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Developing Quizlet-Based Descriptive Text Materials to Support Reading Comprehension among Tenth-Grade Students

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Abstract

Many students struggle with reading comprehension, especially when the materials are unengaging and vocabulary support is limited. This study aimed to develop Quizlet-based descriptive text materials to support reading comprehension for tenth-grade students. This study was guided by three objectives: to describe the development process, to evaluate the product's feasibility, and to investigate students' and teacher's responses to the product. This study employed the Research and Development (R&D) model proposed by Sugiyono (2013), adapted into seven stages. The participants consisted of 20 tenth-grade students from Class X IPS 1, one English teacher, and two expert validators. Data were collected through expert validation sheets, student and teacher questionnaires, semi-structured interviews, and classroom field notes. The results showed that the product was developed systematically through seven R&D stages, both expert validators rated the product as feasible with a score of 75%, and the total student questionnaire score reached 81.5% in the Very Good category, while the average reading task scores were 98.6% and 91.5% in two trial sessions. The teacher's response also indicated feasibility, with a score of 80.0%. These findings suggest that organizing Quizlet into three reading stages: pre-reading, while-reading, and post-reading can create a practical and effective reading support system for tenth-grade students studying descriptive texts.

Keywords: Quizlet; descriptive text; reading comprehension; R&D; Independent Curriculum

INTRODUCTION

Reading comprehension is one of the most essential skills students need to develop in English as a Foreign Language (EFL) learning. It is not simply about reading the words on a page, it is about making sense of the text, building knowledge, and developing the ability to think critically about what students read. In Indonesian EFL classrooms, where students have very limited exposure to English outside classrooms, reading texts often serve as the main source of language input. This makes the quality of reading instruction especially important, as it directly determines how well students develop their overall English skills (Sari Dewi et al., 2020). Nussy and Pekpekay (2024) note that reading also helps students grow intellectually and meet academic challenges, which is significant beyond the English classroom. Among the types of texts that tenth grade students are expected to master, descriptive texts play a significant role in Indonesia's Independent Curriculum at Stage E. Descriptive text requires students to identify and interpret specific linguistic features such as attributive adjectives, linking verbs, and noun phrases and use them to form a clear picture of the subjects. This process greatly depends on vocabulary. A link also confirmed by Hastuti (2020) who found that reading ability and vocabulary mastery jointly influence students' performance on descriptive text tasks. As explained by Albatti (2023), reading comprehension is built step-by-step: from word to word to sentence, then to the entire text. When students lack vocabulary, comprehension gets stuck at the first step. Wulan et al. (2023) emphasize that vocabulary knowledge is one of the strongest

predictors of reading comprehension achievement. Afzal (2019) further notes that limited vocabulary mastery remains one of the most persistent problems reported by EFL learners at various education levels. Reading comprehension itself also depends on learners' ability to apply appropriate reading strategies, since Rastegar et al. (2017) found a significant relationship between metacognitive reading strategy use and EFL learners' reading comprehension achievement.

Classroom observation and informal interviews at Madrasah Aliyah in West Bandung revealed three recurring issues. Students often struggle to comprehend descriptive texts because unfamiliar words force them to stop and search for the meaning or wait for the teacher's explanations. Second, the available materials are considered too long and monotonous, which reduces student motivation. Third, teacher-centered instruction has made students passive learners who wait for guidance rather than trying to find answers. Kassem (2018) notes that teacher-centered instructions often limit students' active engagement, resulting in passive learning habits and lower motivation to comprehend texts. Zahen Da & Patmasari (2025) similarly document how students' over-reliance on teacher support and the monotony of conventional reading materials create ongoing barriers to comprehension across Indonesian classrooms. These difficulties are consistent with Dewi et al. (2020), who found that Indonesian EFL students still face considerable difficulty comprehending descriptive texts, and with Osi et al. (2024), who reported similar comprehension barriers among EFL learners working with descriptive text. Part of this difficulty may stem from the text type itself, since Indah (2022) notes that students often struggle to recognize the generic structure and language features that characterize descriptive text.

