

Developing Flashcard Games to Teach Reading Skill for Junior High School Students

Nuril 'Aini¹, Widiarini², Tyas Alhim Mubarok³

Nahdlatul Ulama University Blitar, Indonesia

¹ aininuril251@gmail.com, ² arini.widi@gmail.com, ³ tyasalhim@gmail.com

Abstract

This research aims to develop flashcard games as an innovative learning media to improve the reading skills of junior high school students. Based on a needs analysis at SMPN 1 Sanankulon, students showed low motivation and difficulties in understanding English texts due to limited vocabulary and monotonous learning methods. The study uses the Research and Development (R&D) model based on Borg and Gall, involving observation, product design, validation, implementation, and revision. Flashcards are designed with engaging images, contextual sentences, and various game mechanisms to stimulate students' interest and participation. Pre-test and post-test data show that the use of flashcard games can significantly improve students' vocabulary mastery, reading comprehension, and motivation. The average pre-test score was 64.71, while the post-test score increased to 85.59, resulting in a substantial gain of 32.27%. This significant improvement demonstrates the effectiveness of the flashcard media in enhancing students' reading outcomes. The product aligns with the objectives of the Independent Curriculum, emphasizing interactive, student-centered learning. Through systematic development, flashcard games provide a flexible, visual, and enjoyable learning tool that enhances students' reading outcomes and supports the cultivation of 21st century skills.

Keywords: Flashcard Games; Junior High School; Reading Skills

INTRODUCTION

The Independent Curriculum introduces a new educational approach in Indonesia by offering greater flexibility for schools and teachers to design learning processes that suit the context, needs, and conditions of students and educational units (Wahyudin et al., 2024). This curriculum seeks to be more relevant to modern demands while optimizing student potential. Flexibility is crucial given the varied conditions across Indonesia. One of the primary focuses is the development of 21st century skills, particularly critical and creative thinking (Fakhri, 2023). In English language teaching, emphasis is placed on enhancing proficiency across six domains: speaking, listening, reading, writing, and viewing. These skills are grouped into three learning outcomes: writing-presenting, reading-viewing, and listening-speaking (Ulfa, 2024). To achieve these outcomes, the curriculum encourages the use of innovative and engaging methods, including educational games, to make learning more interactive and enjoyable (Ngazizah et al., 2022). English language learning in Indonesia continues to face challenges such as low student motivation and limited teaching methods (Nurmawati et al., 2024). At the junior secondary level, English plays a crucial role in preparing students for effective communication in education, work, and social contexts in the era of globalization. English, as an international language, requires engaging approaches to ensure students can learn effectively (Wahyuningsih, 2022). Therefore, learning activities must align with local contexts and students' interests to boost their motivation. Without a strong foundation in English, students may struggle to access global opportunities. This highlights the urgent need for effective strategies and learning methods that make English easier to understand. The use of interactive

