



## **Exploring Short Story as Learning Media for Teaching Intensive Reading To 11th Grade English Students**

**Andieny Ratu Saputra**

Pendidikan Bahasa Inggris, Fakultas Keguruan & Ilmu Pendidikan, Universitas Bandar Lampung, Kota Bandar Lampung, Indonesia

Email: andienyratu.s@gmail.com

### **Informasi Artikel**

Submitted: 30-12-2025

Accepted: 02-02-2026

Published: 15-04-2026

### **Keywords:**

*Intensive Reading  
English Language Learning  
Learning Media  
Short Story*

### **Abstract**

*This study explores the use of short story as a teaching learning medium in intensive reading class of eleventh-grade students at SMA Al Azhar 3 Bandar Lampung. Employing a qualitative research approach, data were collected through observations and questionnaires. The findings reveal a significant improvement in students' ability to engage with and comprehend intensive reading activities using short story. Most participants demonstrated positive results on understanding of the storylines, better analytical skills, and increased engagement during the learning process. Supporting by questionnaire responses which highlighted that short story made the lessons more enjoyable, supporting media as reading comprehension, fostered creative thinking, and assisted students in identifying key points and drawing conclusions from texts. Additionally, students reported heightened motivation and enthusiasm for learning. However, the study's scope is limited, as it does not fully evaluate the long-term effectiveness of short story as a teaching tool. Further research is recommended to establish best practices and optimize the integration of short story into intensive reading instruction.*

## **1. INTRODUCTION**

Reading is a critical skill that plays a fundamental role in cognitive development and educational achievement, particularly as it enables individuals to access and engage with a vast array of knowledge. In educational curricula, language skills are categorized into listening, speaking, writing, and reading, with reading being essential for expanding students' intellectual capabilities [16]. More than simply decoding text, reading involves comprehending and interpreting the meaning conveyed by the author, which helps students integrate new information with their existing knowledge [4]. This cognitive process enhances their ability to think critically and apply what they have learned in broader contexts. Despite its importance, many students struggle with reading comprehension, particularly in identifying main ideas. This difficulty is more pronounced in contexts where English is a foreign language, such as Indonesia. In the case, many Indonesian students have struggled with intensive reading, particularly in identifying main ideas and fully grasping the content [22]. These challenges underscore the importance of developing effective strategies on reading comprehension, as mastering this skill is vital not only for academic success but also for lifelong learning and intellectual development.

To understand the texts, readers gather information from the printed material and apply their skills in the process [9,10]. Printed texts are not limited to those found in books, newspapers, magazines, or websites. In fact, there are numerous types of printed or written texts. In the other hands, the range of written text genres is significantly broader than that of spoken texts. In his analysis, Brown identifies twenty-five distinct genres of written texts [6]. These include non-fiction, fiction, diaries, journals, newspaper language, academic writing, and many others. To construct meanings and infer the writers' messages, readers bring information, knowledge, emotion, experience, and culture to the printed words in order.

In practice, when implementing reading, many students struggle to identify the main idea of a given text. Furthermore, they often lack understanding of the defining characteristics of a main idea within a passage. UNESCO reports reading interest among Indonesians is critically low, at just 0.1% [23]. Meanwhile Indonesia ranked 60th out of 61 countries in terms of reading interest, falling below Thailand (59th) and ranking just above Botswana (61st) [25]. These findings highlight the low interest in reading among students and reflect a lack of effort or seriousness in developing the ability to identify the main idea in text. Prior research indicates that low engagement in reading is linked to ineffective instructional strategies, suggesting the need for alternative methods such as the use of short stories [5]. While previous studies highlight the benefits of short stories in improving engagement, limited research has examined their effectiveness in teaching intensive reading strategies in the Indonesian EFL context [8.13].

Most existing studies on the use of short stories in EFL classrooms emphasize their role in promoting reading motivation, enjoyment, and general comprehension through extensive or pleasure reading activities [18,19]. However, these studies rarely position short stories as structured instructional media for intensive reading, particularly for developing students' ability to identify main ideas through close and detailed text analysis. As a result, there remains a research gap regarding how short stories can be systematically integrated into intensive reading instruction within the Indonesian EFL context.

