THE IMPACT OF SHORT STORIES IN ENGLISH LANGUAGE LEARNING CLASSROOM

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Abstract
With compact yet captivating tales, short stories have the potential to be an effective tool for enhancing students’ writing skills in English language learning classrooms. As a result, this study article gives a complete overview of the literature on the impact of short stories on language learning. A systematic strategy is used in this study to discover and assess relevant non-empirical studies, theoretical frameworks, and expert perspectives on adding short tales to improve students’ writing skills. The data for this research were analyzed, and ten published articles on the subject were reviewed. The findings from the evaluated journal papers show that including short stories in English language education, particularly in intensive reading courses, has a good influence. These findings are useful for educators and curriculum makers who want to improve language learning experiences by using short stories. According to the article, various outcomes were discovered during the evaluation, particularly for teachers and students during teaching and learning.

Keywords: Short stories, impact, English, language learning classroom

INTRODUCTION
Recently, there has been a remarkable revival of interest in literature as one of the most motivating resources for language learning (Duff & Maley, 2007). In addition, using literature in language teaching has four advantages: authentic material, cultural enrichment, language advancement, and personal growth (Collie & Slater, 1987). Another study conducted by Abdalrahman (2021) found the use of literature in the classroom helps learners to learn the meaning of the words in context, learn grammatical structures and constructions through students’ exposure to the target language, and supplies the learner with cultural information about the country whose language they are learning. Using short stories to teach ESL/EFL includes motivational, literary, cultural, and higher-order thinking benefits (Erkaya, 2005; Nunan, 2015).

English language learning is a complex process that involves developing various language skills, including reading, writing, speaking, and listening. Among these skills, writing often poses a significant challenge for language learners. To address this challenge, educators have explored innovative approaches to enhance students’ writing abilities, and one such approach is the use of short stories. Short stories, with their concise yet engaging narratives, have the potential to serve as a powerful tool for improving students’ writing skills in English language learning classrooms.
A study conducted by Abdullah Sani and Rahmat (2023) found that short stories in the language classroom can be beneficial to learners in many ways. Whether it is related to reading or writing short stories. It means that short stories can help students with skills other than reading and writing such as listening, speaking, and grammar. On the other hand, short stories expose to more words and ideas within a context that provides meaning and proper usage (Kurdi & Nizam, 2022).

On the other hand, Collie and Slater (1987) also emphasized the idea when they list four advantages of using short stories for language teachers. First, short stories are convenient because they are short enough to be completed in one or two class sessions. Second, short stories are simple enough for students to work on their own. Third, short stories cater to a wide range of interests and tastes. Finally, short stories can be used with students of all levels (beginner to advanced), ages (from young learners to adults), and classes (morning, afternoon, or evening classes). As a result, it is clear that incorporating short stories as one of the instructional medias is very important to be instructed in an English teaching and learning environment because it is very potential and effective in empowering students’ four integrated language skills.

Therefore, this research paper presents a comprehensive literature review investigating short stories’ impact on English language learning. By examining existing literature, empirical studies, and pedagogical practices, this review aims to provide insights into the benefits, challenges, and effective strategies associated with incorporating short stories to enhance students’ writing skills.

1. What is the impact of short stories on English language learning in the classroom?
2. How can teachers and students effectively integrate short stories into the English language learning classroom to overcome the limitations and challenges?

METHOD

This literature review utilizes a systematic approach to identify and analyze relevant non-empirical studies, theoretical frameworks, and expert opinions on the incorporation of short stories in language learning classrooms. The papers for this research were discovered by using internet search engines such as Google Scholar, Scopus, and SINTA. Keywords for the search include “short stories”, “language learning classroom”, “literature review”, and “implementation”. The following are the criteria for the articles’ inclusion:

1. It is empirical-based research and was published between 2018-2023.
2. The research can represent how short stories can be implemented in language learning classrooms.
3. The articles must be related to the education setting, specifically in English language teaching and learning.
4. Articles that meet the inclusion criteria were examined and classified into sub-themes.
5. Articles that do not meet the inclusion criteria were excluded.

