

Integrating Short Stories into English Language Teaching: What English Teacher Educators Say about It?

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ABSTRACT

Although prior studies have shown the pedagogical potential of short stories in language learning, only a few studies have investigated English teacher educators' perceptions and experiences with short stories in initial language teacher education courses. This narrative study aims to investigate how short stories are integrated into English language teaching in a teacher education institution. Empirical data were gathered through semi-structured interviews with three English teacher educators. This study used member-checking to ensure the validity of the data. Four steps were used to analyze the data in this study: 1) compiling, 2) disassembling, 3) reassembling, and 4) interpreting. Findings showed that the integration of short stories was carried out in two ways. First, short stories were used as teaching materials in extensive reading courses in the second semester. Second, short stories were used as the basis for creating learning activities. Eight classroom activities were identified from English teacher educators' stories. Three challenges were encountered by English teacher educators in integrating short stories into English language learning, such as finding the "right" short stories, students' low interest in reading the short stories, and limited facilities and time to execute the planned activity. Generally, the findings imply that the selection of short stories appears to be an essential element, and if English teacher educators can successfully overcome the challenges they encounter, the integration process can be smoothly conducted. Hopefully, future studies will provide ways for teachers to select the right stories and develop learning activities based on the stories chosen.

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1. INTRODUCTION

Literature and language are an inseparable unit and have many benefits in terms of language development. Maley (1989) identified seven reasons why literature could be utilized as a potential language learning tool, they are (1) universality (2) non-triviality (3) personal relevance (4) variety (5) interest (6) economy and suggestive power (7) ambiguity. Additionally, ESL and EFL classrooms often use literature to help students develop their communication skills by illustrating the use of language in real-life situations (Hill, 1986), which allows students to develop their creative potential (Yavuz, 2010; Zaker, 2016), as a good source/tool to help students improve their grammar and vocabulary, as well as train the four language skills: reading, writing, listening, and speaking (Babae & Yahya, 2014; Povey, 1967; Stern, 1987), to help the students activate their emotions and imaginations (Babae & Yahya, 2014), to help the students develop their critical thinking skills (Khatib & Shakouri, 2013; Lazar, 1993) which preeminent importance to education (Khatib, Rezaei, & Derakhshan, 2011). Among literary genres, short stories seem to be the most suitable option to help students train the four language skills because of the motivational benefit embedded in the stories (Pardede, 2011; Rahmawati, 2020).

In literature, the language used is closely connected to the author's emotions, soul, and passion; thus, the use of diction is highly accurate and correlated. Furthermore, literature provides students with language input and builds mood so they can engage both cognitively and emotionally with the text. The degree of engagement is also determined by the reader's passion and enthusiasm. Literary works such as short stories (Armstrong, 2015; Eklesia & Anglina, 2019; Kirkgoz, 2012; Maley, Mukundan & Widodo, 2014; Omposunggu, 2018; Pardede, 2010; Saka, 2014; Sultan, Qabaja, Nafi, & Al-Abed, 2018) novels (Syed, 2018), poems (Iida & Chamcharatsri, 2020; Kim & Kim, 2018; Widodo, Budi & Wijayanti, 2016) and dramas (Hulse & Owens 2019; Nhi & Huan 2017; To et al., 2011; Wang, 2012; Wongsang & Son, 2020) which generally affect readers with conflict or problems that cause them to engage with what the writer feels or creates, and this promotes reader engagement. Engagement is a key component of learning including English learning.

In the recent literature, the use of short stories as a tool for English language learning has been studied in numerous studies. Pardede (2010) investigated that the use of short stories in language learning is a good way to incorporate language skills into language classrooms as a means of engaging students studying English. Empirical data showed that short stories are useful to use both in language classes and as a form of self-pleasure.

Secondly, Kirkgoz (2012) explored how student's knowledge of English language - grammar and vocabulary - could be combined with their creative writing skills in order to enhance their learning of the English language. Findings indicated that students' grammar and vocabulary improved as a result of the use of short stories while they also improved their creativity and imagination while writing.

Further, Saka (2014) studied 40 junior English students and their use of short stories. The results revealed that students believe that short stories can broaden their perspectives, develop their understanding of different viewpoints, and help them develop empathy. Additionally, Armstrong (2015) stated that students gained a better knowledge of short stories that encompasses more than plot and characters, but also offers a glimpse into real life conditions through the stories.