media has been shown to enhance student engagement and learning outcomes (Wulandari, 2023). Thus, integrating innovative methods into English instruction is essential to foster greater student motivation. Many early secondary school students in the Sanankulon area, particularly in Class VIII D at SMPN 1 Sanankulon, struggle to understand English reading texts due to limited vocabulary and contextual comprehension. This issue is compounded by monotonous conventional learning methods, leading to student boredom. Based on a needs analysis conducted through questionnaires and observations on October 3, 2024, several key factors were identified. First, 32.3% of students demonstrated weak intrinsic motivation to learn English. Second, 45.2% of students reported rarely or almost never reading English books outside of class. Third, students faced difficulties because their handbooks presented explanations only in English, causing further confusion. Finally, 41.9% of students expressed that English lessons felt boring due to unvaried and uninteresting media. These findings highlight the need for more engaging, innovative, and accessible English learning tools. Based on the findings, nearly half of the 35 students surveyed require engaging learning media to better support their English learning process. Students demonstrated weak reading skills, largely due to a lack of interest in reading and confusion when studying from English textbooks. Vocabulary deficiency also emerged as a major obstacle in understanding reading texts. In this context, the use of appropriate, interesting, and innovative learning media becomes crucial, as it significantly influences the success of language learning (Adventyana et al., 2023). Effective media can enhance students' motivation and ultimately improve their academic achievement, particularly in reading skills. To address the identified problems, the use of innovative and engaging learning media is essential, particularly to enhance students' English reading skills. One effective method is the use of flashcard games, which can significantly support vocabulary memorization, grammar learning, and reading comprehension (Yasa & Sudirman, 2023). Flashcards, containing words, phrases, or images alongside their meanings, facilitate easier vocabulary retention through visualization, repetition, portability, and personalization (Parawansa et al., 2022). Learning through flashcard games allows students to engage interactively and enjoyably, fostering greater motivation and involvement in the learning process (Mualimah et al., 2024). In this study, flashcards are designed to form a story puzzle, requiring students to understand the context of each card to sequence them correctly. The approach focuses on two main skills: reading comprehension, through arranging flashcards into coherent narratives, and reading aloud, where students present the assembled stories. This method aligns with students' needs for more interesting and interactive learning experiences, effectively improving their reading proficiency. Previous studies have investigated the use of flashcards as a learning tool. For instance, Sari et al., (2019) developed flashcard media for teaching vocabulary to seventh-grade students at SMPN 1 Sanankulon, addressing the boredom associated with traditional vocabulary learning methods like dictionaries and lectures. Using the Research and Development (R&D) model, this study shared similarities with the current research, particularly in tackling low student engagement, using similar media, targeting the same audience, and applying the same development approach. However, it faced limitations such as restricted material coverage, a time-consuming development process, and the risk of students becoming overly reliant on flashcards, which may hinder learning in real-life contexts. Similarly, Matruty & Que, (2021) explored the use of flashcards to improve vocabulary mastery and student interest in English learning. Like Sari et al.'s study, this research also used the R&D model, focusing on the development of flashcards and improving learning motivation. Despite its positive outcomes, the study encountered challenges such as limited material coverage, high production costs, and the risk of students relying too much on flashcards. The study "Developing Flashcard Games to Teach Reading Skill for Junior High School Students" addresses the challenges students face in developing reading skills, particularly at SMPN 1 Sanankulon. Many students struggle to understand reading texts, which impacts their overall

English learning. A lack of interest in English, especially reading, stems from difficulty in understanding the context of material presented and the limited use of engaging learning media. Therefore, there is a need for innovative and enjoyable learning methods, such as flashcard games. Research by Sari et al., (2019) suggests that flashcards can improve student performance by making learning more attractive and understandable. Flashcards not only serve as visual aids but can be integrated into games to enhance student engagement, thus increasing motivation to learn to read. This approach aligns with findings by Purnamasari et al., (2024), who emphasize that educational games, such as flashcards, enhance students’ reading comprehension and vocabulary mastery while also stimulating their motivation through visual and contextual learning. Similarly, Paldy et al., (2025) highlights that media such as flashcards significantly aid students in identifying key information and sequencing events in a text, thereby fostering deeper comprehension. Furthermore, interactive media development tailored to junior high students’ contexts has been shown to enhance reading proficiency by encouraging participation and reducing boredom (Chuang & Jamiat, 2023). Nurhadi, (2022) also noted that the integration of flashcards in narrative reading practices increased students’ reading interest and interpretation accuracy. Lastly, Oryzanda et al., (2022) found that contextual flashcard development successfully supported students' grammar comprehension and engagement, proving effective in supporting English language learning. Therefore, this study aims to develop flashcard games to teach reading skills for junior high school students, with the expectation that the media will help students understand texts more effectively and foster greater interest in reading.