In Indonesia, English functions as a foreign language rather than an official one, with its instruction being mandatory only at the junior and senior high school levels. Recent policy changes have further diminished students' exposure to English by reducing lesson hours to merely 45 minutes per week, exacerbating the already limited opportunities for language acquisition. This reduction has contributed to the decline in reading engagement among students, a trend also observed during my teaching practicum at SMA Al-Azhar 3 Bandar Lampung. Here, students struggled with multiple aspects of reading, including comprehension, grammar, sentence structure, and vocabulary, which hindered their ability to effectively interpret texts. These linguistic barriers not only impede students' performance in English subjects but also highlight the broader challenges of language learning in an environment with limited instructional support [1]. Consequently, this phenomenon prompted the researcher to investigate the efficacy of intensive reading as a pedagogical approach, aiming to address these challenges and explore on students' reading proficiency through targeted interventions [14]. Despite the increasing constraints on instructional time, limited research has explored instructional approaches that adapt intensive reading strategies to shortened English lesson hours. This lack of empirical evidence highlights the need for pedagogical models that are both effective and efficient in addressing students' reading difficulties under restricted classroom conditions.

The phenomenon outlined above prompted this research to analyze the use of short stories as a learning medium in teaching intensive reading to eleventh-grade students. Intensive reading instruction offers an opportunity for teachers to introduce effective strategies that foster students' motivation and engagement in developing their reading skills. By focusing on detailed and thorough reading, students are guided in identifying the main ideas of texts, a skill critical to reading comprehension. The intensive reading approach requires students to actively engage with the text, promoting deeper understanding and encouraging sustained reading practice.

Unlike previous studies that primarily utilize short stories for extensive reading or general comprehension purposes, this study emphasizes the use of short stories as core instructional tools for intensive reading instruction. The novelty of this research lies in its instructional focus on guided, detail-oriented reading activities designed to improve students' ability to identify main ideas, particularly within the constraints of reduced English lesson hours in the Indonesian EFL context.

Thus, this study aims to explore the use of short stories as a medium for teaching intensive reading to eleventh-grade students at SMA Al-Azhar 3 Bandar Lampung. Specifically, this research seeks to answer the following questions:

1. How effective is the use of short stories in teaching intensive reading to eleventh-grade students?
2. What are the students' perceptions of using short stories to improve their reading comprehension?

This study offers a novel perspective by shifting from traditional textbook-based approaches to more engaging and contextually relevant materials. Unlike previous research that primarily examines short stories as general reading materials, this study focuses on their role in enhancing intensive reading skills in an Indonesian EFL context. The findings will provide practical insights for teachers seeking to improve students' comprehension, vocabulary, and critical thinking while fostering a more enjoyable reading experience.

This research holds significant potential to transform English language teaching by introducing more dynamic and effective reading strategies. By examining the use of short story as authentic materials in intensive reading, it encourages a move away from traditional textbook-based approaches towards more engaging and contextually relevant curricula. The study could equip teachers with practical methods for improving students' comprehension, vocabulary, and critical thinking, while addressing the challenge of understanding complex ideas. Additionally, the research serves as a foundation for future studies on integrating authentic materials across different language skills, promoting a deeper link between linguistic competence and cultural awareness in language learning. The outcomes could lead to innovative, learner-focused approaches that enhance both language development and intercultural understanding in various educational environments.

## 2. RESEARCH METHOD

### 2.1 Research Design

This study employs a qualitative method and a case study approach, utilizing both observation and questionnaire assessments to understand students' perspectives on using short story for intensive reading. The research involves eleventh-grade students from SMA Al Azhar 3 Bandar Lampung as the sample group, selected based on their English proficiency, including both high and low performers. Data collection is conducted through observational instruments and questionnaires. Thematic analysis is applied to the observational data, there are three-step process: data reduction, data display, and conclusion drawing or verification [3].

### 2.2 Research Instrument and Validation

Before being administered to the students, the questionnaire was subjected to a validation process to ensure its clarity, relevance, and appropriateness for the research objectives. Content validity was established through expert judgment, in which the questionnaire items were reviewed by an English education lecturer and an experienced English teacher. Their feedback focused on the alignment of the items with the research variables, the suitability of language for eleventh-grade students, and the clarity of statements. Based on their suggestions, several items were revised to improve wording and eliminate ambiguity. This process ensured that the questionnaire effectively measured students' perceptions of using short stories in intensive reading activities.