Omposunggu (2018) elucidated that students' speaking skills advanced significantly as a result of listening to short stories in class. Students' fluency, accuracy, volume, expression, and intonation were increased with the use of short stories in a language learning class and increased students' motivation to learn English (Sultan, Qabaja, Nafi, & Al-Abed, 2018) along with teach them moral values (Eklesia & Angelina, 2019). In addition, Eklesia and Angelina (2019) have also discovered five activities that the lecturer uses in class, suggesting students guess the words in context, referring to the dictionary for help, ignoring and underlining the unfamiliar words the students encountered during quizzes, readings, and vocabulary books.

Prior studies on the use of short stories in language learning especially in English as a Foreign Language (EFL) context have been extensively explored in Indonesia as well as in other countries.

Numerous empirical studies have demonstrated the benefits of such integration by involving primary students (Sultan, Qabaja, Nafi, & Al-Abed, 2018), secondary students (Omposunggu, 2018), university students (Armstrong, 2015; Eklesia & Angelina, 2019; Kirkgoz, 2012; Pardede, 2010; Saka, 2014). Nevertheless, most previous studies have only included students as participants. There has been little investigation of how short stories are integrated in higher education by involving English teacher educators as the participants. To fill the gap, the current study aims to investigate the integration of short stories into language teacher education by involving English teacher educators. This research used narrative inquiry method to gather the first-hand experience of each participant involved. The present study is guided by the questions:

- 1) How do the English teacher educators integrate short stories into language learning?
- 2) What challenges do they encounter when integrating short stories into language learning?

2. METHODS

This study was epistemologically anchored in the interpretive paradigm. The interpretive paradigm was chosen since it is closely aligned with qualitative data collection, methods, and analysis procedures (Kivunja & Kuyini, 2018). Interpretive Phenomenological Analysis (IPA) was used in this study since it analyzes people's subjective experiences and how they relate to their lived world based on their subjective experiences (Langdrige, 2007). Furthermore, it draws upon the foundation of symbolic interactionist philosophy (Strauss & Corbin, 1990) which posits that the understanding of participant experiences, their responses, behaviors, processes as well as their meanings, is based on symbolism or symbolism within the data. Ideally, this paradigm is well suited to the current study about the integration of short stories into language learning, which focuses on English teacher educators' perspectives.

This study employed narrative inquiry to achieve the research aims. Social constructionism is one of the main tenets of narrative approaches to data analysis (Polkinghorne, 1988), since it provides people with a way to express their moral and ethical beliefs through stories and narratives. Personal experiences can be transformed through this process. A narrative inquiry method in research refers to a method in which the experience under study is viewed as the phenomenon under study and interviews are a major part of this research method since narrative inquiry is a study of life and living (Connelly & Clandinin, 2006). In light of the story's historical, social, and cultural context, the data is critically analyzed, allowing the researcher to examine current discourses and power issues (Foucault, 1982; 1987). The design was appropriate for this study since the data were obtained from semi-structured interviews with three English teacher educators which focuses on their stories and narratives on how they integrated short stories into language learning especially in initial language teacher education.

Data Analysis Framework

Over a period of 4 months (December 2021-March 2022), empirical data were gathered through semi-structured interviews. I employed a semi-structured interviews, in which only a few questions were predetermined by me as the interviewer; the remaining questions were unplanned. Semi-structured interviews enable us to gain a more comprehensive understanding of the different perspectives of the people involved (Blumer, 1969). A semi-structured interview was conducted online using Google Meet and Whatsapp call. The interview aims to discover how English teacher educators integrated short stories into English language learning along with the challenges they encountered. The interview data were digitally recorded and transcribed. Four steps were used to analyze the data in this study: 1) compiling, 2) disassembling, 3) reassembling, and 4) interpreting. Defining trustworthiness of a research report is based on the characteristics of credibility, dependability, conformability, and transferability (Mandal, 2018). The credibility of the current study was established through member-checking where I made a transcribed copy of the participants' interviews available for their review via email and Whatsapp.

