



First-Year Students' Perspectives on the Use of Digital Flashcards in Learning French Reading Skills at the A1 Level

Wiwid Nofa Suciaty^{1*}, Aprilia², Wahyu Tri Widyastuti³

¹²³Prodi Pendidikan Bahasa Prancis, Universitas Negeri Jakarta, DKI Jakarta, Indonesia

*E-mail: wiwid.nofa@unj.ac.id

ABSTRACT

This study aims to identify the perspectives of first-year students in the French Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, regarding the use of digital flashcards in learning French reading skills at the A1 level. The research was conducted in the French Language Education Study Program of the Faculty of Languages and Arts at Universitas Negeri Jakarta in 2025. The population of this study consisted of first-year students enrolled in the reading skills course (réception écrite), with a total sample of 62 students. The research instrument was a 20-item Likert-scale questionnaire to measure students' perceptions, needs, and experiences regarding the use of learning media in reading activities. The data were analysed using a quantitative descriptive method, and the percentage of students' responses to each statement was calculated. The results show that 95% of students are aware that reading skills are an essential competence in learning French. However, 71% of students reported difficulties understanding French texts, particularly with new vocabulary, sentence structure, and overall comprehension. In addition, 89% of students stated that they need support for learning media to facilitate the reading process, and 87% reported feeling more helped when the material is presented through visual media. "Furthermore, 92% of students indicated that digital flashcards are needed for French language learning. Although the use of digital flashcards is still relatively rare in classroom practice, students demonstrate very positive perceptions of this medium. Therefore, the development of digital flashcards can be considered a relevant and potential solution to support the learning of reading skills for beginner-level French learners (A1).

Keywords: first-year students' perspectives, digital flashcards, French reading skills, A1 level

Perspektif Mahasiswa Tahun-Pertama pada Pembelajaran Keterampilan Membaca Bahasa Prancis Tingkat A1 Menggunakan *Flashcards* Digital

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perspektif mahasiswa tahun pertama terhadap penggunaan media *flashcards* digital dalam pembelajaran keterampilan membaca bahasa Prancis tingkat A1. Penelitian dilaksanakan di Program Studi Pendidikan Bahasa Prancis FBS Universitas Negeri Jakarta pada tahun akademik 2025/2026. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian ini adalah mahasiswa tingkat pertama yang mengikuti mata kuliah keterampilan membaca (réception écrite) yang berjumlah 73 mahasiswa. Sampel ditetapkan sebanyak 62 mahasiswa tahun pertama berdasarkan formula statistika; dipilih secara random sederhana dengan teknik tanpa pengembalian. Instrumen penelitian berupa angket yang terdiri atas 20 pernyataan menggunakan skala Likert untuk mengukur persepsi, kebutuhan, serta pengalaman mahasiswa terhadap penggunaan media pembelajaran dalam keterampilan membaca. Data dianalisis menggunakan teknik deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa 95% mahasiswa menyadari bahwa keterampilan membaca merupakan kompetensi yang sangat penting dalam mempelajari bahasa Prancis namun sebanyak 71% mahasiswa mengaku masih mengalami kesulitan dalam memahami teks berbahasa Prancis, khususnya yang berkaitan dengan kosakata baru, struktur kalimat, dan pemahaman makna secara keseluruhan. Selain itu, 89% mahasiswa menyatakan memerlukan media bantu yang dapat mendukung proses pembelajaran membaca, dan 87% mahasiswa merasa lebih terbantu ketika materi disajikan melalui media visual. Hasil penelitian juga menunjukkan bahwa 92% mahasiswa menyatakan bahwa media *flashcards* digital diperlukan dalam pembelajaran bahasa Prancis. Meskipun penggunaan media *flashcards* digital masih relatif jarang dalam kegiatan pembelajaran, mahasiswa tahun pertama menunjukkan persepsi yang sangat positif terhadap pemanfaatannya.