Technology offers a practical solution. Quizlet, a free web-and mobile-based platform, has been shown to support vocabulary retention, increase motivation, and make learning more engaging (Nirmala & Moddies Swara, 2024; Sanosi, 2018). Rizky Setiawan & Wiedarti (2020) found that its gamified design encourages independent vocabulary practice. Dwi Melany et al. (2025) also demonstrated that Quizlet flashcards help students memorize key vocabulary in a structured memorable way, which directly supports the reading process. This flashcard-based approach is further supported by Rahman et al. (2023), who found that flashcards function effectively as an instructional medium to strengthen students' reading comprehension. Beyond Quizlet itself, technology-supported instruction is broadly regarded as an effective way to increase EFL learners' engagement (Mulyati, 2023), although its effectiveness also depends on teachers' attitudes and the educational climate in which it is used (Raygan & Moradkhani, 2022).

Even so, most studies on Quizlet in EFL settings position it only as a pre-reading vocabulary memorization tool, typically used at one point in a lesson, before reading, to introduce a word list. This pattern remains consistent even in recent research, as exemplified by Saputra and Tahir (2025), whose study on Quizlet flashcards for tenth-grade EFL students continued to focus solely on vocabulary acquisition, without extending into a structured reading process. A review of Quizlet research in Indonesian EFL contexts (Nirmala & Moddies Swara, 2024; Rizky Setiawan & Wiedarti, 2020; Saputra & Tahir, 2025) shows that no study has developed Quizlet into a complete, stage-structured set of reading materials. This gap is especially important at the tenth-grade level, where curriculum-aligned, interactive reading materials for descriptive text are still limited.

To address this gap, this study developed Quizlet-based descriptive text learning materials structured around three reading stages: pre-reading, while-reading, and post-reading using Sugiyono (2013) Research and Development (R&D) model adapted into seven stages. This three-stage approach was informed by Williams (1987), who argues that effective reading instruction should include preparation before reading, active engagement during reading, and reflection after reading. Three research questions guided the study:
1) How does the process of developing Quizlet-based descriptive text materials proceed?
2) What is the feasibility of the developed product?
3) How do students and the teacher respond to the product?

METHOD

This study employed a Research and Development (R&D) design based on Sugiyono's (2013) model. This design was chosen because it allows the researcher to develop an instructional product from real classroom needs and refine it through expert review and classroom trial. In this study, seven stages of the model were applied: (1) identifying potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, and (7) product revision. The final three stages usage testing, further revision, and mass production, were not carried out due to time and resource limitations, which is common in undergraduate-level R&D studies.

The study was conducted at a Madrasah Aliyah in West Bandung. Three groups of participants took part in this study. The first group consisted of 20 tenth-grade students from Class X IPS 1, including 9 female, 11 male aged 15-16 years, who took part in the product trial. The second group consisted of one English teacher who served as the classroom observer and provided practitioner feedback. The third group consisted of two expert validators: one content expert in English language education and one media expert in educational technology. Both validators independently assessed the feasibility of the developed product. During the trial sessions, the researcher served as the instructor, while the classroom teacher observed the teaching process and provided feedback as a practitioner.

Four instruments were used to collect data. The first instrument was an expert validation sheet, which used a four-point Likert scale ranging from 1 = Strongly Disagree to 4 = Strongly Agree. This sheet was used to assess content accuracy, curriculum alignment, vocabulary appropriateness, and the suitability of each Quizlet feature for its intended reading stage. The second instrument was student and teacher questionnaires, each consisting of 15 items and using the same four-point scale. The student questionnaire was used to capture students' responses to the learning materials, while the teacher questionnaire was used to obtain the classroom teacher judgment about the product's practicality, clarity, and classroom suitability. Both questionnaires were developed by the researcher based on the research questions and were reviewed by the supervisors before data collection. The third, instrument was a semi-structured interviews, which was conducted with selected students and the classroom teacher to explore their learning experiences, the features they found most useful, the obstacles they faced, and their willingness to use the material again. The fourth instrument was classroom observation field notes, prepared using Moleong's (2007) descriptive-reflective format, to record students' behavior and classroom activities during both trial sessions.

Quantitative data were analyzed using the percentage formula:

$$P = \frac{\sum X}{\sum X_i} \times \boldsymbol{100\%}$$

Where P is the Percentage score**,** ΣX is the total score obtained, and ΣXi is the maximum achievable score. Results were categorized using Sugiyono (2013) interpretation criteria, as presented in Table 1. For students' responses, the category "Very Good" was used to indicate high levels of satisfaction and positive perception, while the "Feasible" category was applied to expert validation and teacher responses to assess the practicality of the materials. Qualitative data were analyzed thematically, with patterns from interviews and field notes cross-checked against questionnaire data to strengthen the credibility of the results.