Qualitative data is closely related to interpretive analysis. This study used Interpretive Phenomenological Analysis (IPA), looking at people's subjective experiences and how they interpret and relate to them based on their lived experience (Langdridge, 2007). Throughout the analysis process, I incorporate my beliefs, theories, values, and attitudes. Due to the fact that data as dynamic texts do not have an absolute interpretation, interpretations are always open, dynamic, and fluid (Wodak, 1999). In spite of this, it is necessary to use analytical tools to minimize the arbitrariness of interpretations. For this reason, Halliday's (1978) functional social semiotic analysis was applied to investigate how English teacher educators integrated short stories into language learning along with the challenges they faced. For selective data analysis, all data were chosen and coded using Braun and Clarke's (2006) thematic analysis.

Participants

In the current study, the participants were selected based on their experiences using short stories in language learning. The English teacher educators who participated in this study are linguistics lecturers and English teacher educators who teach language skills. The participants consist of two females and one male of English teacher educators in Indonesia. The participants' biographical information is presented in Table 1. The participants involved have about 5-25 years of university teaching experience. The ages of the participants ranged from 30 to 50 years old. The participants are all pseudonyms (e.g. Mona, Hanna and Kenny). The data were collected from semi-structured interviews between the English teacher educators and me. Semi-structured interviews were conducted using Google Meet and Whatsapp, and lasted between 35-45 minutes.

Table 1. Biographical data of the participating English teacher educators (N=3).

Participant	Gender	L1	L2 taught	Age Range	Language of Interview	Platforms
Mona	F	Indonesian	English	30s	English and Indonesian	Google Meet
Hanna	F	Indonesian	English	30s	English and Indonesian	Whatsapp Call
Kenny	M	Indonesian	English	50s	English and Indonesian	Google Meet

3. FINDINGS AND DISCUSSION

I drew two emergent findings from my analysis: (1) integration of short stories into language learning and (2) challenges encountered in integrating short stories into language learning. Before the integration of short stories into language learning, this series of stories tells the experiences of Mona, Hanna, and Kenny who used short stories to learn English long before they became English teacher educators. Italics Bradley Hand font, size 10, was chosen to visually represent the stories.

Mona's Story

In the process of recruiting participants, Mona [pseudonym] was the first participant I contacted. In August 2021, I successfully recruited Mona. Recruiting Mona as a participant was decided based on the fact that she has experience learning English using short stories. When she was in grade 3 junior high school, she first used short stories to learn English. Her favourite kind of short stories to read are those that are short and have a few pages. Moreover, she is an English teacher educator who

uses short stories to teach in initial language teacher education. Hence, she has the potential to participate in this study by sharing her ideas and experiences regarding the integration of short stories into language learning.

My appointment with Mona to interview her was made after she agreed to be a participant and semi-structured interviews were conducted in January 2021. An approximately 45-minute semi-structured interview was conducted using Google Meet platform. She was also provided with a list of questions before the interview. She began the story by sharing the kind of short stories she enjoyed reading when she was in school, long before she became an English teacher educator in university.

umm... okay, let me remember. As I recall, I used to enjoy reading novels in Bahasa Indonesia. However, I enjoyed reading English short stories more, not long short stories, and I enjoyed reading them quite often.

The titles of the short stories she read in school escaped her memory. She mostly read short stories that were translated from Bahasa Indonesia into English. In the past, she has read folklore and Indonesian fairy tales in English for school assignments. Sangkuriang and Cinderella, for instance. Additionally, aspects and elements of fictional stories were assigned as school assignments.

I can't recall the title, but I remember reading short stories that were translated into English. Sangkuriang and Cinderella in English version, for instance. umm... when I was still in school, my assignments often required me to read Indonesian folklore and fairy tales in English versions. As well as identifying aspects and elements within the stories, the assignments often identify other aspects and elements of the stories as well.

According to Mona's story, short stories can be used to learn vocabulary by looking for difficult words in short stories. As well as learning grammar, she used short stories as a tool for learning vocabulary. An analysis of short stories included seven elements (character and characterization, plot, setting, point of view, style, theme, and literary devices). Furthermore, short stories can be used as life lessons due to their moral values.