Kata kunci: perspektif mahasiswa tahun-pertama, keterampilan membaca, bahasa Prancis, tingkat A1, flashcards digital

Submitted
16/03/2026

Accepted
18/02/2026

Published
21/03/2026

Citation	Suciaty, W. N., Aprilia, A., & Widyastuti, W. T. (2026). First-Year Students' Perspectives on the Use of Digital Flashcards in Learning French Reading Skills at the A1 Level. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 2, Maret 2026, 1417-1426</i> . DOI: https://doi.org/10.55909/jpbs.v4i3.1310
----------	--

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Learning a foreign language involves mastering four language skills: listening, speaking, reading, and writing. Among these four skills, reading plays a crucial role because it enables learners to acquire information, expand their vocabulary, and deepen their understanding of language structure (Dalman, 2013; Razak, 2005; Harjasujana & Damaianti, 2003). In learning French as a foreign language, reading is a fundamental skill that students must master from the beginner level. According to Cuq & Gruca (2005), reading in a foreign language learning is the process of understanding the meaning of a text through the interaction between linguistic knowledge and the reader's background knowledge.

First-year students in the French Language Education Study Program, Faculty of Languages and Arts, Jakarta State University, begin learning French at the basic level (A1) in accordance with the Cadre européen commun de Référence pour les langues (CEFR) framework. At this level, students are expected to understand simple words and phrases frequently used in everyday life. However, in practice, students still encounter various difficulties, particularly in understanding simple French texts. These difficulties are generally related to limited vocabulary and a lack of engaging learning media that support comprehension.

The use of appropriate learning media can help improve the effectiveness of the reading learning process. Learning media serve as a means to convey information while facilitating students' understanding of the learning material. Arsyad (2017), Daryanto (2016), Alike & Radia (2021), states that learning media is anything that can be used to convey messages, thereby stimulating students' attention, interest, thoughts, and feelings during learning activities. In the context of foreign language learning, the use of visual and interactive media can help students better understand vocabulary and language structure.

One medium for language learning is flashcards. Flashcards are cards containing specific words, images, or information to aid in re-

membering and understanding language concepts. With advances in technology, flashcards can now be developed into more flexible, interactive digital flashcards. Nation (2001), Cajuizi & Mandarani (2025), Bhakti & Marwanto (2018), Fitriyani et al. (2022), explains that the use of vocabulary cards is an effective strategy for language learning because it can help learners gradually and systematically improve their vocabulary mastery.

In the context of learning French, digital flashcards can support the development of reading skills at the beginner level. This medium allows students to learn vocabulary visually and contextually, making it easier for them to understand the content of simple texts. Furthermore, digital flashcards can increase learning motivation because they can be accessed flexibly on students' commonly used digital devices.

Several previous studies have shown that using digital media in language learning can improve student motivation and learning outcomes. First, research by Annisyah & Munisah (2025) entitled *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.

Second, the research by Cahyanti et al. (2023) entitled *Pengembangan Media Pembelajaran E-Flashcard untuk Meningkatkan Keterampilan Membaca Permulaan Peserta Didik Kelas 1 Sekolah Dasar [Development of E-Flashcard Learning Media to Improve Beginning Reading Skills of Grade 1 Elementary School Students]*. Based on the t-test, a sig. (2-tailed) value of 0.00



was obtained for the pre-test and post-test. Meanwhile, the effectiveness test results (n-gain) obtained a mean n-gain value of 75.68, which is > 75. Therefore, it can be concluded that the use of E-Flashcard learning media is highly effective in improving the early reading skills of first-grade students in elementary schools.

Third, the research by Subandiyono & Ristiani (2026) entitled *The Effectiveness of Flashcard Media Using a Constructivist Approach for Learning to Use Spelling in Writing Descriptive Texts*. 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.

Fourth, the research by Zulaifa et al. (2026) entitled *The Influence of the Direct Instruction Model Assisted by Flashcard Media on the Reading Skill of First Grade Students at SD Negeri 188 Pekanbaru*. The results showed that the average reading skill score increased from 50,79 in the pre-test 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.

