



The Influence of the Direct Instruction Model Assisted by Flashcard Media on the Reading Skill of First Grade Students at SD Negeri 188 Pekanbaru

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ABSTARCT

This study aims to examine the effect of the Direct Instruction model assisted by flashcard media on the reading skills of first-grade elementary school students. The research was conducted at SD Negeri 188 Pekanbaru during the odd semester of the 2025/2026 academic year. The population consisted of all first-grade students, with a sample of 29 students, comprising 18 boys and 11 girls. This study employed a quantitative approach using a pre-experimental method with a one group pretest-posttest design. The research instrument was a reading skills test covering indicators such as letter and sound recognition, reading syllables and simple words, reading simple sentences, pronunciation accuracy, intonation and articulation, voice clarity, reading fluency, confidence and attitude, and reading comprehension. Observation and documentatiton were used as supporting data collection techniques. Data analysis was conducted using descriptive and inferential statistical techniques, including normality testing, homogeneity testing, correlation analysis, and N-Gain analysis to measure the improvement in students' reading skills. The results showed that the average reading skill score increased from 50,79 in the pretest to 69,76 in the posttest. Statistical analysis indicated a positive and significant effect of the direct instruction model assisted by flashcard media on students' reading skills. Therefore, the Direct Instruction model supported by flashcard is effective and can be used as an alternative instructional strategy to improve early reading skills in elementary schools.

Keywords: direct instruction model, flashcard media, reading skills

Pengaruh *Direct Instruction Model* yang Dibantu Media Flashcard terhadap Kemampuan Membaca Siswa Kelas 1 SD Negeri 188 Pekanbaru

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model direct instruction berbantuan media flashcard terhadap keterampilan membaca siswa kelas I Sekolah Dasar. Penelitian dilaksanakan di SD Negeri 188 Pekanbaru pada semester ganjil tahun ajaran 2025/2026. Populasi dalam penelitian ini adalah 29 siswa kelas IB, yang terdiri dari 18 siswa laki-laki dan 11 siswa perempuan. Penelitian menggunakan pendekatan kuantitatif dengan jenis pre-eksperimental dan desain one group pretest-posttest design. Instrumen penelitian berupa tes keterampilan membaca yang mencakup indikator pengenalan huruf dan bunyi, membaca suku kata dan kata sederhana, membaca kalimat sederhana, ketepatan pelafalan, intonasi dan lafal, kejelasan suara, kelancaran membaca, sikap dan kepercayaan diri, serta pemahaman isis bacaan. Data pendukung diperoleh melalui observasi dan dokumentasi. Teknik analisis data dilakukan menggunakan uji statistik deskriptif dan inferensial, meliputi uji normalitas, uji homogenitas, uji korelasi, serta perhitungan N-Gain untuk melihat peningkatan keterampilan membaca siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata keterampilan membaca siswa mengalami peningkatan dari 50,79 pada pretest menjadi 69,76 pada posttest. Hasil analisis menunjukkan adanya pengaruh positif dan signifikan pengaruh model *Direct Instruction* berbantuan media flashcard terhadap keterampilan membaca siswa kelas I. Dengan demikian, model pembelajaran ini efektif digunakan sebagai alternatif strategi pembelajaran membaca permulaan di sekolah dasar.

Kata kunci: direct instruction model, flashcard media, keterampilan membaca

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INTRODUCTION

Reading is a fundamental skill that is crucial for elementary school students to master, especially in the lower grades. Reading not only serves as a means of understanding written information but also serves as a primary foundation for developing literacy skills and mastery of other subjects. Reading is a process undertaken and used by readers to understand the message intended by the author through written language (Tarigan in Achriyati et al., 2022). However, in reality, many first-grade elementary school students still experience difficulties in early reading, such as not being able to recognize letters correctly, read syllables fluently, and understand the content of simple reading.

Poor early reading skills in early grade students can be influenced by various factors, including unstructured learning, teaching methods that are not appropriate to student characteristics, and the limited use of engaging visual learning media. Environmental, psychological, and intellectual factors also influence the development of students' reading skills (Sukma, Hanifa & Puspita, Auliya, 2023). Therefore, a systematic learning model and appropriate media are needed to help students master reading skills from an early age. One learning model considered suitable for teaching basic skills is the Direct Instruction model. The Direct Instruction model is a learning approach designed to support students' learning related to declarative and procedural knowledge, taught in a gradual and structured manner (Arends in Zulaihah & Rahmaniah, 2023). Direct Instruction is teacher-centered, with the teacher playing an active role in providing explanations, examples, guided practice, and independent practice to students (Trianto in Kailani, 2021). This model is highly suitable for early reading instruction because it provides clear and systematic direction to early grade students.