When it is a learning medium, the purpose is to learn vocabulary by reading short stories. In addition, I also used short stories to learn grammar. Fictional short stories include contexts such as settings of time, places, atmospheres, etc. They fall under the category of works of fiction. It is usually possible to learn something from short stories because they have moral values. Aside from learning the elements of fiction, we could also learn moral values from short stories.

The difficulty of vocabulary was also an obstacle she encountered when learning English through short stories. Despite this obstacle, she was able to overcome it by reading other sentences and interpreting the context of the story. In Mona's view, short stories are the best way to enhance English vocabulary.

To overcome difficult vocabulary, read other sentences so you can guess what the story is about. To understand short stories, you don't have to know all the vocabulary. It is indeed most effective to use short stories when learning vocabulary.

Since 2016, she has used short stories while teaching at the university as an English teacher educator in addition to what she learned in school. Extensive reading/reading 2 courses used short stories as teaching materials.

In 2016, I began teaching extensive reading / reading 2 courses use short stories as the teaching materials.

Hanna's Story

During this study, Hanna [pseudonym] participated as the second participant. She started using short stories in learning English since in Senior High School. As she continued to study at university, she used short stories more frequently. She teaches the same subjects as Mona as an English teacher educator in the same initial language teacher education program. She is also Mona's best friend. She is

a potential participant in this research and can share her experiences regarding the integration of short stories into language learning.

After Hanna agreed to participate in this study, I scheduled an interview with her at a time that worked for her. A semi-structured interview that lasted about 40 minutes was conducted through Google Meet in February 2021. The interview questions were also sent before the interview was scheduled. She shared her experiences learning English through short stories she used in school long before she became an English teacher educator.

Okay, let me recall, I learned English using short stories since I was in Senior High School but more often when I was in university, in initial language teacher education.

The short stories she used the most were Western short stories. It was hard for her to remember what titles she used when she learned English through short stories. The only one short story that she could recall was Robin Hood.

Ouch... I don't remember the titles precisely, but, oh yeah... there's one that I do remember, Robin Hood short stories.

In her opinion, short stories can be used as teaching tools to enhance vocabulary, learn grammar rules, and even to learn the moral values contained within the stories.

By using short stories as a learning tool, I learned vocabulary, grammar rules, and moral values that were hidden within.

Additionally, she felt fatigued and bored when reading long short stories, especially when the story had more pages, so she found it difficult to learn English using short stories. She also looked for online short story reviews and YouTube videos related to the stories she read in order to overcome these obstacles.

Since reading is not my hobby, I often found myself feeling bored and sleepy every time I learned English using short stories. I often read reviews about short stories to overcome this feeling of sleepiness and boredom, and I also searched for videos on Youtube related to the short stories that I was reading.

Aside from learning English using short stories in school, she also uses short stories when she teaches English at initial language teacher education as an English teacher educator. Extensive reading courses used short stories as teaching materials.

I used short stories in my extensive reading class as the teaching materials.

Kenny's Story

The third participant in this study was Kenny [pseudonym] since he was the last to decide and agree to participate. Since secondary school, he has studied English using short stories. Throughout his university studies, he began to use short stories more often. He used short stories not only while in school but also as an English teacher educator at the same university as Mona and Hanna. As a result, he could contribute to this research by sharing his ideas and experiences related to the integration of short stories into language learning. Semi-structured interviews were conducted in February 2022, according to the time he requested. A 45-minute semi-structured interview was conducted via Google Meet platform. The interview questions were also sent to him before the interview was scheduled.

I learned English using short stories for the first time when I was in secondary school in English subject. Then I continued to use them as teaching material in the extensive reading class, the class in initial language teacher education, and the class that I taught.

As he learned English using short stories, he read most often animal stories and fairy tales.
Umm... My memory does not recall the title exactly, but it was about animals and fairy tales.

Short stories helped him improve his English vocabulary. Furthermore, he used short stories to study other cultures and characterizations displayed in the stories.

As a learning tool, I used it to improve my vocabulary, to learn about other cultures, and to learn about the characters and characterizations depicted in the stories.

He encountered several obstacles when learning English using short stories, including unfamiliar vocabulary, idioms, and complicated grammar. In order to overcome the obstacles, he read each text more than once, noted unfamiliar words, and looked up their meanings and synonyms in the English-Indonesian dictionary.