METHOD

This study applied a Research and Development (R&D) design based on the Borg and Gall model, which includes stages such as research and information gathering, planning, product development, preliminary testing, field testing, revision, and final product implementation (Mualimah et al., 2024). This model was selected for its systematic approach to educational media development and iterative feedback. The research was conducted at SMPN 1 Sanankulon, focusing on class VIII D. A total of 35 students participated in the study. This class was chosen due to its varying levels of English proficiency and active classroom dynamics, offering a representative sample for product testing. Data were collected using unstructured interviews, questionnaires, and pre-test and post-test instruments. Interviews were conducted with teachers and validators to explore perceptions of the flashcard games. Questionnaires were distributed to students to evaluate satisfaction and media effectiveness. The questionnaire used a 4-point Likert scale to assess aspects such as media design, clarity, usefulness, and motivation. The scoring was based on Sugiyono, (2022) and Arikunto, (2010). Below is the Likert scale used:

Table 1. Likert Scale by Sugiyono, (2022)

Scale Types	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The percentage of responses was calculated using the formula from (Arikunto, 2010):

$$\sum = \frac{x}{n} \times 100\%$$

Note:

Σ = Percentage result

x = Total Score Obtained

n = Maximum score

After obtaining the percentage of student validation, the next step was to determine the variable category of student satisfaction, as shown in the table below:

Table 2. Variable Category of Students Satisfaction Arikunto, (2010)

Percentage %	Criteria
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Feasible Enough
21% - 40%	Less Feasible
<20%	Very Unfeasible

In the validation questionnaire, the researchers utilized a Likert scale, as shown in the table below:

Table 3. Likert Scale by Sugiyono, (2022)

Scale Types	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

After obtaining the total validation score, the next step was to determine the eligibility criteria, as presented in the table below:

Table 4. Eligibility Category by Arikunto, (2010)

Percentage %	Validity Category
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Moderately Feasible
21% - 40%	Less Feasible
<20%	Not Feasible

The following formula is used to calculate the pre-test and post-test results before after using learning media. The calculation is based on student scores according to the grading system:

Table 5. Grading System by Arikunto, (2010)

Score	Grading Types
90 – 100	Excellent
75 – 89	Good
60 – 74	Fair
<60	Needs Improvement

After obtaining the students' scores based on the grading system, the next step is to analyze the results by applying the following formula:

$$\text{Score} = \frac{\text{Correct Answer}}{10} \times 100$$

Scoring Formula:

1. Each question is worth 10
2. Total score per test

RESULTS AND DISCUSSION

Results

The research and development process uses the R&D model introduced by Borg and Gall. According to Borg and Gall (1983), this model consists of ten main steps; however, this study only adopted seven steps, namely: potential and problems, data collection, product design, design validation, design revision, product testing, and product revision.

Analyze

This step involved distributing questionnaires to students to gather information about the teaching and learning conditions of the English subject. The researchers administered a questionnaire to the students to assess their conditions, challenges, and needs supporting the learning process. The results are presented in the table below.

Table 6. Need Analysis Result

No.	Indicator	Very Often	Often	Sometimes	Rarely	Never
1.	Do you find it difficult to learn English?	8,6%	37,1%	40%	14,3%	0%
2.	How often do you feel frustrated or bored when learning English?	0%	31,4%	40%	20%	8,6%
3.	How often do you use English in learning English in class?	0%	8,6%	25,7%	54,3%	11,4%
4.	How often do you study English individually or in groups outside of class?	2,9%	11,4%	20%	45,7%	20%
5.	How often do you use technology in the classroom? (e.g. cell phone, computer/laptop, LCD projector)	2,9%	11,4%	37,1%	40%	8,6%
6.	How often do you get prompt and specific feedback from your teacher after completing an English assignment?	0%	25,7%	34,3%	34,3%	5,7%
7.	How often do you read English books or articles outside of school hours?	0%	8,6%	17,1%	31,4%	42,9%
8.	How often do you speak to friends, family and teachers in English?	0%	2,9%	11,4%	31,4%	54,3%
9.	How often do you listen to English songs or podcasts?	14,3%	11,4%	22,9%	28,6%	22,9%
10.	How often do you write in English? (for example: keeping a diary)	0%	11,4%	22,9%	37,1%	28,6%