To make reading instruction more effective and engaging, the Direct Instruction model needs to be supported by appropriate learning media. One such medium is flashcards. Flashcards are learning cards containing images, text, or symbols that

help students recognize and remember specific information (Arsyad in Hayati, 2021). Flashcards can stimulate students' interest in learning and facilitate the process of recognizing letters, syllables, and words through simple and engaging visual displays (Wahyuni, 2020). Thus, the use of flashcards can help first-grade students understand beginning reading material more concretely.

Beginning reading skills include the ability to recognize letters and sounds, read syllables and simple words, read simple sentences, achieve pronunciation accuracy, intonation, reading fluency, self-confidence, and comprehend reading content (Tarigan in Fahitah Itah & Sri Watini, 2025) (Masykuri in Cahyanti et al., 2023). These indicators are highly relevant to develop through structured and repetitive learning, such as that found in the Direct Instruction model using flashcards.

Based on this description, the research question is: Does the Direct Instruction model, assisted by flashcards, influence the reading skills of first-grade students at SD Negeri 188 Pekanbaru?

The purpose of this study is to describe the influence of the Direct Instruction model, assisted by flashcards, on the reading skills of first-grade students at SD Negeri 188 Pekanbaru.

This research is expected to provide theoretical benefits by contributing to the development of early reading instruction studies, specifically regarding the implementation of the Direct Instruction model and the use of flashcards. Practically, this research is expected to provide alternative learning strategies for teachers, help students improve their reading skills, and provide consideration for schools in developing literacy learning in the early elementary grades.

Several relevant studies have shown that the use of the Direct Instruction model and flashcards has a positive impact on early reading skills. Research by Harjanti et al. showed that implementing the Direct Instruction model with flashcards can improve the early reading skills of elementary school students (Harjanti et al., 2020). Research by Ningsih et al. found that flashcards have an effect on students' reading skills in



Indonesian language (Ningsih et al., 2022). Furthermore, research by Rifai et al. demonstrated that flashcards influence the beginning reading skills of first-grade elementary school students (Rifai et al., 2025). However, these studies have not specifically examined the effect of the combination of the Direct Instruction model and flashcards in a quantitative and structured manner.

METHOD

This study used a quantitative approach to determine the effect of the Direct Instruction model assisted by flashcards on the reading skills of first-grade elementary school students. This quantitative approach was chosen because the research data consisted of numbers obtained from reading skills tests before and after the treatment, which were then analyzed using descriptive and inferential statistical techniques.

The research procedure was carried out through three main stages: preparation, implementation, and final stages. In the preparation stage, researchers conducted a preliminary study to determine the initial conditions of students' reading skills and the teaching methods commonly used by teachers. Next, researchers developed learning materials in the form of teaching modules, flashcards, pretest and posttest instruments, and observation sheets. The research instruments were first validated by the supervising lecturer to ensure the appropriateness and clarity of the assessment indicators. In the implementation phase, the researcher conducted a pretest to measure students' initial reading skills. Then, they provided treatment using the Direct Instruction model with flashcards for three sessions. After completing all treatment sessions, the researcher administered a posttest to determine improvements in students' reading skills. The final phase included data processing, analysis of research results, and drawing conclusions.

The research design used was a pre-experimental design with a One Group Pretest–Posttest Design (Fraenkel et al., 2012; Razak, 2020). In this design, only one group received the treatment without a comparison group. The study

subjects were given a pretest (O1) before the treatment, then given the Direct Instruction model with flashcards (X), and then a posttest (O2). The difference in results between the pretest and posttest was used to determine the effect of the treatment on students' reading skills.

This research was conducted at SD Negeri 188 Pekanbaru, located in Pekanbaru City, Riau Province. Data collection took place during the odd semester of the 2025/2026 academic year. The subjects were 29 first-grade students at SD Negeri 188 Pekanbaru, consisting of 18 boys and 11 girls. All students were included in the study because this study used a single experimental group.

Data collection tools in this study included tests, observation, and documentation. Tests were used as the primary instrument to measure students' reading skills through pretests and posttests. The reading skills assessment instrument consisted of eight indicators: letter and sound recognition, reading syllables and simple words, reading simple sentences, pronunciation accuracy and clarity, intonation, pitch, stress, and pronunciation, reading fluency and speed, reading attitude and confidence, and reading comprehension. Each indicator was assessed using a four-category scale: 1 (poor), 2 (adequate), 3 (good), and 4 (very good). Scores were awarded based on students' accuracy, fluency, clarity, expression, and comprehension in reading simple texts. Observations were used to observe the implementation of learning and student responses during the implementation of the Direct Instruction model using flashcards. Documentation served as supporting data, including photographs of learning activities, student attendance lists, and archives of pretest and posttest results.