Articles on the impact of short stories in English language learning and integrating short stories in English language teaching that emerged during the search but for the research that did not meet the above criteria are excluded.
To investigate this topic, this writer collected the data by analyzing and reviewing the ten journal articles on that topic area. The analysis of the data was done by creating a grid table and populating the table with relevant information from each journal and this involved reading the abstract, introduction, and conclusion of each article, as well as scanning the results and discussion sections for key points. Then analyzed the table compares information from various articles such as patterns, similarities, and differences that can help to draw conclusions.

Various study methods such as content analysis or statistical tests can be used to examine the data and answer research questions related to the impact of short stories on English language learning and teacher integration in their teaching based on the curriculum. The interpretation of the results can inform the development of language teaching strategies that utilize short stories to enhance language learning outcomes in the classroom. Communication of the findings through publications or presentations can also contribute to the body of knowledge on language learning and technology use in education.

**FINDING AND DISCUSSION.**

1. **Advantages of integrating short stories into language learning classroom**

   After reviewing the journal articles related to “The Impact of Short Stories in English Language Learning Classroom”, here are the findings of the study:

   **Vocabulary Acquisition**

   English plays an important role in daily life. In Education, English plays an important role in higher education and special training. In the field of employment, English proficiency is one of the requirements given to job applicants by the company. It can be said that foreign language skills can bring someone to a good job and a good salary. In the field of global information, English is very important to be able to access more easily all information through various online media platforms. The ability in learning English is divided into several parts such as, speaking, reading, writing and listening. Those aspects are connected to each other in the learning process. Thus, students or learners can be considered as they are having a good skill in English when they hold proficiency in those aspects. In this case, vocabulary is a basic part that needs to pay more attention.

   A study by Rahmawati (2020) found short stories implementation in classroom give positive impact and improvement to students’ vocabularies. The positive impact showed the enrichment of vocabularies helps students to be able to communicate easily and fluently, to be more understanding in reading a certain text, to be able to write with various words they known and also to adjust them to understand a story based on listening context. The short story has been considered as an effective literary work to teach language skills because the content of the text provides a student the opportunity to explore various words that definitely easy to understand. Besides, it also lets the student know about the structure of the sentences and also adjusts students to understand the variety of vocabularies based on the context.

   Meanwhile, a study conducted by Ali Mansoor et al., (2023) showed that teaching vocabulary through short tales allows teachers to establish various scenarios in which students can communicate, share information, and
express their thoughts. A short story makes learning English more interesting and appealing to students. It piques learners’ interest in the target culture and language. The students displayed a remarkable ability to memorize and appropriately employ the appropriate terms, according to the researchers. Teaching the English language through short stories encourages students to perform better and develop their competencies in memorization of new vocabulary. Amazingly, students were very enthusiastic about being taught through a short story. They were active throughout the lesson. Regarding the study’s hypothesis, it was approved that short stories help retrieve and memorize students’ vocabulary. It gives students brief ideas about the vocabulary.

On the other hand, there is also another achievement using short stories in language learning classroom where short stories can help in enhancing the quality of learning. It can open up opportunities for students to read. Teachers can give a reading assignment by asking students to work on a story in a short amount of time without a dictionary significantly increases students’ reading speed. Another finding by Rahmawati (2020), where she stated another advantage of using short stories is cultural content in storytelling. Cultural content refers to the way language and culture are interrelated including the number of cultural knowledges needed to understand the meaning to be used in an activity.

Furthermore, short stories contribute to the quality of learning by improving reading speed. Assigning students to read stories within a limited timeframe without relying on dictionaries significantly enhances their reading speed, allowing for better reading comprehension skills. Additionally, short stories contain cultural content, which intertwines language and culture. Understanding cultural references embedded in stories expands students’ cultural knowledge and facilitates language comprehension and usage.