Design

The design stage is carried out to ensure that the flashcard media is made according to the planned design. This design includes making detailed sketches, including the size (10 x 15 cm), layout, image placement, and color composition. Researchers selected visual elements such as

illustrations and font types to be attractive and easy to understand for eighth-grade students. The flashcard media consists of 10 cards, with each card designed to have an image on the front side and a short narrative on the back. The cards are arranged to form a complete story when ordered correctly, using clues provided in the images. To support the effective use of this media in learning, a guide in box of flashcard was also created containing instructions for both teachers and students and printed according to the specified design.

Development

The development stage begins with the creation of the flashcard media based on the finalized design. this process involves editing the content using the canva application to arrange illustrations and narrative texts into a printable layout. after editing is completed, the flashcards are printed on 230 gsm paper to ensure they are strong and durable. each card, sized 10 x 15 cm, is then cut and arranged according to the intended story sequence. to enhance durability and usability in the classroom, the flashcards are also laminated. in addition to the flashcards, a user guide is also developed to assist both teachers and students in using the media effectively. this guide contains instructions on how to use the flashcards during learning activities. the pictures in figure 1 and figure 2 show the final product of the developed media:

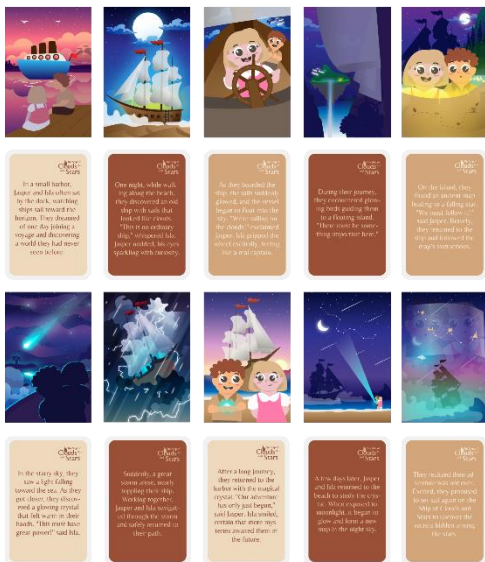


Figure 1. Flashcard (front and back)



Figure 2. Flashcard box and guide game

After the instructional tool was prepared for implementation, the researchers conducted a media evaluation by validating it with an instrument expert, a media expert, and a material expert. The validation was assessed using expert validity questionnaires, where the evaluation was carried out by calculating the percentage of the obtained score in relation to the total possible score from each expert. The table 7 shows the results of instrument validation, table 8 is result of media validation, and table 9 is result of material validation

Table 7. Instrument Validation Result

Indicator	Score	Category
The instrument has been prepared based on clear research objectives which are clear.	4	Very Valid
Questions in the instrument are relevant to media development learning media development	4	Very Valid

The instrument is suitable for use by media validators, validators material, and students.	4	Very Valid
The instrument is able to measure effectiveness of flashcard games in an accurate	4	Very Valid
There is no ambiguity in instrument questions.	4	Very Valid
This instrument is suitable for use in this study.	4	Very Valid
The instrument format is systematic and easy to use	4	Very Valid
The language in the instrument is clear and easy to understand	4	Very Valid
The instrument provides a of the effectiveness of the media.	4	Very Valid
The instrument covers all aspects that need to be assessed	4	Very Valid
Total Score	40	
Percentage	100%	Very Valid