In addition, a small-scale pilot test was conducted with students outside the research sample to confirm that the questionnaire items were easily understood and interpreted consistently. The results of the pilot test were used to make minor revisions before final distribution.

Categories	Statement	Agree & Strongly Agree (%)	Neutral (%)	Disagree & Strongly Disagree (%)
<b>Students' Experience on Intensive Reading Using Short Stories</b>	I am interested in reading short stories as authentic material.	86.7	10.0	3.3
	I am more motivated to read when using short stories.	90.0	6.7	3.3
	I find it easier to understand grammar and sentence structures when using short stories as reading material.	83.3	13.4	3.3
	Reading short stories makes the English learning process more enjoyable.	93.3	6.7	0.0
	Reading short stories is an effective way to develop my reading skills.	86.7	10.0	3.3
	Intensive reading using short stories as authentic material is very effective.	83.3	13.4	3.3
<b>Students' Understanding of Story Context</b>	Reading short stories expands my knowledge of English-speaking cultures and lifestyles.	90.0	10.0	0.0
	Reading short stories helps me identify the author's point of view and narration.	86.7	10.0	3.3

Categories	Statement	Agree & Strongly Agree (%)	Neutral (%)	Disagree & Strongly Disagree (%)
	Reading short stories helps me identify the purpose and theme of the text.	90.0	10.0	0.0
<b>Students' Responses on the Benefits of Intensive Reading Using Short Stories</b>	Reading short stories helps me understand English vocabulary better.	86.7	10.0	3.3
	Reading short stories increases my interest in learning English.	90.0	6.7	3.3
	Reading short stories helps me develop reading comprehension skills.	86.7	10.0	3.3
	Reading short stories helps me respond creatively to English texts.	83.3	13.4	3.3
	Reading short stories helps me develop summarizing skills.	83.3	13.4	3.3
	Reading short stories helps me draw conclusions from English texts.	86.7	10.0	3.3
	Reading short stories helps me identify key information in English texts.	90.0	10.0	0.0

### 2.3 Research Analysis

The data analysis followed the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing or verification. During the data reduction stage, observational data were selected, categorized, and simplified by focusing on students' behaviors, engagement, and responses during intensive reading activities using short stories. In the data display stage, the reduced data were organized into thematic categories to facilitate interpretation and comparison. Finally, conclusion drawing and verification were conducted by identifying recurring patterns and validating findings through continuous reference to the collected data.

To strengthen the analysis, findings from classroom observations were contextualized with the results of the questionnaire. Observational data provided descriptive insights into students' learning behaviors and engagement, while questionnaire data supported these findings by capturing students' self-reported perceptions and attitudes. This integration allowed the researcher to triangulate the data and develop a more comprehensive understanding of how students experienced the use of short stories in intensive reading instruction.

The Likert-scale questionnaire data were analyzed descriptively by calculating percentages for each response category, which were then interpreted qualitatively to support and explain the observational findings. This descriptive analysis complements the qualitative approach by providing measurable indications of students' perceptions without reducing the depth of interpretation.

## 3. RESULT & DISCUSSION

### 3.1 Result

The observation was conducted in a classroom consisting of 25 students, who served as the subjects of the study. This research employs an intensive reading approach, emphasizing the comprehension of text structure, intransitive verbs, and the plot of the short story "Cinderella" (translated by Joesin). The story is derived from Mary Hoffman's "A First Book of Fairy Tales and Myths". The observational activity focuses solely on the overall classroom dynamics. The observation method is used to see directly how the role of short stories as a language learning media in the classroom. Meanwhile, the questionnaire was used to explore students' experiences in learning by using short story a medium. Thus, the result of this study aims to explore the use of short story as the medium in language learning at eleventh-grade of SMA Al Azhar 3 Bandar Lampung. This objective focuses on students to comprehend vocabulary, sentence structure, and meaning or context.