Fifth, research by Hamer & Rohimajaya (2018) entitled *Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English*. The purpose to be reached in conducting this study is to share information about the use of flash card as instructional media to enrich the students' vocabulary mastery in learning English. It is true to say that there are lots of instructional media available in such a way that they can be used as the assistance for the teachers to deliver the materials as well as for the students to

understand the materials. According to certain research findings done by the students of English department of Sultan Ageng Tirtayasa University, it is recommended that the teachers should apply various media to improve the quality of teaching and learning English in the classroom, such as role play, flash card, and picture series. However, there are many students from elementary school up to university level still get difficulties when they learn English. The students cannot listen carefully and get misunderstanding, they also hesitate to speak English, they do not understand the difficult words when they read English passage, and they cannot write good sentences and/or paragraphs in English as well. From those points above, it is clear that the use of flash card can be expected to be the solution to solve the problems occurred in attempts to increase the vocabulary mastery for the students when learning English. Besides, the use of flash card can also make the vocabulary learning become enjoyable and interesting. Flash card can be an excellent media to be used because there are many students interested in flash card. In flash card they can stimulate their imagination to develop their ideas and they can learn and find new vocabulary.

Based on the above description, it can be seen that learning media plays a crucial role in supporting French reading skills, especially at the beginner level. However, the use of digital flashcards in French reading instruction in the French Language Education Study Program at Jakarta State University is still not widely implemented. Therefore, research is needed to determine students' perspectives on the use of these media.

The research question is: What are the perspectives of first-year students in the French Language Education Study Program at Jakarta State University regarding the use of digital flashcards in teaching French reading skills at A1 level?

This study aims to determine the perspectives of first-year students in the French Language Education Study Program at Jakarta State University regarding the use of digital flashcards in teaching French reading skills at A1 level.

This research is expected to provide both theoretical and practical benefits. Theoretically, this research is expected to contribute to the development of studies on learning media in foreign language learning, particularly the use of digital flashcards in teaching French reading skills. Practically, the results of this study are expected to serve as a reference for lecturers in developing innovative learning media tailored to student needs. Furthermore, this research is also expected to provide an overview of student needs and perceptions regarding the use of digital learning media in French language learning.

METHOD

The research design used was a descriptive design with a mixed methods approach, combining quantitative and qualitative data. The quantitative approach was used to obtain a general overview of student perceptions through numerical data, while the qualitative approach was used to deepen understanding of student needs for digital learning media.

This research was conducted in the French Language Education Study Program, Faculty of Languages and Arts, Jakarta State University. Data collection took place in the odd semester of the 2024/2025 academic year. The population in this study were all first-year students in the French Language Education Study Program taking the basic French reading skills course; 73 students.

The sample size of 62 students. This sample size is based on Slavin's formula in (Amin et al., 2023; Santoso, 2023; Razak, 2005). They were selected using a total sampling technique.

A questionnaire was used to measure students' perceptions, needs, and experiences regarding the use of flashcards in learning French reading skills. The questionnaire was designed using objective and systematic steps and included 20 statements.

The data analysis technique used in this study was descriptive statistics. This analysis aims to systematically describe students' perspectives on the use of digital flashcards in learning French reading skills at A1 level. The research data was ob-

tained through a questionnaire constructed using a Likert scale.

The Likert scale used in this study consists of five response categories: strongly agree, agree, undecided, disagree, and strongly disagree. Each response category is assigned a specific score: 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree (Harpe, 2015; Razak, 2017; Simamora, 2022; Wu & Leong (2017). The scores from each respondent's responses were then summed to obtain a total score for each indicator studied.

The data obtained were then analyzed using descriptive statistics by calculating the mean (average) to determine the tendency of respondents' responses to each statement in the questionnaire. The mean was used to describe the general level of student perception of the research variables.

To facilitate data interpretation, the obtained average scores were then categorized into several levels using a Likert scale interval. These interval categories were used to determine the level of student perception of each indicator studied, such as very low, low, medium, high, and very high.