Table 8. Media Validation Result

Indicator	Score	Category
The design of flashcard games is attractive for students.	3	Valid
The colors and images on the flashcards games are appropriate for middle school students.	3	Valid
Size and shape of flashcards games make it easy use.	3	Valid
Flashcard games are suitable for use in learning to read.	3	Valid
This media is in accordance with learning needs interactive learning.	3	Valid
Layout and navigation on media is clear and easy to understand.	1	Invalid
Graphic elements on the media help the understanding of the material.	3	Valid
Media flashcard games look professional and not boring.	4	Very Valid
Flashcard games are easy to operated by students and teachers.	1	Invalid
This media supports technology-based learning that is engaging.	3	Valid
Total Score	27	
Percentage	67,5%	Moderately Valid

Table 9. Material Validation Result

Indicator	Score	Category
Material on flashcard games in accordance with the applicable curriculum.	4	Very Valid
Material in flashcard games is relevant to improve students' reading skills junior high school students.	4	Very Valid
There is a variety of interesting material interesting in flashcard games.	3	Valid
Flashcard games material is suitable for learning purposes reading.	4	Very Valid
The level of difficulty of the material is in accordance with the ability of junior high school students.	3	Valid
The presentation of material in flashcard games is systematic and logical.	3	Valid

Flashcard games improve students' skills in understanding text.	4	Very Valid
The material in flashcard games supports interactive learning.	4	Very Valid
The material presented increases students' interest in learning.	4	Very Valid
The materials in this media help students understand new vocabulary.	4	Very Valid
Total Score	37	
Percentage	92,5%	Very Valid

Based on the validation results from the three validators, the first validator gave a percentage score of 100% which falls into the very valid category. The second validator gave a score of 67.5%, categorized as moderately valid. The third validator gave a score of 92.5%, which is also categorized as very valid. These results indicate that the developed product is generally valid and appropriate to be used with minor revisions based on the feedback from the second validator.

Implementation

After being revised, the media was implemented in the learning process with students of class VIII-D at SMPN 1 Sanankulon. During the implementation stage, the flashcard game was tested in class to observe students' engagement, participation, and the effectiveness of the media in improving their reading skills. The researcher introduced and demonstrated how to use the flashcards, then guided students through activities such as arranging the flashcards into a coherent story and reading the story aloud. A pre-test was administered before using the flashcards to assess students' initial reading ability, followed by a post-test after the implementation to measure their progress. The results of these tests were used to determine the impact of the flashcard media on students' reading comprehension. In addition, a questionnaire was distributed to evaluate the media's feasibility and student satisfaction. Below are the pre-test and post-test results that show students' reading improvement after using the flashcard media:

Table 10. Pre-Test and Post Test-Result

Student Name	Pre-Test	Post-Test
S1	40	100
S2	60	100
S3	80	80
S4	70	80
S5	70	100
S6	70	90
S7	70	90
S8	70	80
S9	80	100
S10	60	80
S11	70	70
S12	40	100
S13	80	20
S14	70	80
S15	50	80
S16	40	100
S17	70	80
S18	60	100
S19	90	100

S20	80	70
S21	50	90
S22	80	100
S23	80	100
S24	90	100
S25	80	90
S26	50	100
S27	70	100
S28	50	100
S29	70	80
S30	40	20
S31	60	80
S32	70	80
S33	50	70
S34	40	100
Total	2200	2910
Average	64.71	85.59
Percentage	32.27%	

Based on the results of the pre-test and post-test, there was a significant improvement in students' reading performance after the implementation of the flashcard media. The average score increased from 64.71 in the pre-test to 85.59 in the post-test, reflecting a percentage gain of 32.27%. This improvement shows that the use of flashcard media contributed positively to students' reading comprehension and engagement in the classroom. To further evaluate the effectiveness of the media, a student satisfaction questionnaire was distributed after the implementation stage. This questionnaire aimed to measure how interesting, easy to use, and helpful the flashcards were in supporting the learning process. The following are the results of student satisfaction toward the flashcard media:

Table 11. Students Satisfaction Result

Indicator	Score
I find these flashcard games fun to use.	116
Flashcard games help me improve my reading skills.	110
I feel interested in learning with flashcards games.	111
The design of the flashcard games caught my attention.	124
I can easily understand the instructions in this flashcard game.	104
The material in the flashcard games helps enrich my vocabulary.	105
Flashcard games motivate me to learn to read better.	109
I want to use this media in other lessons other learning.	102
Flashcard games make it easier for me to learn reading text.	109
I am satisfied with the use of these flashcard games in learning.	136
Total Score	1126
Percentage	82,79%

After processing the questionnaire results, the total score obtained from all student responses is 1,126, with a satisfaction percentage of 82.79%. This percentage falls into the "Very feasible" category, indicating a strong level of approval from the students regarding the use of flashcard media in the learning process. The result reflects that the flashcards were considered effective,

engaging, and helpful in supporting students' reading comprehension. Students responded positively across all indicators, especially in terms of the design, usability, and overall satisfaction. These findings confirm that the developed flashcard media is well-received and suitable for classroom implementation.

Evaluation

During the evaluation stage, the researcher analyzed the results of tests, observations, and questionnaire responses to assess the overall effectiveness of the flashcard media. Student feedback and teacher input were reviewed to determine how well the media supported the learning objectives. This process highlighted both the benefits and limitations of the flashcards in practice. Based on the findings, the researcher identified several aspects that could be refined to improve the clarity, engagement, and instructional impact of the media. These insights are crucial for future revisions and for ensuring the media continues to enhance students' reading skills effectively.

Discussion

Based on the findings from the needs analysis, many students in class VIII-D at SMPN 1 Sanankulon had difficulties in reading English texts, mainly due to limited vocabulary, lack of motivation, and the use of monotonous learning media. To overcome this, the researcher designed a set of flash card games that combined visual clues and contextual narratives. The cards consisted of 10 sheets measuring 10x15 cm, with a picture on the front and a short descriptive text on the back. Students were asked to arrange the cards into a coherent story and then read it aloud. This approach promotes contextual understanding and improves students' reading fluency in an interactive and fun way. According to Iswara et al., (2023), the use of attractive and contextual media can enhance students' academic performance, especially in reading. In addition, Mammadova, (2024) emphasize the importance of integrating interactive games into English instruction to foster motivation and participation. Similarly Briliani et al., (2023) demonstrated that the use of Android-based digital reading applications for junior high school students significantly improved student motivation, participation, and reading comprehension, especially when media incorporated visuals, sound, and narrative content relevant to learners' interests.

The results of expert validation showed that the instrument was categorized as highly valid (100%), the media was moderately valid (67.5%), and the material was highly valid (92.5%). After minor revisions, the flash card game was implemented in the classroom. The average post-test score (85.59) increased significantly compared to the pre-test (64.71), resulting in an increase of 32.27%. This finding shows that flash card media is effective in improving students' reading comprehension. Research by Matyakhon et al., (2024) supports these results, showing that the use of gamification in teaching English as a foreign language increases students' reading engagement and comprehension significantly. Similarly, the study by Pangestu et al., (2024) emphasized that gamification through information and communication technology-based media can increase reading motivation and overall language learning.

Furthermore, Kholisna, (2025) developed gamification media based on the RADEC model using Genially to improve elementary school students' reading comprehension on narrative text, with the results showing significant improvement in reading comprehension. Mahendra et al., (2023) also found that the use of gamified quizzes significantly improved junior high school students' reading comprehension skills. In comparison, Purnamasari et al., (2024) showed that the implementation of printed flashcards to teach vocabulary for younger learners was effective in building foundational reading and speaking skills in elementary settings. Similarly, Paldy et al., (2025) emphasized the importance of contextualized and engaging flashcard materials in primary education to enhance comprehension and sequencing skills through visual narratives.