Observations were conducted 3 times to find out the progress of intensive reading skills of grade 11 students of SMA Al Azhar 3 Bandar Lampung. Based on the observations that have been made, the following overview is obtained:

Table 1. Observation result

Aspect Observed	Progress	Result
<b>First Observation</b>		
Students were tasked with identifying transitive verbs in the short story.	18 students (AN, SN, NA, TS, AL, SM, VA, VR, WL, HA, MI, MF, DH, KA, FA, FA, NN, and SM) demonstrated focus, cooperative behavior, and comprehension. 7 students (AJ, MR, MR, MA, OF, SF, and VR) showed difficulty reading and identifying transitive verbs; exhibited unfocused behavior.	The students identified some intransitive verbs and wrote them in their notebooks, even though they were unsure.
<b>Second Observation</b>		
Students were tasked with identifying textual elements, focusing on verb and adverb usage within the story.	18 students (SN, NA, WL, DH, AL, KA, TS, MI, AN, FA, FR, MA, MF, NN, SM, SM, VA, and VR) demonstrated comprehension of plot and correct identification of verbs and adverbs. 7 students (MR, AJ, MR, YF, OF, SF, and HA) showed difficulty in identifying text structure and distinguishing between structure and tenses.	Most students completed the task of identifying verb and adverb sentences, though some faced challenges in comprehending text structure.
<b>Third Observation</b>		
Students' ability to interpret the meaning of sentences and paragraphs in the reading text.	8 students (VA, SM, TS, FA, NA, NA, AN, MA, and WL) were able to deduce meaning from the short story and participated in reading exercises. 17 students (VA, SM, TS, FA, NA, NA, AN, MA, and WL) struggled with comprehension, especially in relating characters to their own experiences, hindering understanding of the story's significance.	Short story provided a more engaging and meaningful learning experience, helping students feel more interested in the material.

### 3.1.1 Students' Experience in Using Short Story as Learning Medium

Table 2. Students' experience in using short story

Category	Statement	Percentage (%)
Students' Experience on Intensive Reading by Using Short Story	I am interested in reading short stories as authentic material.	16.61%
	I am more motivated to read when using short stories.	17.24%
	I find it easier to understand grammar and sentence structures when using short stories as reading material.	15.99%
	Reading short stories makes the English learning process more enjoyable.	16.93%
	Reading short stories is an effective way to develop my reading skills.	16.93%
	Intensive reading using short stories as authentic material is very effective.	16.30%
<b>TOTAL</b>		<b>100.00%</b>
Students' Understanding on the Context of the Story	Reading short stories expands my knowledge of English-speaking cultures and lifestyles.	33.65%
	Reading short stories helps me identify the author's point of view and narration in the text.	32.69%
	Reading short stories helps me develop skills to identify the purpose and theme of the text.	33.65%
<b>TOTAL</b>		<b>100.00%</b>
Students' Responses on the Benefits of Intensive Reading by Using Short Story	Reading short stories helps me understand English vocabulary better.	15.08%
	Reading short stories increases my interest in learning English.	14.80%
	Reading short stories helps me develop my reading comprehension skills.	15.08%
	Reading short stories helps me develop skills to respond creatively to texts in English.	13.55%
	Reading short stories helps me develop summarizing skills in English.	13.28%
	Reading short stories helps me develop skills to draw conclusions from English texts.	13.97%
	Reading short stories helps me develop skills to identify key information in English texts.	14.25%
<b>TOTAL</b>		<b>100.00%</b>

This study explores the role of short stories as a medium for teaching intensive reading skills, focusing on students' experiences, comprehension, and perceived benefits. The integration of observational data and questionnaire results provides a comprehensive understanding of how short stories influence students' motivation, engagement, and cognitive processing. The findings reveal that short stories enhance not only linguistic skills but also higher-order thinking, cultural literacy, and analytical reading abilities. These results supported by the statement that implies the significance of authentic texts in improving both motivation and comprehension in second-language acquisition [20]. Furthermore, literature-based approaches, particularly short stories, provide an effective means of fostering critical reading skills by immersing students in contextualized language use [11].

### 3.1.2 Students' Experiences in Using Short Stories for Intensive Reading

Observational data highlighted a progressive shift in students' engagement when short stories were introduced. Initially, some students exhibited passive engagement, relying heavily on teacher support. However, over time, their willingness to participate in discussions and ask questions increased. The questionnaire results support this trend, with 17.24% of students reporting that they felt more motivated to read when using short stories, and 16.93% finding the reading process more enjoyable. Students exposed to short stories in reading activities demonstrated increased intrinsic motivation and improved reading fluency due to the narrative appeal of the material [18]. Additionally, 15.99% of students in this study stated that short stories helped them understand grammar and sentence structures more easily. More researchers emphasize the importance of contextualized language exposure in fostering deeper syntactic awareness and comprehension skills [19].