Validity testing was conducted using Pearson Product Moment correlation using the Statistical Package for the Social Sciences (SPSS) software. A statement item is considered valid if the correlation coefficient (r) is greater than the table r value at a certain significance level.

Next, a reliability test was conducted to determine the level of consistency of the research instrument. Reliability testing was conducted using the Cronbach's Alpha method using SPSS software. The research instrument is considered reliable if the Cronbach's Alpha coefficient is greater than 0.70, indicating a good level of internal consistency.

RESULTS

The research findings in this article are presented based on data obtained through a questionnaire administered to 62 first-year students in the French Language Education Study Program at Ja-

karta State University. The data were analyzed using descriptive statistics to describe students' perspectives on learning French reading skills at A1 level and their need for the use of digital flashcards as a learning medium.

The presentation of the research results is organized based on several key findings related to the research problem formulation: students' perceptions of the importance of French reading skills, the difficulties they face in reading French texts, students' needs for digital learning media, and students' perceptions of the use of digital flashcards in learning French reading.

1. Student Perceptions of the Importance of French Reading Skills

The data analysis shows that most students recognize the importance of reading skills in learning French. Based on the questionnaire results, the majority of respondents stated that reading skills are very important for helping them understand simple French texts and enriching their vocabulary. The mean score for the statements regarding the importance of reading skills was high, indicating that students have a good awareness of the role of reading skills in learning a foreign language. The following is a summary of the calculation of the results of the first aspect of the questionnaire.

Table 1
Summary of Assessment of Student Perception Aspects of the Importance of Reading Skills

Indicator	Mean	Percentage of Positive Responses	Category
Reading helps to understand French texts	4,31	88%	high
Reading helps increase vocabulary	4,28	86%	high
Reading is important in learning French	4,35	90%	high

2. Students' Difficulties in Understanding French Texts

Research findings indicate that students still experience various difficulties in reading French texts. The most frequently cited difficulties by respondents were limited vocabulary and a lack of practice reading texts appropriate to their ability level. Furthermore, several students also stated that they had difficulty understanding the meaning of words in context. This data can be seen in the following table.

Table 2
Summary of Assessment of Aspects of Students' Difficulties in Reading French Texts

Indicator	Mean	Percentage of Positive Responses	Category
Limited vocabulary	4,12	82%	high
Difficulty understanding the meaning of sentences	3,95	76%	middle
Lack of helpful learning media	4,98	80%	high

3. Students' Needs for Digital Learning Media

The research results show that the majority of students stated they needed more engaging and interactive learning media in their reading learning process. Based on data analysis, the majority of respondents stated that visual digital learning media could help them understand vocabulary and text content more effectively.

Table 3
 Summary of Assessment of Student Needs Aspects for Digital Learning Media

Indicator	Mean	Percentage of Positive Responses	Category
Digital media helps understand the material	4,27	87%	high
Visual media helps understand vocabulary	4,41	91%	very high
Interactive media increases learning motivation	4,33	89%	high

4. Student Perceptions of the Use of Digital Flashcards

The survey results showed that students had very positive perceptions of the use of digital flashcards in French language learning. Although most students had never used this tool intensively in reading lessons, they stated that digital flashcards had the potential to help them remember vocabulary and understand simple texts.

Table 4
 Summary of Assessment of Student Perception Aspects of the Use of Digital Flash Cards

Indicator	Mean	Percentage of Positive Responses	Category
Digital flashcards help remember vocabulary	4,36	90%	high
Digital flash cards are interesting to use	4,42	92%	very high
Digital flashcards help understand simple texts	4,30	88%	high

DISCUSSION

The research results show that first-year students in the French Language Education Study Program at Jakarta State University have a high awareness of the importance of reading skills in learning a foreign language, in this case French. This indicates that students understand that reading skills are not only related to text comprehension but also play a role in vocabulary development and understanding language structure. This finding aligns with the opinion of Cuq & Gruca (2005), Lumbangaol (2024) who stated that reading skills in foreign language learning are the process of understanding the meaning of a text through the interaction between linguistic knowledge and the reader's knowledge.