To summarize, integrating short stories in language learning classrooms effectively improves vocabulary acquisition skills. It fosters students’ communication abilities, enhances reading comprehension, facilitates diverse writing skills, and provides cultural insights. Moreover, it aligns with the demands of English proficiency in education, employment, and global information access. The findings emphasize the practicality and effectiveness of incorporating short stories as a valuable tool in language instruction.

As two previous research had stated firmly and clearly, it can be concluded that the implementation of short stories in language learning classrooms is applicable and effective to help students improve their vocabulary acquisition skills.

Reading Comprehension

Reading comprehension can be defined as the level of understanding of a text or message. This comprehension results from the interaction of the written words and how they trigger information outside of the text or message. Comprehension is a multifaceted, creative process that requires four language skills: phonology, syntax, semantics, and pragmatics. The ability to distinguish words swiftly and readily is required for proficient reading. It is also influenced by an individual’s cognitive development, which is the process
of building mental processes. Some people learn through school or teaching, while others learn by personal experience. As one of the important components gained from the application of short stories in language learning classrooms, the use of short stories can improve students’ reading comprehension in the language learning classroom.

A study conducted by Barzani (2020) found short stories help to enhance language skills, especially reading comprehension. It is also found that 19 of 20 participants agreed that short stories had an impact and caused an improvement in their reading comprehension skills. It means that most of the participants had positive perceptions of the use of short stories to enhance reading comprehension. This positive response can be considered a success because how most class reactions to the use of short stories vary depending on their perceptions, especially since short stories are a part of learning about literature that is considered to receive less enthusiasm than learning literature using prose, drama, or poetry.

Another study by Umashugi, Hanapi, and Handayani (2018) discovered the implementation of the short story in the classroom was effective and gave a positive and significant effect on students’ improvement in reading ability. It can be seen where the students could match the words based on the story where the researcher conducted the data by utilized the pre-test until post-test. It is also found that all of the participants interested in learning reading by using short stories technique. Therefore, the previous study by Umashugi et al., (2018) can be considered a success because it managed to capture the attention of all participants from start to finish.

In addition to the previous findings, it is important to emphasize that reading comprehension is a complex process that involves various language skills and cognitive development. Phonology, syntax, semantics, and pragmatics all contribute to the ability to understand written texts and extract meaning from them. Proficient reading requires the swift and accurate recognition of words, which is influenced by an individual’s cognitive abilities and experiences. Knowing the meaning of words and learning how to use them in sentences are the best techniques for improving reading comprehension. Without reading comprehension, learners are not be able to improve their writing. As stated earlier, reading and writing are inseparable acts.

Barzani’s (2020) study further supports the positive impact of short stories on language skills, particularly reading comprehension. The majority of participants acknowledged the improvement in their reading comprehension skills after engaging with short stories. This positive response is significant considering that short stories are often viewed with less enthusiasm compared to other forms of literature, such as prose, drama, or poetry. The study’s findings highlight the effectiveness of using short stories to enhance reading comprehension despite potential preconceptions about their appeal.

Hussein et al., (2021) consider short stories to be one of the most powerful variables in second language teaching and learning. They highlight that the structure and content of literary texts trigger and install motivation in ESL learners. In the research that they conducted on 40 students, they conclude that in order for the teachers to get more desirable outcomes and the ESL
learners attain near-native competency, Literary works should be used in ESL classes.

Similarly, the study conducted by Umasugi, Hanapi, and Handayani (2018) demonstrated the positive and significant effect of implementing short stories in the classroom on students’ reading ability. The study was succeed in capturing and maintaining the participants’ attention throughout the learning process further reinforces the effectiveness of short stories as a pedagogical approach.

In conclusion, the integration of short stories in language learning classrooms has proven to be beneficial for improving students’ reading comprehension skills. These studies provide substantial evidence that short stories engage students, enhance their understanding of written texts, and contribute to their overall language development. The positive impact and high level of student engagement underscore the value of incorporating short stories as a valuable tool in language instruction.