### 3.1.3 Students' Understanding of the Context of the Story

One of the key objectives of intensive reading is to develop students' ability to comprehend texts beyond surface-level meaning. This study found that short stories played a significant role in helping students grasp cultural and contextual elements of English texts. The questionnaire results indicate that 33.65% of students reported an expansion of their knowledge of English-speaking cultures and lifestyles, while 32.69% stated that they could better identify the author's point of view and narrative techniques. Consistently, literature particularly short fiction, serves as a bridge between linguistic competence and cultural literacy, allowing students to develop both language skills and intercultural awareness [13].

However, some students still struggled with inferencing and implicit meaning recognition, suggesting that while short stories are effective tools for enhancing comprehension, additional scaffolding is necessary. This result implies that explicit strategy instruction such as questioning techniques and graphic organizers can significantly enhance students' inferencing abilities in reading [2]. Therefore, incorporating structured support mechanisms, such as guided discussions and thematic analysis, may further enhance students' interpretive skills.

### 3.1.4 Students' Perceived Benefits of Intensive Reading Using Short Stories

Beyond comprehension, short stories provided cognitive and linguistic benefits. Questionnaire responses showed that 15.08% of students found that reading short stories improved their vocabulary, while 15.08% believed their overall reading comprehension improved. It demonstrates that exposure to narrative texts enhances vocabulary retention and reading fluency due to repeated exposure to words in meaningful contexts [7,15]. Furthermore, 14.80% of students reported an increased interest in learning English, reinforcing the claim that motivation plays a crucial role in second-language development and is often heightened through engaging, story-driven materials [24]. Additionally, 13.97% of students in this study acknowledged improvements in their ability to draw conclusions from texts, and 13.28% reported better summarization skills. However, the lower percentage of students who felt confident in responding creatively (13.55%) suggests that while short stories facilitate structured comprehension, additional instructional strategies may be needed to foster independent interpretation and creative expression.

### 3.1.5 Integrated Analysis and Implications for Teaching

From an instructional standpoint, the findings highlight the multi-dimensional benefits of using short stories in intensive reading instruction. Short stories provide an engaging platform that fosters motivation, grammatical awareness, and cultural understanding while simultaneously developing essential reading skills. However, this study also underscores the need for supplementary activities that address students' challenges in inferencing and creative expression. This suggests that intensive reading instruction should incorporate pre-reading, while-reading, and post-reading activities to maximize comprehension and analytical thinking [17].

While the study confirms the effectiveness of short stories in improving vocabulary and reading comprehension, teacher intervention remains critical. Pre-reading activities, such as vocabulary previews and background knowledge activation, can aid comprehension, while post-reading discussions and reflection tasks can enhance interpretive skills. Future research should explore how multimodal adaptations of short stories such as graphic novels or audio-visual storytelling can further enhance engagement and reading proficiency. Additionally, a longitudinal approach could assess how sustained exposure to literary texts influences students' reading development over time. Overall, this study supports the integration of short stories into intensive reading curricula as an effective tool for fostering linguistic, cognitive, and cultural competencies in English language learners.

### 3.2 Discussion

By looking at the findings from the observation and questionnaire data, we can see that the majority of students failed to identify meaning and personal experiences. The table below shows the weak between the findings of the inferential and interpretation aspects of students.

Aspects	Result	
	Observation	Questionnaire
Grammar-based	Most student able to identify verbs	Short story helps to identify verbs (15,08%)
Structural comprehension	Most students understand but they are still confused.	Short story help studnts to develop reading comprehension (15.08%)
Inferential & interpretation	Srtudents fails to connect meaning & personal experience	Short stories help me respond creatively to texts in English 13.55%.

The questionnaire results in Table 2 show a relatively uniform distribution of percentages across items (ranging from approximately 13% to 17%). Rather than indicating weak findings, this pattern reflects students' balanced perceptions of the benefits of short stories in intensive reading. Higher percentages were observed in items related to vocabulary development, reading comprehension, and learning motivation, suggesting that short stories effectively support foundational reading skills. However, the lowest percentage was found in students' ability to respond creatively to texts (13.55%), indicating challenges in higher-order reading skills.