Data analysis techniques were descriptive and inferential. Descriptive analysis was used to describe the pretest and posttest data by calculating the average (mean), minimum, and maximum scores for students' reading skills. Inferential analysis was used to test the research hypotheses. Prior to hypothesis testing, prerequisite tests were conducted, including normality and homogeneity tests. Normality tests were conducted using the Shapiro-Wilk test to determine whether the data

were normally distributed. Homogeneity tests were conducted using the Levene test to determine the equality of data variances.

Hypothesis testing was conducted using a paired sample t-test to determine significant differences between pretest and posttest results on students' reading skills. Furthermore, an N-Gain analysis was conducted to determine the level of improvement in students' reading skills after the treatment. The entire data analysis process was carried out with the help of the SPSS program to obtain accurate and systematic calculation results.

RESULT

This research results section presents empirical findings obtained from the application of the Direct Instruction model with flashcards to the reading skills of first-grade students at SD Negeri 188 Pekanbaru. The results are systematically organized to answer the research questions.

1. Student Reading Skills Results in the Pretest

The results of the measurement of students' reading skills before the treatment were obtained through a pretest. The pretest was conducted to determine the initial reading abilities of first-grade students before the implementation of the Direct Instruction model with flashcards. Based on the pretest results, a general overview was obtained that students' reading skills were still in the low to moderate category. The average pretest score for students' reading skills was 50.79. The lowest score obtained by students was 25, while the highest score was 83. Most students still experienced difficulty reading syllables and simple words fluently, pronouncing words accurately, and reading simple sentences with proper intonation. These pretest results indicate that the initial reading skills of first-grade students at SD Negeri 188 Pekanbaru were not optimal before the learning treatment.

Table 1
 Frequency Distribution of Student Reading Skills Results in the Pretest

No.	Score	Frequency
1	21 – 40	11
2	41 – 60	7
3	61 – 80	10
4	81 – 100	1
Total		29

Table 2
 Student Reading Skills Results in the Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	29	25	83	50.79	17.106
Valid N (listwise)	29				

2. Posttest Results of Students' Reading Skills

Students' reading skills after implementing the Direct Instruction model with flashcards were obtained through a posttest. The posttest was administered after students had participated in three sessions of the Direct Instruction model with flashcards. The posttest aimed to determine students' reading skills after the treatment. Based on the posttest results, the average score for students' reading skills increased to 69.76. The lowest score on the posttest was 31, while the highest score was 97. These results indicate that most students experienced improvements in recognizing letters and sounds, reading syllables and simple words, reading simple sentences more fluently, and demonstrating confidence when reading. This increase in posttest scores illustrates changes in students' reading skills after implementing the learning model.



Table 3
 Frequency Distribution of Student Reading Skills Results in the Post-test

No.	Score	Frequency
1	21 – 40	4
2	41 – 60	5
3	61 – 80	9
4	81 – 100	11
Total		29

Table 4
 Student Reading Skills Results in the Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	29	31	97	69.76	19.506
Valid N (listwise)	29				

Before hypothesis testing, the pretest and posttest data were analyzed. Normality was tested using the Shapiro-Wilk test. The results showed that the significance value of the pretest and posttest data was greater than 0.05, indicating that the data were normally distributed.

Table 5
 Results of the Pretest Data Normality Test

Tests of Normality					
Pretest					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.134	29	.195	.940	29	.097

Table 6
 Results of the Post-test Data Normality Test

Tests of Normality					
Post-test					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.131	29	.200*	.940	29	.101

Next, a homogeneity test was conducted using Levene's test. The homogeneity test results showed a significance value of 0.666, which is greater than 0.05. Thus, the pretest and posttest data were declared to have homogeneous variance and met the requirements for parametric inferential statistical analysis.

Table 7
 Homogeneity Test Results Scores

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	.189	1	56	.666
Based on Median	.178	1	56	.674
Based on Median and with adjusted df	.178	1	51.699	.675
Based on trimmed mean	.201	1	56	.656

To determine whether students' reading skills differed before and after implementing the Direct Instruction model with flashcards, a combined paired-sample t-test was used. The results of the paired-sample t-test showed a significance value (Sig. 2-tailed) less than 0.05. The results indicate that the reading skills of first-grade students at SD Negeri 188 Pekanbaru differed significantly between the pretest and posttest scores. Therefore, the t-test results indicate that students' reading skills were influenced by the implementation of the Direct Instruction model with flashcards.