**Writing Skills**

Language is the medium through which we communicate our ideas, emotions, and thoughts, as well as convey messages. English is no longer just a worldwide language; it is also the vernacular of all communities, and one of the important skills of learning a language is writing. Writing connects people all around the world and makes communication easier. Writing abilities are essential for academic success as well as personality development. Language is one of the means through which people may communicate with one another, and the ability to write is a component of language that takes earnest work to learn. Similarly, writing, like speaking, listening, and reading, is an essential language ability. Emails, letters, essays, circulars, directions, and reports should all be written by students. Writing is therefore not simple since it involves thought to organize thoughts and convey meaning on paper.

Writing skill as one the most challenging of the language abilities. It is the most difficult trait to acquire. It requires proper grammar, a sufficient vocabulary, correct orthography, an appropriate sentence structure, linking words, and so on. Thus, it is evident that writing requires students to consider and organize their ideas, thereby fostering their independence, fluency, and creativity. Writing requires conscious effort, adequate concentration, and mastery of a language in order to express one’s thoughts; therefore, it is essential for academic development. Furthermore, writing is regarded as the final talent, as one cannot begin learning a language before mastering hearing, speaking, and reading.

Based on the usefulness of short stories in language learning classroom, improving students’ writing skill is categorized as one of the skills effected by the use of short stories. A study by Kottacheruvu (2023) found that short stories can help people of all ages with the ideas and problems they talk about. Most of the time, grandparents or parents tell stories to their children, which helps them learn about life’s values. Most stories keep cultural values and a sense of well-being. Heroes and legends are shown to be good, honest, and united, which is meant to inspire students.

2. **Integrating short stories into language learning**
Numerous studies had found how short stories can affect language learning classroom. Therefore, this section of this paper reviews journals article related to “The Impact of Short Stories in English Language Learning Classroom”.

Methods of integrating short stories into language learning classroom

In integrating short stories into language learning classroom, there are many methods and ways used by educators. It does not cover the significant development of the times so that the creativity of educators is also needed in utilizing short stories into language learning classroom to get maximum results for teachers and students.

Based on the previous research, using short stories as teaching materials can be said as one of the effective methods in language learning classroom. Short stories as teaching materials short stories can be used to learn vocabulary by looking for difficult words in short stories. On the other hand, short stories can be used for extensive reading courses since short stories are considered appropriate teaching materials. Specifically, they used classic short stories as teaching materials for the course (Oktaviana et al., 2022).

Still with the research conducted by Oktaviana et al., (2022), using short stories as learning activities can be included to the effective methods in language learning classroom. The participants told where there are eight steps and learning activities, such as reading the short stories, comprehension checking, identifying unfamiliar vocabulary and idioms, identifying the main idea, characterization, and figurative language, summarizing, filling in the blank, re-telling short stories, and role-play. It can be concluded that to integrate short stories into language learning, they used short stories both as teaching materials and teaching activities that could improve the four English language skills – listening, reading, speaking, and writing. In addition, the integration process is also carried out by discussing the material and learning activities with English teacher educators with different English language skills. In this way, they are interrelated with each other, and the integration process can be successfully integrated.

When incorporating short stories into language learning classrooms, educators employ a variety of methods and techniques to adapt to the evolving educational landscape. The dynamic nature of teaching requires teachers to exercise their creativity to maximize the benefits for both teachers and students.

Previous research supports the effectiveness of using short stories as teaching materials in language learning classrooms. Short stories offer opportunities for vocabulary acquisition, as learners can identify and explore challenging words within the context of the narrative. Additionally, short stories are suitable for extensive reading courses, providing engaging and appropriate content for language instruction (Oktaviana et al., 2022), it is further highlighted the effectiveness of short stories as learning activities in language learning classrooms. The research participants engaged in a series of eight steps and learning activities, including reading the short stories, checking comprehension, identifying unfamiliar vocabulary and idioms, analyzing the main idea, characterizations, and figurative language, summarizing, filling in the blanks, retelling the stories, and role-playing.