This finding is strongly supported by classroom observation data. During the first and second observations, most students were able to identify grammatical elements such as verbs and adverbs and demonstrated understanding of plot and text structure. These results suggest that intensive reading using short stories was effective at the literal and structural levels of comprehension. However, in the third observation, a majority of students struggled to interpret the deeper meaning of sentences and relate the story to their own experiences. This difficulty in inferential comprehension explains why students reported lower confidence in creative response skills in the questionnaire.

The questionnaire and classroom observation findings demonstrate a mutually reinforcing relationship in portraying students' reading abilities. While the questionnaire results show relatively uniform percentages across most aspects, the creative response dimension emerged as the lowest-rated item. This pattern aligns with classroom observations, which indicate that students were generally able to perform basic reading tasks such as identifying vocabulary, grammatical structures, and textual elements but experienced considerable difficulty when required to engage in inferential comprehension and to relate the text to their personal experiences. From the perspective of Bloom's taxonomy, students' reading performance in this study was largely situated within lower to mid-level cognitive domains, including remembering, understanding, and analyzing, whereas higher-order skills such as evaluating and creating were not yet sufficiently developed. Grabe emphasizes that inferential and interpretative comprehension constitutes the core of skilled reading and cannot be acquired automatically without systematic instructional support. Similarly, Hedgcock and Ferris highlight the critical role of scaffolding in reading instruction, particularly in EFL contexts, to facilitate students' progression from literal comprehension to more interpretative and creative engagement with texts. Therefore, although the use of short stories as authentic reading materials effectively enhanced students' engagement and basic comprehension, the findings suggest that more structured pedagogical scaffolding is necessary to foster higher-order reading skills in an Indonesian EFL context.

#### 4. CONCLUSION

This study highlights the effectiveness of short stories in intensive reading instruction, demonstrating their impact on student motivation, comprehension, and language acquisition. The findings reveal that short stories enhance engagement by providing authentic and enjoyable reading experiences, making grammar and vocabulary more accessible. Additionally, they help students develop critical reading skills, such as identifying themes, understanding narration, and interpreting the author's intent. However, while comprehension improved, some students struggled with deeper inferential reasoning, suggesting a need for instructional strategies that foster analytical thinking. The study also indicates that although short stories aid in vocabulary development and summarization, their potential for encouraging creative responses remains underutilized, necessitating more interactive and interpretative learning activities.

Pedagogically, these findings emphasize that intensive reading with short stories should go beyond passive comprehension exercises and incorporate scaffolding techniques, metacognitive strategies, and interdisciplinary approaches to maximize student learning. Future research should explore how different narrative structures influence comprehension and engagement, as well as the role of multimedia adaptations in enhancing reading experiences. While short stories are a powerful tool for fostering both linguistic and cognitive development, their true value lies in their ability to cultivate critical thinking and creative expression. Therefore, educators should integrate structured and open-ended activities to ensure that students not only understand texts but also engage with them in a meaningful and analytical manner.

#### REFERENCES

- [1] Abramova, I. E., Ananyina, A. V., Sherehova, O. M., & Shishmolina, E. P. (2020). Overcoming Barriers in Teaching EFL to Non-linguistic Students. *Education and Self Development*, 15(2), 10–20. <https://doi.org/10.26907/esd15.2.02>
- [2] Benabbes, S., & Taleb, H. A. (2024). The Effect of Storytelling on the Development of Language and Social Skills in French as a Foreign Language Classrooms. *Heliyon*, 10(8), 1–10. <https://doi.org/10.1016/j.heliyon.2024.e29178>
- [3] Braun, V., & Clark, V. (2021). *Thematic Analysis* (1st ed.). Sage Publication.
- [4] Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. *International Reading Association*, 56(4), 458–464. <https://www.jstor.org/stable/20205224>
- [5] Dardjito, H., Rolls, N., Setiawan, A., & Sumekto, D. R. (2023). Challenges in Reading English Academic Texts for Non-English Major Students of an Indonesian University. *Studies in English Language and Education*, 10(3), 1290–1308. <https://doi.org/10.24815/siele.v10i3.29067>
- [6] Deane, P. (2020). Building and Justifying Interpretations of Texts: A Key Practice in the English Language Arts. *ETS Research Report Series*, 2020(1), 1–53. <https://doi.org/10.1002/ets2.12304>
- [7] Elvriza, M. S., & Ivan, A. N. (2025). The Impact of Extensive Reading of Novels on Students' English Vocabulary Acquisition. *Indonesian Journal Of Education*, 1(3), 94–102. <https://jurnalpustakacendekia.com/index.php/IJE>
- [8] Ghafar, Z. N., & Zubaedah, P. A. (2023). The Impact of Short Stories for English as A Second Language and Foreign Language Students: A Literature Review. *Journal of Social Science*, 2(7), 595–604. <https://doi.org/10.57185/joss.v2i7.84>
- [9] Grabe, W. (2020). *Teaching and Researching Reading* (3rd ed.). Routledge.
- [10] Hedgcock, J. S. (2009). *Teaching Readers of English: Students, Texts, and Contexts*. Routledge. <https://www.eBookstore.tandf.co.uk>
- [11] Hossain, K. I. (2024). Literature-based language learning: Challenges, and opportunities for English learners. *Ampersand*, 13. <https://doi.org/10.1016/j.amper.2024.100201>
- [12] Julia Sari, L., & Nasution, Y. (2023). The Effect Of Using Short Story On Student's English Reading Comprehension. In *Journal Ability : Journal of Education and Social Analysis* (Vol. 4, Issue 1). <https://pusdikra-publishing.com/index.php/jesa>