Table 1. Validity and Practicality Interpretation Criteria (Sugiyono, 2013)

Percentage (%)	Category
0–20	Very Unfeasible
21–40	Unfeasible
41–60	Moderately Feasible
61–80	Feasible
81–100	Very Feasible

RESULTS AND DISCUSSIONS

Results

The results are presented according to three research questions: The development process of the materials (RQ1), the feasibility of the product (RQ2), and the responses from students and teacher after the trial (RQ3).

1. The development process of the Materials (RQ1)

The development of the Quizlet-based descriptive text materials followed Sugiyono (2013) seven-stage R&D model. The process was carried out iteratively so that the final product would be aligned with the students' needs and the classroom context.

Stage 1: Identifying Potential and Problems. A needs analysis was conducted through classroom observations (Field Note No. 1) and informal interviews with students and English teacher. Students had difficulty understanding descriptive texts because unfamiliar vocabulary, the available materials were considered too long and monotonous, and classroom learning still depended heavily on teacher explanation. At the same time, most students owned smartphones and expressed a sincere willingness to try technology-based activities, underscoring the need for new materials and the practicality of a digital approach.

Stage 2: Collecting Data. The researcher gathered key information to inform the product design: this included stage E descriptive text competencies from the independent curriculum, learner characteristics, device and internet access, authentic descriptive texts on familiar topics, and previous studies on Quizlet reading instruction. This stage ensured that the final product aligns with the curriculum and suitable for the learners' context.

Stage 3: Product Design. Three Quizlet sets were developed to guide students through the reading process in a structured sequence. Set 1 (Pre-Reading) used Flashcard feature with audio pronunciation, contextual images, and example sentences to introduce key vocabulary and activate prior knowledge. The purpose of this stage was to activate prior knowledge, introduce key words, and reduce the difficulty students might face before reading the complex text. This design was informed by the view that the vocabulary readiness is an essential condition for reading comprehension (Albatti, 2023).
Set 2 (While-Reading) used Test mode with multiple-choice comprehension questions and automatic scoring. This stage was designed to help students to identify main ideas and supporting details while reading, while also maintaining their engagement with the text.

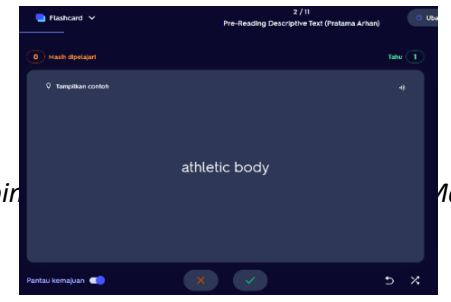
Set 3 (Post-Reading) used Learn mode with true-or-false and automatic repetition until completion. A significant design change here is the addition Indonesian translations next to each statement in English. The original draft presented statements only in English, meaning some students answered based on confusion over vocabulary rather than actual text comprehension. The addition of Indonesian translation ensures that the post-reading stage tests reading comprehension, not merely incidental vocabulary knowledge. This set applies the spaced repetition principle demonstrated by Rizky Setiawan and Wiedarti (2020) to support long-term retention.

Alongside the three digital sets, a supporting handout with printed descriptive texts was prepared and shared with students before each session. This document contains step-by-step usage instructions for each Quizlet set, core descriptive materials, and clearly labeled direct access links one per set of descriptive text so that students can open the correct Quizlet set without having to search for it. The two descriptive texts the Pratama Arhan text for session 1 and the Cristiano Ronaldo text for session 2 were printed and distributed as physical reading texts, allowing students to read and find specific details without having to switch screens, which reduces cognitive load during the reading phase and ensures that connectivity issues with Quizlet never interrupt the reading task.

Table 2. Structure of the Quizlet-Based Descriptive Text Material

Set	Stage	Learning Purpose	Quizlet Feature
1	Pre-Reading	Activate prior knowledge; introduce key vocabulary	Flashcards: audio, images, pronunciation + example sentence in context
2	While-Reading	Guide comprehension of text details and genre features	Test mode: multiple-choice with automatic scoring
3	Post-Reading	Consolidate understanding; reinforce retention	Learn mode: true/false, repeat until 100% correct

Figures 1 – 4 show the visual display of each Quizlet set and the Canva supported handout as implemented during the trial.