When I encountered difficulties learning using short stories, like unfamiliar vocabulary and idioms, and difficult grammar, I tried to read them multiple times in order to overcome these obstacles. Then I looked for the meanings and synonyms of the unfamiliar words in the English-Indonesian dictionary.

Aside from learning short stories in school, he taught English using short stories since he graduated from university. Since then, he always used short stories as teaching material. In extensive reading / reading 2 courses, short stories were used as teaching materials.

Since I graduated from university, I have taught using short stories. Students in extensive reading / reading 2 courses are taught short stories as teaching materials.

Integration of Short Stories into language learning

Using Short Stories as Teaching Materials

Based on Mona, Hanna, and Kenny's stories, they used short stories as teaching materials. For an extensive reading course in the second semester, short stories are appropriate teaching materials.

So, okay, short stories are read for pleasure, which means they are considered as extensive reading, so...yeah...it is relevant to use short stories as teaching materials in extensive reading courses. The short stories that I used in the course are British 70s and 80s short stories, like Robin Hood, The Young King, Dear Jan Love Ruth, The Call of the Wild, Secret Garden, The Star Child, Oliver Twist, Robinson Crusoe, David Copperfield, and The Nightingale and The Rose. (Mona)

Mona articulated that "...it is very relevant to use short stories as teaching materials in this course". Her story shows that short stories are being used as teaching materials in the extensive reading courses in the second semester. British 1970s and 1980s short stories were selected and considered appropriate teaching materials to be used in this course.

The majority of the stories I used were Ernest Hemingway's short stories, such as *The Short Happy Life of Francis Macomber*, *The Sun Also Rises*, *A Moveable Feast*, and *The Old Man and The Sea* as teaching materials in this course. Using classic short stories as teaching materials in this course has many benefits, which is the reason why I used them. (Hanna)

Hanna further stated that classic short stories, such as Ernest Hemingway's short stories and Indonesian folk tales were appropriate teaching materials for this course. By doing so, students will be able to understand the vocabulary well. In this course, using classic short stories as teaching materials has many advantages, which is why she used them as teaching materials.

As well as British 70s and 80s short stories, I occasionally use Indonesian folk tales that have been translated into English, such as *Sangkuriang*, *Timun Mas*, *Ande-Ande Lumut*, and *Malin Kundang*. Throughout this course, short stories are used to help students in mastering grammar and vocabulary. In addition, they can learn another culture from them as well. The main thing is that they provide students with texts that are above their level of production and understanding, and it suits my students' proficiency level.

Kenny also incorporated British short stories from the 1970s and 1980s as well as Indonesian folk tales that had been translated into English, which were also used as teaching materials. The stories

above revealed that Mona, Hanna, and Kenny primarily used short stories for extensive reading courses since short stories are considered appropriate teaching materials. Specifically, they used classic short stories as teaching materials for the course.

Using Short Stories as Learning Activities

Mona, Hanna and Kenny stated that they used short stories as the basis for creating learning activities. 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. The following table shows the learning activities and language skills used in the extensive reading courses.

Table 2. *Learning activities and language skills used in the extensive reading courses.*

Learning activities	Language skills
Reading short stories	Reading skills
Comprehension checking	Critical thinking skills
Identify the unfamiliar vocabulary and idioms	Reading skills and enrich vocabulary
Summarizing short stories	Writing skills
Identifying the main idea, characterizations and figurative language	Reading skills and critical thinking skills
Filling in the blank texts	Writing skills and critical thinking skills
Listening to the other students who retell short stories	Listening skills
Role-play	Speaking skills

Table 3. *Learning process of extensive reading courses*

Learning Process of the Extensive Reading Courses

Learning Process / Step	Activities	Explanation
Step 1	Reading short story	Students were asked to read the short story at home before coming to the classrooms
Step 2	Comprehension checking	The lecturers asked the students about the stories after they finished reading the short stories to see how well they understood them. As an example, student A is asked about the plot line of the story, student B is asked about the characters in the story, and student C is asked about the setting
Step 3	Identifying the unfamiliar vocabulary and idioms	As students read the short stories, they are asked to identify unfamiliar words and idioms, then write down their meanings in Indonesian in their notebooks
Step 4	Identifying the main idea, characterizations and figurative language	Students are asked to discuss to identify the short stories' main idea, character traits, and figurative language