- [13] Julia, P., & Jeyanthi, B. (2024). Exploring the Role of English Literature in Developing Cultural Competence among ESL Students. *World Journal of English Language*, 14(6), 432. <https://doi.org/10.5430/wjel.v14n6p432>
- [14] Lauder, A. (2008). The Status and Function of English in Indonesia: A Review of Key Factors. *Makara, SosialHumaniora*, 12(1), 9–20. <https://doi.org/10.7454/mssh.v12i1.128>
- [15] Lopera, G. A. C. (2023). Reading, writing and reading comprehension: Coexistence between printed and digital media. *European Journal of Education and Pedagogy*, 4(2), 77-84. <https://doi.org/10.24018/ejedu.2023.4.2.597>
- [16] Lorena, C., & Sadiku, M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature Studies*, 1(1), 29–31. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- [17] Ni'mah, D., & Sholihah, F. A. (2022). Reading intensively: What do the students really need? *EduLite: Journal of English Education, Literature and Culture*, 7(1), 16. <https://doi.org/10.30659/e.7.1.16-31>
- [18] Permatasari, A. N., & Wienanda, W. K. (2023). Extensive Reading in Improving Reading Motivation: A Students' Perspective. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 7(2). <https://doi.org/10.26858/eralingua.v7i2.45638>
- [19] Pratama, A., Putri, R. R., & Fitrah, Y. (2024). Students' Critical Thinking on Reading Comprehension Based on Contextual Reading Material: An Experimental Study. *SALEE: Study of Applied Linguistics and English Education*, 5(1), 258–270. <https://doi.org/10.35961/salee.v5i1.1097>
- [20] Sabir, G., & Fazil, A. H. (2022). Effects of Using Authentic Materials on Motivating EFL (English as a Foreign Language) Learners. *Sprin Journal of Arts, Humanities and Social Sciences*, 1(12), 40–48. <https://doi.org/10.55559/sjahss.v1i12.75>
- [21] Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, 1(1), 29-31.
- [22] Safura, S., & Helmanda, C. M. (2020). The Analysis of English Department Students' Difficulties in Mastering Reading Text at Muhammadiyah Aceh University. *International Journal for Educational and Vocational Studies*, 2(4). <https://doi.org/10.29103/ijevs.v2i4.2200>
- [23] Soesantari, T., Mutia, F., Halim, Y. A., & Thamrin, A. S. (2023). Developing Reading Access: Study of The Liberal Feminist Movement of Aisyiyah in East Java. *The International Journal of Information, Diversity, and Inclusion*, 7(1), 1–16. <https://doi.org/10.2307/48731167>
- [24] Wu, X. (2022). Motivation in second language acquisition: A bibliometric analysis between 2000 and 2021. *Frontiers in Psychology*, 13(8). <https://doi.org/10.3389/fpsyg.2022.1032316>
- [25] Zua, B. (2021). Literacy: Gateway to a World of Exploits. *International Journal of Education and Literacy Studies*, 9(1), 96. <https://doi.org/10.7575/aiac.ijels.v.9n.1p.96>