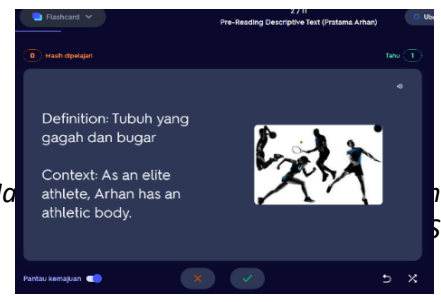


Figure 1. Display of set 1 – Pre-Reading Flashcard (Quizlet)

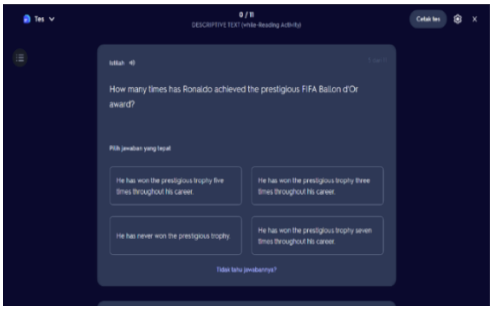


Figure 2. Display of set 2 – While-Reading Test Mode (Quizlet)

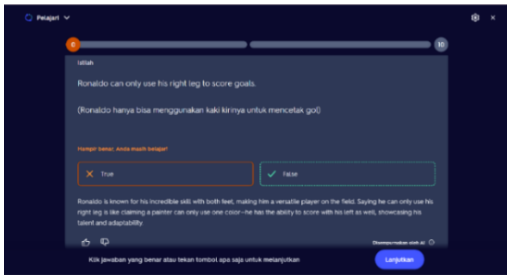


Figure 3. Display of set 3 – Post-Reading Learn Mode (Quizlet)



Figure 4. Display of the Supported Handout with Printed Descriptive Texts

Stages 4 - 5: Design Validation and Revision. The draft product was validated by a content expert and a media expert. Their feedback concerned content suitability, vocabulary level, curriculum alignment, layout clarity, and the practicality of the materials. Both the validators confirmed that the three-stage concept was sound and required no structural changes. The feedback led only to minor refinements: The wording of some instructions was adjusted, contextual support in the flashcards was strengthened, and while- and post-reading task activity

were reviewed to ensure they aligned with the text and learning objectives. These targeted adjustments were implemented before the product trial.

Stage 6: Product Trial. The revised materials were trialled in a single class through two separate meetings on different dates. The first meeting (31 March 2026) used shorter descriptive text about Pratama Arhan, while the second meeting used a longer text about Cristiano Ronaldo (4 April 2026). In both sessions, students worked through the three Quizlet sets in sequence, beginning with vocabulary preparation, continuing with text comprehension, and ending with reinforcement activities. The researcher acted as the instructor during the trial, while the classroom teacher observed the implementation and provided practitioner feedback. The Quizlet sets, supported by a handout, helped students stay engaged and continue working when connectivity was unstable.

Stage 7: Product Revision: After the trial, only minor improvements were needed because the overall design had already functioned well in class. Based on observations during the trial, the access link was further adjusted for placement and writing as some students had briefly struggled to open the correct link due to spacing of the access links, and the usage instructions were slightly refined to improve clarity and practicality. This final step completed the development process.

2. Feasibility of the Developed Materials (RQ2)

Both expert validators assigned an average score of 3.00 out of 4.00, corresponding to a percentage of 75% placing the product in the Feasible category. This suggests that the materials were considered appropriate in terms of content accuracy, curriculum alignment, language level, and media design. Table 3 presents the validation results.

Table 3. Expert Validation Results

Validator	Mean Score	Percentage	Category
Content Expert	3.00	75%	Feasible
Media Expert	3.00	75%	Feasible
Overall	3.00	75%	Feasible

The content expert confirmed that the materials align with the stage E descriptive text competencies of the Independent Curriculum, that the vocabulary in Set 1 was suitable for tenth-grade students, and that the three-stage sequence reflected sound pedagogical principles. The media expert affirmed that each Quizlet feature align with the set's objectives, the supported handout and Quizlet feature were practical and easy to use in classroom settings. Although the score indicates feasibility, the validation results also suggest that some aspects could still be refined in future developments.

