Figure 6, the t-value for the post-test data on the ability to use refined spelling in descriptive texts using the flashcard method is  $-1.102$  with an expected mean of  $26.00$  ( $65.00$ ). Therefore,  $0.278 > 0.05$ . The interpretation is that the mean value of  $25.46$  is equal to the expected mean of  $36.00$ . A standard value of  $90.00$  is considered high.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
post-test	35	36,03	2,022	0,342

One-Sample Test				
Test Value = 36.00				
	t	df	Sig. (2-tailed)	Mean Difference
post-test	-0,084	34	0,934	0,029

Figure 6  
 One-Sample t-Test Results via SPSS: Post-Test Data on Spelling Ability in Descriptive Texts

Based on the pre-test and post-test data, the use of the flashcard method was proven effective. This was further supported by a paired-sample t-test. The t-value of  $-46.857$  at  $df = 34$  had a significance value of  $0.00$  (Figure 7). Therefore, significance  $0.000 < 0.05$ , so  $H_0$  was rejected. This means that the pre-test mean differed significantly from the post-test mean.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	25,46	35	2,914	0,493
post-test	36,03	35	2,022	0,342

Paired Samples Test				
		t	df	Sig. (2-tailed)
Pair 1	prates - postes	-46,857	34	0,000

Figure 7  
 Paired Sample t-Test Results via SPSS: Pre- and Post-Test Data on Spelling Ability in Descriptive Texts

## DISCUSSION

The high learning outcomes of those using the flashcard method are due to several factors. First, it can increase students' motivation to persevere in learning. Boekaerts (20020), Thalib (2019), and



Muhammad (2016) describe learning motivation as playing a vital role in learning activities. Scientific articles on learning motivation are found in various online journals (Putri & Ramadhan, 2022; Adeninawaty et al., 2018; Andriani & Rasto, 2019). Flashcard creation can be done in two ways. First, the manual method, which does not involve electronic devices. Second, the digital method. This method is relatively attractive because it uses artificial intelligence (AI), resulting in faster and more engaging flashcards.

Creating digital flashcards using online design platforms is the most popular method, as thousands of ready-to-use templates are available. Here's how to create flashcards using Canva. First, select a template: Search for "flashcards" or "flashcards" in the search bar. Second, customize the content: enter text (questions/keywords) on one side and answers/images on the other. Third, add visuals: use graphic elements, emojis, or upload your own images to make it more engaging. Fourth, save and print on thick paper such as glossy photo paper or laminate it for durability; then download it in PDF, PNG, or JPEG format.

Any learning process that utilizes electronic media aligned with learning objectives consistently has a positive impact on learning outcomes. This finding aligns with findings in several online journal articles (Widiastuti et al., 2023; Razak & Elmustian, 2024; Sari, 2023). The implication of the results of this study is that teachers should be facilitated to participate in various media development training activities (Damayanti et al., 2025; Sabarullah & Agustina, 2024).

## CONCLUSION

Pertama, the pre-test results of the ability to use Enhanced Spelling only reached a mean of 23.46 or a standard score of 64.64 (low category). Second, the post-test results of the ability to use Enhanced Spelling in learning descriptive text skills using the flash card method reached a mean of 36.03 or a standard score of 90.07 (high category). Third, the flash card method is effective in learning the ability to use Enhanced Spelling in

descriptive texts. These are the three conclusions of this research.

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