Table 8
 Hypothesis Test Results Scores

Paired Samples Test					
Pretest-Posttest					
Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (two tailed)
-18.966	7.707	1.431	-13.253	28	.000

5. Results of Reading Skill Improvement based on N-Gain Analysis

The N-Gain analysis was conducted to determine the improvement of students' reading skills after the treatment. The results showed that the average N-Gain score was in the moderate category. This indicates that using the Direct Instruction model with the aid of flashcards can effectively improve students' reading skills. The results of this N-Gain analysis indicate that the improvement in students' reading skills not only occurred in the final score but also gradually occurred throughout the learning process.

Table 9
 N-Gain Test Results Scores

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain	29	.04	.91	.4459	.22687
Valid N (listwise)	29				

DISCUSSION

The research results show that the implementation of the Direct Instruction model, assisted by flashcards, had a positive impact on the reading skills of first-grade students at SD Negeri 188 Pekanbaru. This finding is evident in the increase in students' average reading scores from pretest to posttest, as well as the t-test results showing a significant difference between reading abilities before and after the treatment. This improvement confirms that beginning reading instruction requires a structured and systematic model, especially for early-grade students who are still in the introductory stage of reading.

From a learning model perspective, Direct Instruction has proven effective because it presents material explicitly, step by step, and repeatedly. The syntax of the Direct Instruction model, which includes reviewing, explaining the material, providing examples, guided practice, and independent practice, helps students understand the

reading process systematically. This aligns with Arends's opinion that Direct Instruction is highly appropriate for learning basic skills that require direct direction and clear learning steps (Zulaihah & Rahmaniah, 2023). With a clear structure, first-grade students find it easier to follow reading lessons without feeling overwhelmed.

From a learning media perspective, the use of flashcards plays a crucial role in improving students' reading skills. Flashcards provide concrete visual aids, making it easier for students to recognize letters, sounds, syllables, and simple words. Visual media is essential for early grade students who are still in the concrete thinking stage. This finding aligns with Arsyad's opinion that visual media can improve students' attention and memory during learning (Hayati, 2021). Therefore, the combination of the Direct Instruction model and flashcards is a complementary strategy in early reading instruction.

Improvements in students' reading skills are also evident in the results of the N-Gain analysis, which are in the moderate category. This indicates that the learning provided not only improves students' final grades but also encourages the gradual development of reading skills. These results support research by Harjanti et al. (2020), which concluded that implementing the Direct Instruction model with flashcards can improve the early reading skills of elementary school students. Research by Ningsih et al. (2022) and Rifai et al. (2025) also found that flashcards significantly influence the reading skills of lower grade students. In addition to supporting previous research, these results also provide empirical evidence that structured and consistent learning practices contribute to the success of this approach. In this study, learning was conducted over three sessions using the same syntax, allowing students to become accustomed to the learning pattern and demonstrate increased reading confidence. This reinforces the view that successful reading learning is determined not only by models and media, but also by the consistency of learning implementation.



This study has several strengths. From a data analysis perspective, it employed comprehensive descriptive and inferential statistical analysis, including normality tests, homogeneity tests, t-tests, and N-Gain analysis, ensuring a strong statistical basis for the results. Furthermore, the reading assessment instrument covered eight indicators of reading skills, providing a comprehensive picture of students' reading abilities.

However, this study also has limitations. In terms of research design, this study employed a pre-experimental method with a one-group pretest-posttest design, so the influence of external variables could not be fully controlled. In experimental research, researchers manipulate variables through the administration of specific treatments and then observe their impact on the subjects (Hardani et al., 2020). In terms of sample size, the number of subjects was limited to one class of 29 students, so the results cannot be broadly generalized. Furthermore, this study only examined one independent variable, the flashcard-assisted Direct Instruction model, without comparing it with other learning models.

Based on these results and limitations, it is recommended that further research use a quasi-experimental or pure experimental design involving a control group, a larger sample size, and the addition of other variables such as learning motivation or student engagement. For elementary school teachers, the results of this study can serve as a basis for implementing the Direct Instruction model with the aid of flashcards as an alternative strategy for early reading instruction that is effective and appropriate for the characteristics of early grade students.

CONCLUSION

Based on the research results and data analysis, it can be concluded that the Direct Instruction model with flashcards has a positive and significant effect on the reading skills of first-grade students at SD Negeri 188 Pekanbaru. This conclusion is based on a comparison of pretest and

posttest results of students' reading skills, which showed an increase in average scores after the learning intervention.

The t-test results showed a significant difference between students' reading skills before and after implementing the Direct Instruction model with flashcards. Furthermore, the N-Gain analysis showed a moderate increase in students' reading skills, indicating that the learning model used can effectively improve students' reading skills.

Therefore, the Direct Instruction model with flashcards can be used as an effective alternative learning strategy to improve the reading skills of first-grade elementary school students, particularly in reading lessons that require clear, structured directions and support from visual media appropriate to the characteristics of early grade students.

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