3. Students' and Teacher's Responses (RQ3)

Students' Responses: Questionnaire and Interview

Students completed a 15-item questionnaire after both trial sessions, the total score was 979 out of 1,200 (81.5%), placing students' overall response in the Very Good category. Table 4 groups the results by reading stage to make the pattern easy to read.

Table 4. Summary of Students' Questionnaire Responses by Dimension (N = 20)

Dimension	Items	Score / Max	%	Category
Pre-Reading Support	1, 2, 3, 4	279 / 320	87.2%	Very Good
While-Reading Support	5, 6	132 / 160	82.5%	Very Good
Post-Reading & Comprehension (reflection & confidence)	7, 9, 15	204 / 240	85.0%	Very Good
Motivation &Independence (engagement & self-study)	10, 11, 12, 13, 14	322 / 400	80.5%	Very Good
Overall Experience (Connectivity Constraint)	8 (reverse)	42 / 80	52.5%	Moderate
Overall Total	1–15	979 / 1,200	81.5%	Very Good

Note: item 8 is negatively worded and uses reverse scoring (SS = 1, S = 2, TS = 3, STS = 4). A score of 52.5% means most students did experience some internet difficulty during the sessions which is exactly why the supported handout was part of core design. This item is included in the overall total.

Pre-reading support items 1 - 4 received the highest score of 87.2% (Very Good). Indicating that students appreciated the structured Quizlet sets, easy access via the handout links, and helpful combination of audio and images for vocabulary learning. Item 3 (flashcard support before reading) scored 86.2%, still falling within the Very Good category. Students felt that preparing key vocabulary beforehand made the text much less intimidating. As Alin explained "I looked up the meanings of difficult words before reading, so when I read the text I was no longer confused. It feels like playing a game, not like studying."

While-reading support items 5 and 6 scored 82.5% (Very Good). Both items received the same score. Students agreed that set 2 helped them find specific details more quickly and guided them through the structure of descriptive texts. Although this score is only slightly lower than pre-reading score, it is reasonable because answering questions while reading is more challenging than using flashcards. However, students found the activity useful and productive.

Post-reading scores and confidence scores reached 85.0% (Very Good), with all three questions 7, 9, and 15 receiving the same score. The students felt that the learning mode in set 3 helped them check their understanding, boost their confidence, and make the activity enjoyable. Instant feedback was the most appreciated feature, as it allowed them to correct mistakes immediately without having to wait for the teacher. Husna described this directly: "I feel more confident. There's immediate feedback when my answer is wrong, so I can correct it right away these exercises also make me read descriptive texts more carefully."

Motivation and independence scored 80.5% (Very Good). Across five items, including visual appeal 78.8%, task motivation 83.8%, the three-stage structure making longer texts easier to manage 81.2%, and ease of independent learning at home 77.5%. Ilham, who began the session

feeling anxious about English, illustrated how the visual support built this kind confidence "at first I was confused because I don't like English, but the images on the flashcards helped me understand the words more easily."

Item 8, the reverse-scored connectivity item, received 52.5%. This indicated that many students experienced internet difficulties during the sessions. However, field notes confirm that learning continued without significant disruption because students simply switched to the printed reading sheet whenever Quizlet was slow. Depi, who faced the most severe connectivity and battery issues among the four interviewed students, describes this directly "the learning was good and modern, but I was nervous because I don't like English. When Quizlet was loading, I could still read the text on paper and carry on, the colorful display helped too." All four interviewed students said they would want to use Quizlet based materials again in future reading lessons.

While-Reading Task Performance

Table 5 presents the class average task scores from set 2 (Test Mode) across both trial meetings. Unlike the questionnaire, these are objective performance data they show how well students actually processed the text, not just how they felt about it.

Table 5. While-Reading Task Scores Across Two trial Meetings

No.	Session / Text	Date	Questions	Class Average	Session %	Overall %	Category
1	Session 1 – Pratama Arhan (Shorter text)	31 March 2026	7	6.9 / 7	**98.6%**	—	Very Good
2	Session 2 – Cristiano Ronaldo (Longer text)	4 April 2026	10	9.1 / 10	**91.5%**	—	Very Good
—	**Overall Average**		—	—	—	**95.1%**	**Very Good**

Note: Meeting 1 (31 March 2026): shorter descriptive text, 7 comprehension questions, Meeting 2 (4 April 2026): longer and more complex text, 10 questions.