In conclusion, the utilization of short stories in language learning classrooms requires educators to employ innovative methods and techniques to
adapt to the changing educational landscape. Short stories serve as effective teaching materials for vocabulary acquisition and extensive reading courses. Furthermore, incorporating short stories as learning activities enhances the four language skills and encourages engagement among learners. Collaboration with English teacher educators with varying language proficiencies enriches the integration process, leading to successful implementation in language instruction.

Challenges in integrating short stories into language learning classroom

Aside from the benefits of classic short stories, it is also crucial to note that classic short stories may not have the same plots that today’s students find appealing. According to Oktaviana et al., (2022), there are three challenges in integrating short stories into language learning classroom, including:

a. Finding the “right” short stories

Choosing suitable short stories for language learning courses can pose a significant challenge for educators. While classic short stories offer numerous advantages, it is crucial to acknowledge that their storylines may not align with the interests of today’s students. The length of these classic short stories, typically ranging from 1,000 to 4,000 words, can also present a challenge as they may not be considered short enough for some learners.

Moreover, classic short stories often employ formal language and occasionally incorporate figurative language, making comprehension more time-consuming. Students may need additional time and effort to grasp the entire story due to its linguistic complexities. Additionally, the difficulty level of these short stories may vary, even if they align with the students’ overall proficiency level. The extent to which students can understand and follow the storyline depend on their individual comprehension abilities.

While some students with a genuine interest in literature may find enjoyment in these classic short stories, those who lack an affinity for reading, particularly short stories, may perceive them as dull or uninteresting. This lack of interest and motivation can further hinder students’ willingness to engage with the assigned short stories.

To address these challenges, educators can explore various approaches. They can consider incorporating a mix of classic and contemporary short stories to cater to different student preferences. Choosing shorter stories or abridged versions can help accommodate the limited attention span of some learners. Additionally, providing contextual support, such as pre-reading activities and discussions, can enhance students’ comprehension and foster a deeper appreciation for the stories.

b. Students’ low interest in reading the short stories

Another significant challenge in integrating short stories into language learning classrooms, as identified in the research, is students’ low interest in reading and their varying levels of enjoyment when it comes to literary works like short stories. The discrepancy in students’ interest poses
a hurdle to achieving a seamless integration process. For effective integration, it is crucial to foster an inherent interest in reading short stories among the students (Oktaviana et al., 2022).

In addressing this challenge, the study implemented a role-playing activity as a strategy to mitigate potential boredom and enhance student engagement. However, it is important to note that not all students may feel comfortable or confident participating in role-playing activities, particularly those who are shy or have reservations about appearing in front of their peers in character.

Additionally, the length of the short stories used in the integration process may also contribute to the challenge. As the course progresses, the selected short stories tend to be longer than those initially introduced. This may require students to invest more time and effort in reading and comprehending the extended narratives, potentially affecting their motivation and interest.

To overcome these challenges, educators and language instructors can employ various strategies to foster students’ interest and engagement. This can include selecting short stories that align with students’ preferences and offering a variety of literary works to cater to different interests. Providing additional support and guidance to shy or hesitant students during role-playing activities can help alleviate their concerns and encourage participation. By addressing the challenge of low student interest and implementing supportive measures, language learning classrooms can create an environment that fosters a genuine appreciation for short stories and promotes active engagement in the integration process.

c. Limited facilities and time to execute the planned activity

According to Oktaviana et al., (2022), the last challenge in integrating short stories into language learning classroom is the limitation of the facility and time execute the planned activity, the role-play activity is one of the activities that is also used in classrooms and is an activity that is preferred by students since it is more attractive. However, because the room is narrow and limited, and the opera room facilities owned by the university are not available, therefore, role-play activities cannot be carried out optimally.

According to the study's findings, short stories were included into comprehensive reading courses in two ways. Short stories were first utilized as instructional tools. Short stories were employed as instructional materials in comprehensive reading courses by the participants. Short stories were chosen as teaching materials because they are lighter reading materials that encourage pupils to read more. Furthermore, the short stories utilized in the courses are above the students' level of production and comprehension and are perfectly suited to their competency level.