Lastly, Chuang & Jamiat, (2023) in their systematic review noted that multimedia-based interactive reading tools significantly contribute to emergent literacy and comprehension among children. Overall, the flash card game not only meets the needs of students but also creates a more dynamic and fun English learning experience.

CONCLUSION

The study's findings demonstrate that teaching English reading skills can be effectively supported through the use of flashcard games. By combining visual illustrations and contextual narratives, this media helps students enhance their reading comprehension in a fun and interactive way. The flashcards are specifically designed for eighth-grade junior high school students, taking into account their learning needs and characteristics. During the development and implementation stages, the flashcard games were proven to be appropriate, feasible, and engaging. Students showed increased motivation and participation, especially when arranging the cards into a coherent story and reading it aloud in class. This interactive learning process encouraged them to understand the sequence of events, build vocabulary, and improve fluency. The development of this media is expected to create more meaningful and student-centered learning activities in the classroom. It offers more opportunities for students to engage with reading texts and allows teachers to implement more creative and contextualized teaching strategies. Moreover, this research serves as a reference for future studies on game-based or visual learning media aimed at enhancing English language skills, particularly in reading.

ACKNOWLEDGMENTS

The researchers would like to extend their sincere appreciation to all parties at SMPN 1 Sanankulon who provided valuable support throughout the course of this study. From the early stages of planning to the final implementation, the collaboration, cooperation, and encouragement from the school community have played a crucial role in the successful completion of this research. The researchers are especially grateful to the teachers and students of class VIII-D for their active participation and enthusiasm during the implementation of the flashcard media.

REFERENCES

- Adventyana, B. D., Salsabila, H., Sati, L., Galand, P. B. J., & Istiqomah, Y. Y. (2023). Media pembelajaran digital sebagai implementasi pembelajaran inovatif untuk sekolah dasar. *Jurnal Pendidikan dan Konseling (JPDK)*, 5(1), 3951-3955.
- Angrainy, F. P. N., Sharizan, S., Sriyanda, R., & Farhan, M. (2024). Gamifying Reading Motivation in EFL Students: Enhancing Engagement and Language Learning Through ICT. *Jurnal Simki Pedagogia*, 7(1), 106-118.
- Arikunto, P. D. S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik* (Revisi). Rineka Cipta.
- Briliani, D. A., Widiarini, W., & Makrifah, I. A. (2023). Developing an Android-Based Reader Digital Application to Teach Reading Aloud at SMPN 7 Blitar. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 10(1), 1-11.
- Chuang, C., & Jamiat, N. (2023). A systematic review on the effectiveness of children's interactive reading applications for promoting their emergent literacy in the multimedia context. *Contemporary Educational Technology*, 15(2), ep412.