In session 1, 18 of the 20 students answered all seven questions correctly; the remaining two students each answered one question incorrectly (86%). In session 2, even though the text was longer and more complex, 13 of the 20 students still scored 90% or higher, and 10 students achieved a perfect score. The three students who scored below 80% in session 2 were the same students who faced the most severe internet issues during that session indicating that technical obstacles, not the material, were the limiting factor. The drop from 98.6% to 91.5% reflects only the more difficult text, not a decline in engagement or effectiveness. Field notes confirm that all 20 students completed all tasks in both sessions, including those who faced connectivity issues. The overall average of 95.1% across both sessions providing strong, objective evidence that the "while-reading" design genuinely helps students locate and process specific information in descriptive text.

Teacher Responses: Questionnaire and Interview

The English teacher completed the 15-item questionnaire after both trial meetings. Total score was 48 out of 60, or 80.0%, placing teacher overall response in the Feasible category. Table 6 groups teacher responses by dimension.

Table 6. Teacher Questionnaire Result by Dimension

Dimension	Items	Score / Max	%	Category
Classroom Management & Teaching	1, 5, 10, 12	13 / 16	81%	Very Feasible
Material Quality & Comprehension	2, 3, 4, 7	12 / 16	75%	Feasible
Student Engagement & Independence	6, 11	6 / 8	75%	Feasible
Practicality & Teacher Support	8, 9, 13, 14	15 / 16	94%	Very Feasible
Overall (Items 1–15†)	**1–15**	**48 / 60**	**80.0%**	**Feasible**

Note: SS = 4, S = 3, TS = 2, STS = 1. Item 15 is negatively worded (no significant impact vs conventional methods) the teacher answered (TS) which confirms that they consider Quizlet-based material to be much better than conventional reading instruction. All items were included in the total calculation

Practicality and teacher support received the highest score of 94% (Very Feasible). Three items drove this result: the materials created an enjoyable learning environment (item 9), instant feedback eliminates the need to explain correct answers individually (item 13), and the print-digital hybrid design highly practical given limited internet access at schools (item 14). Classroom management followed closely at 81% (Very Feasible), with the teacher strongly agreeing that the three-set structured made it far easier to guide students through the reading stages in a systematic way (Item 1). Together, these responses point to a consistent theme: the materials lightened her workload as a practitioner teacher while still keeping students active and independent.

The Disagree response on item 15 was the most significant response in the entire questionnaire: it confirmed the teacher's belief, as a practitioner observing lesson, that the Quizlet-based materials made a real, noticeable difference compared to conventional reading lessons. In the post-trial interviews, the teacher elaborated on these practitioner judgments. The teacher added that students moved at their own pace, used the handout independently, and showed more confidence than she usually observed in conventional reading lessons. Teacher added that the structured three-stage sequence made it easier to see exactly in the reading process at any given moment useful even from her position as an observer rather than the instructor, teacher also noted the three-stages framework could work for other text types in the curriculum a clear sign she saw its value beyond this single trial.

Classroom Field Notes

Classroom observation notes provided qualitative evidence that complemented the questionnaire and task performance data. The field notes showed how materials functioned in actual classroom practice.

Field Note No. 2 (Session 1, 31 March 2026), notes that the researcher began the lesson by explaining the learning objectives and guiding students through three Quizlet sets using the supported handout. Students then worked on Set 1 Flashcards, Set 2 Test mode and Set 3 Learn mode using shorter text about Pratama Arhan. From the start, students looked enthusiastic and focused a marked contrast to passive atmosphere observed during the needs analysis. Task

scores were consistently high across the class. A few students in the corners of the room experienced slow internet connections, but the printed handout allowed them to continue reading and answering without disrupting anyone. At the end of the session, several students commented spontaneously that learning with Quizlet felt much more enjoyable than working through a textbook.