On the other hand, the research results also indicate that students still experience difficulties in comprehending French texts, primarily due to limited vocabulary. This suggests that reading instruction at the beginner level requires the support of learning media that can help students understand vocabulary more effectively. According to Nation (2001), Hutasoit et al. (2025), Lubis et al. (2025), vocabulary mastery is one of the main factors influencing reading ability in foreign language learning.

The research results also indicate that students have a high demand for the use of digital learning media. Students tend to be more attracted to visual and interactive learning media because they can help them understand the material more easily. These findings align with research by Setiawan & Pratama (2020), Sulaeman et al. (2003), Maharani & Ramadan (2023), which showed that the use of digital media in language learning can increase student motivation.

Furthermore, student perceptions of the use of digital flashcards also showed a very positive trend. Students assessed that digital flashcards can help them remember vocabulary and better understand simple texts. This aligns with research by Rahmawati (2021), Afifa & Astuti (2024), Uzzaki et al. (2026), which showed that the use of flashcards can improve vocabulary retention in foreign language learning.

From a methodological perspective, this study has the advantage of using a mixed methods approach, which allows researchers to obtain a more comprehensive picture of student perspectives. Furthermore, the 62 student respondents provided a fairly representative picture of the learning conditions in the French Language Education Study Program at Jakarta State University.

First-year students' perceptions of the importance of reading skills were high for all indicators: 1) reading helps understand French texts; 2) reading helps increase vocabulary; and 3) reading is important in learning French. This fact indicates

that there is no distortion of perception for the indicators concerned. This means that scientifically, reading activities really help someone to easily understand the environment, reading activities increase vocabulary, reading activities

Based on the explanation above, the first-year students' perception of the importance of reading aligns with academic facts. Experts state that extensive reading will enrich knowledge and understanding of written sources (Adler & Doren, 1972; Hatteberg & Steffy, 2013; Rozak, 2018; Okyay & Kandir, 2017; McQuillan & Krashen, 2008).

CONCLUSION

Based on the research results, it can be concluded that first-year students of the French Language Education Study Program at Jakarta State University have a positive perception of the use of digital flashcards in learning French reading skills at the A1 level. Students recognize the importance of reading skills in learning a foreign language, but still experience difficulties in understanding French texts due to limited vocabulary and a lack of interesting learning media. The results also show that students have a high need for digital learning media that is visual and interactive. Therefore, the development of digital flashcards can be an alternative relevant learning media to support learning French reading skills at the beginner level.

REFERENCES

- Adler, M. J. & Doren, C. V. (1972). *How to Read a Book: A Guide to Reading the Great Books*. New York: Simon and Schester.
- Afifa, K., & Astuti, T. (2024). The Effect of Digital Learning Media on Motivation and Learning Outcomes of IPAS. *Jurnal Penelitian Pendidikan IPA*, 10(6), 3155–3165. <https://doi.org/10.29303/jppipa.v10i6.7513>