Step 5	Summarizing	Students are asked to summarize the short stories they had read
Step 6	Filling in the blank	Lecturers shared short stories with incomplete sentences, which the students are tasked with filling in with their own ideas
Step 7	Retelling short stories	Using their own sentences, students are asked to share short stories that they have previously shared
Step 8	Role play	<ol style="list-style-type: none"> 1. Students are asked to choose which short stories to perform in front of the class 2. Students formed groups related to the short stories that will be performed 3. Each group begins by prepared a simple script, setting characters, and determining which properties are needed based on the short stories they will perform. 4. Students are given a week to prepare what will be performed 5. Each group performs it in front of the class in turn with the other groups

Table 2 and 3 above showed eight steps and activities in extensive reading courses. Kenny also added that "...integrating short stories in the classrooms also can be done by discussing the learning activities with other English teacher educators with different English language skills". For example, students in extensive reading courses read short stories to practice their reading skills. Likewise, in the writing skills course, students not only learn academic writing but also non-academic writing, such as writing short stories, which are also included in the teaching materials. Following that, the speaking course includes a storytelling activity. Furthermore, the activities in listening course is listening to short stories.

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.

Challenges Encountered in Integrating Short Stories into Language Learning

Finding the "right" short stories

Choosing short stories to be used in the course is a challenge for Mona, Hanna and Kenny since they used classic short stories like British 70s and 80s short stories, Ernest Hemingways' short stories, and Indonesian folk tales.

Short stories that used in my class are British 70s and 80s short stories since they are rich in moral values, easily accessed, have more references and free of charge. (Mona)

Classic short stories are used in this course, and Ernest Hemingways' short stories that I mainly used because it has many benefits, although the story is different from the storyline of today's youth. (Hanna and Kenny)

Mona, Hanna and Kenny have the same voice. Apart from the advantages of classic short stories, it is also important to consider that classic short stories may not have the same storylines that today's students find interesting. The length of these short stories varies from 1,000 to 4,000 words, which

means that even though they are categorized as short stories, they are not short enough. The number of words in some of them, however, exceeds 15,000 words. Furthermore, although classic short stories contribute to the mastery of grammar and vocabulary, they tend to use formal language and sometimes use figurative language as well. Therefore, it takes a long time to comprehend the whole story. As stated by Kenny, *"...classic short stories give students texts that are higher level than their production levels, and it suits my students' proficiency level"*. The proficiency level of each student may be appropriate for the short stories used, but their difficulty may vary. Understanding the storyline will differ depending on their ability to comprehend it. These short stories will be enjoyed by students with a literary interest. Nevertheless, students who are not interested in reading, particularly short stories, may find this boring. In addition, students lack of motivation to read short stories when they have no interest in the short stories.

Students' low interest in reading the short stories

Mona stated that one of the challenges that must be faced in this course is *"...reading is not a passion for all students, which is a challenge I have to deal with"*. Hanna faced the same challenge as Mona. There is no real interest among students in reading literary works particularly short stories. Hanna also articulated that *"Students have a low interest in reading short stories, especially classic short stories used in this course. It appears that those who do not like short stories are just passive in class, and they are just taking the course as a formality"*. There is a clear discrepancy among students regarding enjoyment of reading and interest in literary works such as short stories. A smooth integration process would not be possible without an interest in reading short stories.

Not different from the challenges faced by Mona and Hanna, students in the class taught by Kenny also have a low interest in reading. Kenny stated that *"students often feel bored quickly when reading short stories, especially at the end of the course"*. Due to the length of the short stories used, they are longer than the ones used at the beginning of the course. Role-playing activity has been implemented to reduce boredom, but it does not always run smoothly for students who are shy and afraid to appear in front of other students as characters.

Limited facilities and time to execute the planned activity

The last challenge faced by Mona, Hanna and Kenny is limited facilities and time to execute the planned activity. As enacted by Mona, *"Despite this is extensive reading courses, the course should culminate with a writing project and role-play. This is where the students perform the short stories in front of the class based on the short stories they have chosen and the scripts they have created. This project often takes longer than I expected"*. It is apparent that Mona has time constraints when executing the planned activities, one of which is the writing assignment.