Field Note No. 3 (Session 2, 4 April 2026) showed visible progress in students' independence. Working with the longer Cristiano Ronaldo text and all three sets, students moved through the sequence more confidently than in session 1 completing set 1 vocabulary preparation, reading the physical text for set 2 comprehension questions, and using set 3 learn mode to check and correct their understanding. The automatic feedback in learn mode was particularly visible: students who got an answer wrong simply tried again on their own without waiting for the teacher. Some students faced more severe internet and battery issues, but the printed texts allowed students to continue. Both field notes recorded the same pattern: the three-stage structure gave students a clear learning path they could follow independently, reducing the teacher-dependent habits identified in the needs analysis.

Discussion

The results across all three research questions point in the same direction: Quizlet-based descriptive text materials, developed through seven systematic R&D stages and structured around three reading stages, can effectively support reading comprehension among tenth-grade EFL students. The positive results from multiple data sources expert validation (75% Feasible), student responses (81.5% Very Good), objective task performance (95.1 % average), and teacher feedback (80% Feasible) confirm the practicality and usefulness of the materials in real classroom settings.

These results align with previous research on Quizlet in EFL contexts. Sanosi (2018) and Rizky Setiawan & Wiedarti (2020) found that Quizlet's gamified design supports vocabulary retention and motivates independent practice. Dwi Melany et al. (2025) also found that Quizlet flashcards support both vocabulary retention and reading skill development in a structured way directly related to this study's focus on reading comprehension. This is in line with Budiyanto et al. (2023), who confirmed a significant link between vocabulary learning strategies and reading comprehension, and with Anditasari (2022), who found that structured vocabulary strategies can improve students' mastery of descriptive text. In this study, those benefits were extended through three Quizlet sets: Flashcards for pre-reading, Test mode for while-reading, and Learn mode for post-reading. The pre-reading set helped students prepare key vocabulary, while the other two sets supported comprehension and reinforcement during and after reading.

The three-stage structure is grounded in Williams' (1987) framework, which emphasizes that effective reading instruction should consist of preparation before reading to activate prior knowledge, active engagement while reading to construct meaning, and reflection after reading to reinforce understanding and retention. The strong while-reading scores also indicate that the materials encouraged students to read more actively and independently, supporting (Kassem, 2018) perspective on student-centered instruction.

Another important contribution of this study is the supporting handout. Which contained step-by-step instructions, access links to the Quizlet sets, and printed descriptive texts for reading activities. This design helped students keep the text in view, reduced the need to switch repeatedly between screens, and allowed learning to continue when internet access was

unstable. The handout served as practical support for the three Quizlet sets, which remained the core of the product.

Several limitations should be acknowledged. First, the study was conducted as a limited trial involving 20 students in a single class. Therefore, the results cannot be broadly generalized. Second, because no pre-test or post-tests were administered, direct improvements in reading proficiency cannot be firmly established. Third, although the expert validation score of 75% indicates feasibility, some aspects of the materials could still be refined for wider implementation.

Overall, this study contributes to EFL teaching by transforming Quizlet from a simple vocabulary tool into a structured, stage-based reading support system that is practical and aligned with the student-centered principles of Indonesia's Independent Curriculum.

CONCLUSION

This study developed and evaluated Quizlet-based descriptive text materials to support reading comprehension for tenth-grade students. The materials were systematically developed through seven stages of Sugiyono (2013) R&D model and organized around three reading stages: pre-reading, while-reading, and post-reading.

The main results show that the development process produced a practical product consisting of three interconnected Quizlet sets supported by a handout with printed descriptive texts. Second, expert validators rated the materials as 75% Feasible, and the English teacher gave a positive response of 80% Feasible, particularly appreciating the structured format and hybrid design. Students also responded very positively with an overall questionnaire score of 81.5% Very Good category, and they demonstrated strong performance in while-reading tasks, averaging 95.1% across both sessions. Qualitative data from interviews and field notes further confirmed increased student engagement, confidence, and independence during the learning process.

The primary contribution of this study lies in transforming Quizlet from a single pre-reading vocabulary tool into a complete, stage differentiated reading support system grounded in Williams' (1987) framework. By combining digital interactivity with printed materials, the product offers a practical solution for classroom conditions, especially in classrooms with unstable internet connections.

Future research is recommended to test this material on a larger scale in different schools, use pre- and post-test designs to measure reading improvement more directly, and adapt the three-stage framework to other text types within the Independent Curriculum.

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