- Alika, O., & Radia, E. H. (2021). Development of Learning Media Based on Cross Puzzle Game in Science Learning to Improve Learning Outcomes. *Jurnal Penelitian Pendidikan IPA*, 7(2), 173–177. <https://doi.org/10.29303/jppipa.v7i2.667>
- Amin, N. F., Garancang, S., & Abunawas, K. (2023). Konsep Umum Populasi dan Sampel dalam Penelitian. *Pilar: Jurnal Kajian Islam Kontemporer. Volume 14, No. 1, Juni 2023*, 15-31.
- Annisyah, & Munisah, E. (2025). The Effectiveness of Flash Cards in Improving Reading Skills of Elementary School Students. *Journal for Lesson and Learning Studies*, 8(1), 46–54.
- Arsyad, A. (2017). *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Bhakti, S. O., & Marwanto, M. M. (2018). Vocabulary Mastery by Using Storytelling. *Script Journal: Journal of Linguistics and English Teaching*, 3(1), 79–91. <https://doi.org/10.24903/sj.v3i1.146>
- Brance, R. M. (2009). *Instructional Design The ADDIE Approach*. New York: Springer.
- Cahyanti, N. R., William, N., & Nurmalasari, W. (2023). Pengembangan Media Pembelajaran E-Flashcard untuk Meningkatkan Keterampilan Membaca Permulaan Peserta Didik Kelas 1 Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6(4), 2170–2182. <https://doi.org/10.31949/jee.v6i4.6160>
- Cajuizi, A. M., & Mandarani, V. (2025). Acquiring English Vocabulary Using Storytelling. *Language Horizon: Journal of Language Studies*, 13(3), 15–22. Retrieved from <https://ejournal.unesa.ac.id/index.php/language-horizon/article/view/72539>
- Cuq, J. P., & Gruca, I. (2005). *Cours de Didactique du français Langue étrangère et Seconde*. Grenoble: Presses Universitaires de Grenoble.
- Dalman, D. (2013). *Keterampilan Membaca*. Jakarta: Rajawali Pers.
- Daryanto. (2016). *Media Pembelajaran. Edisi Ke-2 Revisi*. Yogyakarta: Gava Media.
- Fitriany, F., Agustina, T., & Nur, F. (2022). Pembelajaran Kosakata Bahasa Inggris Melalui Storytelling. *Joong-Ki: Jurnal Pengabdian Masyarakat*, 1(1), 82–87. <https://doi.org/10.56799/joongki.v1i1.125>
- Harjasujana, Ahmad S. & Damaianti, Vismaia S. (2003). *Membaca dalam Teori dan Praktek*. Bandung: Mutiara.
- Harpe, S. E. (2015). How to Analyze Likert and other Rating Scale Data. *Pharmacy Teaching and Learning*, 7(6), 836–850. <https://doi.org/10.1016/j.cptl.2015.08.001>
- Hatteberg, S. J., & Steffy, K. (2013). Increasing Reading Compliance of Undergraduates: An Evaluation of Compliance Methods. *Teaching Sociology* 41(4), 346–352.
- Hutasoit, M. P., Margana, Yulia, Y., & Satria, H. (2025). Students' Perception toward the Utilization of Tiktok as Vocabulary Learning Media. *Jurnal Penelitian Pendidikan IPA*, 11(4), 1003–1010. <https://doi.org/10.29303/jppipa.v11i4.10637>
- Lubis, W. W., Harahap, E. M., Purba, H. S. R., Kemal, I., Elisa, & Paneajeaka, S. (2025). The Impact of Latin Alphabet Instruction on Thai Vocabulary Writing Skills and Science Understanding of Thai-Malay Junior High School Students (Study Case at Padang Mat School Narathiwat Thailand). *Jurnal Penelitian Pendidikan IPA*, 11(6), 927–931. <https://doi.org/10.29303/jppipa.v11i6.11733>
- Lumbangaol, R. R., Zaharani, H., & Anggraini, R. (2024). Using Storytelling to Improve Students' Vocabulary Mastery at SMP Yabes School Medan. *Jurnal Multidisiplin Inovatif*, 8(4), 2246–6110.