As stated by Hanna, 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. Hanna also expressed that *"... it is only done in class, students must push the tables and chairs first before role play activity"*. The conclusion can be drawn that role-play activities need a significant level of preparation because students have to rearrange classrooms to make the room wider so that it can be used as a role-play activity room, while the class only meets once a week for 100 minutes. It can be seen that Hanna has time and place restrictions when performing the planned activity, one of which involves role-playing.

The challenges Kenny faces are similar to those faced by Mona and Hanna. Kenny articulated that *"...for reading and listening activities that have been planned, they can still run smoothly, but for speaking and writing for role play activities, it often takes a long time"*. Retelling short stories and role-playing activities often requires more time to implement and sometimes exceeds the previously

scheduled time limit. It can be concluded that Kenny's execution of the activities in this course is hindered by time constraints.

Findings from the study indicated that short stories were integrated into two ways in extensive reading courses. First, short stories were used as teaching materials. Mona, Hanna, and Kenny used short stories as teaching materials in extensive reading courses. They chose short stories as teaching materials because they are considered lighter reading materials, which encourage students to read more. Students can improve their proficiency in reading, listening, speaking, and writing well (Babae & Yahya, 2014; Povey, 1967; Stern, 1987).

In addition, the short stories used in the courses are above the students' production and understanding level and are well suited to their proficiency level. It is in line with one of Krashen's five hypotheses (1979) in second language acquisition theory. It is believed that a language learner gains proficiency by comprehending input that is slightly more advanced than their current level. Krashen referred to this level of input as "i+1." "I" represents the learner's interlanguage, whereas "+1" refers to the next stage. Thus, classic short stories are the most suitable teaching materials for the course. Second, short stories were used as teaching activities. There are eight classroom activities in the course. Five of them are similar to Daniels' literature circle model (2022): summarize, passage selectors, fill-in-the-blank texts, group discussion leaders, and critical lens groups.

It is fairly similar to the results of the previous study conducted by Kirkgoz (2012). Short stories can have a positive impact on students' grammar and vocabulary, which is in line with research conducted by Handayani (2013). In addition, similar results were also found in Armstrong's study (2015). Additionally, stories can help students understand world situations through different perspectives, teach them moral values, and provide opportunities for learning about and experiencing other cultures (Eklesia & Angelina, 2019).

This study differs from the previous one conducted by Sultan, Qabaja, Nafi, and Al-Abed (2018), which indicated that short stories could be used to increase motivation to learn English. The current study is different from the previous one, as the short stories used were from the British 1970s, and 1980s, Ernest Hemingways' short stories, and Indonesian folk tales. Not all students like classic short stories because they tend to use formal language and can include figurative language as well. The difficulty of short stories may vary depending on students' proficiency level. Therefore, every student will comprehend the storyline differently. The short stories will appeal to students who are interested in literary works and will provide a good learning experience for them. This may seem boring to students who are not interested in reading, especially short stories. It is also attributed to the fact that students are unmotivated to read short stories since they do not have an interest in classic short stories.

4. CONCLUSION

This study concludes that the strategies to integrate short stories into language learning is relatively limited. There are only two ways in integrating short stories in this study. First, short stories were used as teaching materials. As teaching materials, classic short stories were used in extensive reading course in the second semester. Second, short stories were used as the basis for creating learning activities. As many as eight classrooms activities were identified from English teacher educators' stories. Three challenges encountered by English teacher educators in integrating short stories into English language learning, such as finding the "right" short stories, students' low interest in reading the short stories, and limited facilities and time to execute the planned activity. Anchored from the research findings, this indicates that the integration process can run smoothly if the English teacher educators can overcome the challenges they encountered.

Hopefully, the story and experiences of Mona, Hanna, and Kenny as participants in this study will help other English teacher educators to get a deeper understanding of how short stories are integrated into language learning. I hope that hopefully this study can contribute to future research and can serve as a reference for further studies. Despite carefully choosing the respondents, these

qualitative results may still be biased due to their subjectivity. Moreover, the study does not examine the participants' documents. It is hoped that future studies will analyze the participants' documents, involve even more participants, and develop strategies for anticipating future challenges.

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