Despite these challenges, the study revealed that short stories were successfully integrated into extensive reading courses in two ways. Firstly, short stories were utilized as teaching materials. The participants of the study incorporated short stories into their teaching approach for extensive reading courses. The selection of short stories as teaching materials was driven by their perceived advantages as lighter reading materials, which
motivated students to read more. Moreover, the chosen short stories were carefully tailored to be slightly above the students’ current production and understanding levels, ensuring they were well-suited to their proficiency level.

Overall, the findings underscore the effectiveness of using short stories in language learning classrooms, particularly in extensive reading courses. Despite the limitations in facilities and time, the integration of short stories as teaching materials offers an engaging and accessible approach to encourage students’ reading habits and cater to their language proficiency levels.

The findings from the reviewed journal articles demonstrate the positive impact of integrating short stories into English language learning classrooms. Incorporating short stories into language learning classrooms offers numerous benefits, but educators also face challenges in selecting and implementing the right stories. One key challenge is finding the "right" short stories that resonate with today's students. While classic short stories have their advantages, their plots and themes may not align with the interests and preferences of contemporary learners. Students may find it challenging to connect with these stories, leading to a lack of engagement and motivation.

Short stories facilitate vocabulary acquisition, enhance reading comprehension skills, and contribute to the development of writing skills. Additionally, the articles emphasize the effectiveness of various methods of integrating short stories into language teaching curricula. However, challenges such as finding suitable short stories and maintaining student interest should be addressed to optimize the benefits of incorporating short stories into language learning classrooms. These findings provide valuable insights for educators and curriculum developers aiming to enhance language learning experiences through the integration of short stories.

Moreover, classic short stories often use formal language and occasionally include figurative language, which can increase the complexity and time required for comprehension. Students may need additional effort to grasp the nuances and deeper meanings embedded in these stories. The difficulty level of classic short stories may also vary, even if they match the students' overall language proficiency. Therefore, educators need to carefully consider the linguistic complexities and ensure that the chosen stories are appropriate for their students' comprehension abilities.

Additionally, the length of classic short stories, typically ranging from 1,000 to 4,000 words, can pose a challenge for some learners who prefer shorter texts. Longer stories may require more time and attention, which can be overwhelming for students with limited concentration spans. This challenge calls for educators to consider adapting the stories or selecting shorter versions that cater to their students' attention spans and reading preferences.

To address these challenges, educators can adopt various approaches. One effective strategy is to incorporate a mix of classic and contemporary short stories in their teaching materials. This approach allows for a diverse range of themes, styles, and language usage, catering to different student interests. By offering a variety of stories, educators can increase the chances of connecting with students and capturing their attention.
Furthermore, educators can consider using abridged versions or simplified adaptations of classic short stories. These versions maintain the essence and key elements of the original stories while making them more accessible and engaging for students. Simplified language and concise narratives can help students comprehend and appreciate the stories without feeling overwhelmed by linguistic complexities.

Engaging students in the selection process can also enhance their motivation and interest in short stories. Educators can involve students by providing them with choices or allowing them to suggest stories that align with their preferences. By giving students a sense of ownership and agency in the selection process, educators can foster a more positive and engaging learning environment.

In conclusion, while integrating short stories into language learning classrooms offers significant benefits, educators must navigate challenges in finding the "right" stories and maintaining student engagement. By considering contemporary and diverse short stories, adapting the length and complexity, and involving students in the selection process, educators can create a vibrant and effective learning experience that fosters language development and a love for literature.

**CONCLUSION AND SUGGESTIONS**

The article shows that many results of the impact of short stories English language learning classroom is found during the review, particularly for teachers and students during teaching and learning. This study can be a good lesson for the next study, especially for those who are interested to integrating studies using short stories as the topic of the study. In addition, the article’s focus on the impact of short stories to enhance English language learning as one of the most famous medium to teach in the world. However, more research on the role of short stories to enhance English language learning are still needed to be explored to enrich research on education such as methods of integrating short stories into English language leaning, for instance, another students’ skill improvement while learning English language other than skills mentioned above.

**REFERENCES**