- Maharani, S. A., & Ramadan, Z. H. (2023). Development of Flash Card Media for Early Reading Student. *Jurnal Penelitian Pendidikan IPA*, 9(10), 8446–8455. <https://doi.org/10.29303/jppipa.v9i10.5491>
- Maulidyah. T. (2020). Pemanfaatan Media Flashcard dalam Meningkatkan Kemampuan Keterampilan Membaca Pada Pelajaran Bahasa Indonesia. *IBTIDA' Media Komunikasi Hasil Penelitian Pendidikan Guru Madrasah Ibtidaiyah*, 1(1), 25-32
- McQuillan, J., & Krashen, S.D. (2008). Commentary: Can Free Reading Take You All the Way? A Response to Cobb (2007). *Language Learning & Technology*, (12)1, 104–108.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Okuyay, O., & Kandir, A. (2017). Impact of the Interactive Story Reading Method on Receptive and Expressive Language Vocabulary of Children. *European Journal of Educational Research*, 6(3), 395 - 406.
- Putri, A., Rambe, R. N., Nuraini, I., Lilis, Lubis, P. R. & Wirdayani, R. (2023). Upaya Peningkatan Keterampilan Membaca di Kelas Tinggi. *JUPENSI Jurnal Pendidikan dan Sastra Inggris*, 3 (2). 51-62
- Rahmawati, N. (2021). The use of flashcard in vocabulary learning. *Journal of Language Teaching*, 4(1), 55–63.
- Razak, A. (2000). *Membaca Pemahaman: Teori dan Aplikasi Pengajaran*: Pekanbaru: Ababil Press.
- Razak, A. (2005). *Statistika: Pengolahan Data Sosial Sistem Manual*. Pekanbaru: Autigrafika.
- Rozak, R. W A., Mulyati, Y., Damaianti, V. S., & Sumiyadi, S. (2018). Developing Reading Skills and Beginning Writing through Literary Literacy, *Advances in Social Science, Education and Humanities Research, International Conference on Language, Literature, and Education (ICLLE 2018), Volume 263, 135-141*.
- Santoso, A. (2023). Rumus Slovin: Panacea Masalah Ukuran Sampel? *SUKSMA: Jurnal Psikologi Universitas Sanata Dharma*. 2(2), 24-43. DOI: <https://doi.org/10.24071/suksma.v4i2.6434>
- Setiawan, A., & Pratama, B. (2020). The Effectiveness of Digital Media in Language Learning. *Indonesian Journal of Language Education*, 3(2), 85–94.
- Simamora, B. (2022). Skala Likert, Bias Penggunaan dan Jalan Keluarnya. *Jurnal Manajemen*, 12(1), 84–93. <https://doi.org/10.46806/jman.v12i1.978>
- Subandiyono, S. & Ristiani, I. (2026). The Effectiveness of Flashcard Media Using a Constructivist Approach for Learning to Use Spelling in Writing Descriptive Texts. *Jurnal Pembelajaran Bahasa dan Sastra*, 5(1), 19–26. <https://doi.org/10.55909/jpbs.v5i1.1061>
- Sugiyono, S. (2019). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sulaeman, Y., Hikmat, A., Safii, I., Aan, A., Fauziah, M., Mustakim, U. S., Ratnasari, D. T.(2023). Scientific Literacy Ability Through Speed Reading Methods in Class V Elementary School Students. *Jurnal Penelitian Pendidikan IPA*, 9(SpecialIssue), 292–298. <https://doi.org/10.29303/jppipa.v9iSpecialIssue.6017>
- Susilana, R., & Cepi Riyana. (2017). *Media Pembelajaran: Hakekat, Pengembangan, Pemanfaatan, dan Penilaian*. Bandung: Wacana Prima.

- Zulaifa, E. A., Permana, D., & Kurniaman, O. (2026). The Influence of the Direct Instruction Model Assisted by Flashcard Media on the Reading Skill of First Grade Students at SD Negeri 188 Pekanbaru. *Jurnal Pembelajaran Bahasa dan Sastra*, 5(2), 1047–1054. <https://doi.org/10.55909/jpbs.v5i2.1221>
- Uzzaki, F., Zuwirna, Z., Jasrial, & Pratiwi, R. (2026). The Relationship Between Duolingo Usage Intensity as Reinforcement and Vocabulary Mastery and Learning Motivation of Junior High School Students. *Jurnal Penelitian Pendidikan IPA*, 12(2), 722–730. <https://doi.org/10.29303/jppipa.v12i2.14036>
- Wu, H., & Leong, S-O. (2017). Can Likert Scales be Treated as Interval Scales?—A Simulation Study. *Journal of Social Service Research*, 43(4), 527-532. <https://doi.org/10.1080/01488376.2017.1329775>