- Fakhri, A. (2023). Kurikulum merdeka dan pengembangan perangkat pembelajaran: menjawab tantangan sosial dalam meningkatkan keterampilan abad 21. *Proceeding Umsurabaya*.
- Iswara, P. D., Julia, J., Supriyadi, T., & Ali, E. Y. (2023). Developing android-based learning media to enhance early reading competence of elementary school students. *Pegem Journal of Education and Instruction*, 13(4), 43-55.
- Kholisna, A., & Sukasih, S. (2025). Developing Gamification Media-Based on RADEC Model Using Genially to Enhance Elementary Students Reading Comprehension of Narrative Texts. *Journal of Integrated Elementary Education*, 5(1), 88-108.
- Mili, W. N., Mahendra, C., & Prabowo, R. E. (2023). Gamifikasi dalam pendidikan STEM: Transformasi pembelajaran dan pemberdayaan siswa menuju industri 5.0. *Inovasi Pendidikan Fisika*, 12(3), 92-100.
- Mammadova, R. (2024). Engaging Learners: Teaching English Through Interactive Games. *Acta Globalis Humanitatis Et Linguarum*, 1(1), 116-123.
- Matruty, E., & Que, S. R. (2021). Using flashcard as a media in teaching vocabulary for the eighth grade students of junior high school. *MATAI: International Journal of Language Education*, 2(1), 25-34.
- Matyakhan, T., Chaowanakritsanakul, T., & Santos, J. A. L. (2024). Implementing gamification to enhance reading engagement and reading comprehension of Thai EFL university students. *LEARN Journal: Language Education and Acquisition Research Network*, 17(1), 121-239.
- Mualimah, M., Mansur, H., & Dalu, Z. C. A. (2024). Pengembangan Flashcards Sains Untuk Meningkatkan Motivasi Belajar Siswa Kelas Viii Di Smpn 29 Banjarmasin. *J-INSTECH*, 5(2), 194-205.
- Ngazizah, N., Rahmawati, R., & Oktaviani, D. L. (2022). Development of Comic Media Based on Local Wisdom in Integrated Thematic Learning. *Science Tech: Jurnal Ilmu Pengetahuan Dan Teknologi*, 8(2), 147-154.
- Nurhadi, M. P. O. (2022). *The Effectiveness Of Flashcards To Enhance Reading Comprehension Of The Eighth Grade Students At Mts Ma'arif Klego* (Doctoral dissertation, IAIN PONOROGO).
- Oryzanda, O., Saifudin, A., & Widiarini, W. (2022). Developing Flashcards Learning Media to Teach Grammar in Recount Texts for Tenth Grade. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 9(2), 109-120.
- Paldy, P., Sthevaniocy, Y. R., Baharuddin, M. R., & Yunus, R. Y. I. (2025). Creating Engaging Flashcard Materials for Young Learners: A Developmental Study on English Language Teaching in Primary Schools. *Journal of Languages and Language Teaching*, 13(1), 88-102.
- Parawansa, K. I., Haryanto, S., & Mulyani, P. S. (2022). Penggunaan media flashcard untuk meningkatkan kemampuan membaca siswa pada mata pelajaran bahasa indonesia di MI klesman. *Jurnal Informatika Dan Teknologi Pendidikan*, 2(2), 72-78.
- Sari, H. P., Sutanti, N., & Wahyuningsih, L. T. (2018). Developing Flashcard Media For Teaching Vocabulary To The Seventh Grade Students Of Junior High School (Study Case in the Seventh Grade Students at SMPN 1 Sanankulon). *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran*, 10(2), 178-192.
- Selly, S. I. P., Mubarak, T. A., & Saifuddin, A. (2024). The Implementation of Flash Cards to Teach Vocabulary for Four Grade Students at MI Ma'arif NU Nurul Islam Pronojiwo: English. *Journal of English Development*, 4(01), 221-237.
- Sugiyono, P. D. (2022). *Metode Penelitian Kualitatif*. Penerbit ALFABETA.
- Ulfa, S. M. (2024, July). Independent Curriculum in High School: It's Implementation and Teachers' Challenges in English Language Learning Classroom. In *ELITICS*:

Proceedings of Seminar on English Education, Literature, and Linguistics (Vol. 3, No. 1, pp. 5-12).

- Wahyuningsih, S. P., Budiman, M. A., & Sari, V. P. (2022). Analisis manfaat penggunaan YouTube sebagai media pembelajaran online bahasa Inggris dalam meningkatkan pemahaman siswa. *Praniti: Jurnal Pendidikan, Bahasa, dan Sastra*, 2(1), 1-7.
- Wulandari, W. (2023). *Efektivitas Metode Mengajar yang Variatif dalam Keberhasilan Pembelajaran Bahasa Inggris*. *LANCAH: Jurnal Inovasi Dan Tren*, 1 (2), 263~ 267.
- Yasa, I. G. S., & Sudirman, I. N. (2023). Penerapan media flash card dalam meningkatkan kosa kata bahasa inggris anak Desa Selat Peken Tahun 2023. *Innovative: Journal Of Social Science Research*, 3(6), 4122-4137.