

## **Elementary School Teachers' Perception Using Stories in English Language Literacy**

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### **Abstract**

*This study aims to determine the perception of elementary school teachers on the use of stories in the learning process. This study used a mixed method involving 7 elementary school teachers from SD Negeri 3 Banjar Jawa and SD Laboratorium Undiksha as samples. Data collection was carried out through questionnaires and interviews. Questionnaires and interviews were made based on the theory of perception. Perception theory consists of behavioral, emotional, and cognitive engagement. The study results showed that most teachers had a very positive perception, with an average value of 23.90 on the use of stories. The results of the interview also stated that the results were very positive. In terms of behavior, teachers are able to involve themselves in the learning process to help increase students' interest in reading. In addition, emotionally, teachers are also able to organize the learning process so that students are comfortable and can teach moral values to students through stories. Furthermore, in the cognitive aspect, teachers are very able to guide students in completing tasks that are arranged according to targets during the learning process. Based on the results of this study, researchers strongly recommend the use of stories to improve literacy. Teachers can use learning media that are relevant to the story and create a fun learning atmosphere.*

***Keywords:** literacy, teacher perception, Stories, TEYL*

### **INTRODUCTION**

In this digital era, English has become a global language, and people from all countries use English as a tool to interact with each other (Rao, 2019). This indicates that learning the English language is important to interact with people, especially from an early age. In Indonesia, learning English has become a mandatory thing in schools since elementary school (Idrus, 2023). Learning English is not only about speaking but also about reading. Reading also is one of the four language skills that must be mastered (Oktariani et al, 2020). Reading is a process of understanding the contents of a text so that people can obtain meaning from the text being read (Macalister, 2011). Reading activities are beneficial in expanding knowledge and helping to solve problems. Reading is part of literacy which must be mastered to understand information (Oktariani et al, 2020).

Nowadays, literacy is a primary skill that must be possessed to help interact with other people (Syamsuri et al., 2022). Literacy skills are not just reading skills; literacy is the ability of an individual to understand, apply, respond, and connect with obtained or reading information so that it can become new knowledge (Aulia et al, 2024). Mastered literacy skills can help someone process information that can be useful for people around them (Oktariani et al, 2020). Moreover, literacy is an essential part of human life. Literacy can be interpreted as the ability to use

language effectively to build communication ([Ratminingsih et al., 2018](#)). However, in the field of education, student literacy is very low and is still a serious concern in Indonesia ([Darmiyanti et al., 2021](#)).

The Programme International Students Assessment (PISA) 2022 shows there has indeed been an increase in ranking to 5th position in Indonesia compared to 2018. However, student literacy scores have fallen 12 points, far below the global average score. In addition, according to UNESCO in 2019, Indonesia was ranked 62 out of 79 countries, showing that 27.4% of the Indonesian population under 15 years of age had low literacy skills. The two facts above show that literacy in Indonesia is still difficult to deal with. Several factors cause low literacy skills in Indonesia, such as fewer resources, inadequate facilities, and a low reading culture.

The use of facilities for teaching students optimally, like learning media, is one of the keys to success in implementing literacy in schools. Stories are one of the media that supports the reading process. The stories used for learning media can be divided into two types such as printed and digital stories ([Ratminingsih et al., 2020](#)). The use of stories as a learning media is an effective way to help improve reading and writing skills ([Miller et al., 2008](#)). Making stories as a learning media to improve literacy is very helpful in attracting students' enthusiasm in the learning process. The use of stories as learning media can attract students' critical thinking during the learning process. By using stories, students can enjoy, be calm, and actively participate during the learning process ([Aura et al., 2021](#)). However, in real life, the use of learning media like stories to support children's reading activities in the classroom is still not being utilized optimally ([Widianto et al., 2018](#)). This indicates that the role of the teachers is crucial for optimally using stories in the classroom.

The role of teachers in utilizing learning media is also very important. When teachers can use learning media optimally, teachers will be able to develop the learning process so that students can understand the material. According to [McNett, \(2016\)](#), the role of teachers in utilizing stories is first to build emotional relationships so that students are more interested in being involved in the learning process, student enthusiasm during learning will build a comfortable classroom atmosphere during the learning process, and teachers' understanding in utilizing stories can also help teachers ensure that all learning objectives are achieved optimally. In addition, according to [Sentürk et al., \(2017\)](#), it also states that the role of teachers is very important in improving English learning using stories. By utilizing stories, teachers are expected to be able to connect learning materials with stories to make them more interesting and relevant. Through stories, teachers can also introduce many new vocabularies to students so that they can significantly improve their remaining grammar skills ([Bhatti et al., 2022](#)). To be able to utilize stories as good learning media, it is hoped that teachers will have thorough preparation both in terms of pedagogical and cognitive understanding and the teacher's perspective on stories.

Teacher readiness to teach using stories is one of the success factors. Where teachers who are ready to use stories must have a broader understanding of their use in the classroom. When teachers are ready to use stories, teachers can more easily build a fun learning community with students so that students are happier when exploring themselves in learning ([Hadi, 2019](#)). In addition to mature readiness to use stories, teachers must also instill a positive perception of the use of stories

for student literacy. Teachers' perceptions of using stories are also very important aspects. Teachers with positive perceptions can maximize the use of the story in the classroom. [Hussein et al., \(2020\)](#) stated that teachers responded positively to using stories to improve students' reading comprehension. Teachers also showed that stories were very effective because they could be related to everyday life that students already understood. Additionally, [Swee et al., \(2017\)](#) stated that teachers' perceptions of using short stories were quite positive because some teachers were less than optimal in using English when teaching stories to students. This indicates that the teachers' language skills entirely inhibited the results of using stories, which also helped improve students' English literacy. Teachers showed that stories effectively built fun learning activities with students. Moreover, teachers are aware of the importance of using stories to improve student literacy because there is a lot to be gained when they can maximize the use of stories to improve literacy ([Zengin et al., 2019](#)). Because to improve the use of stories optimally as the media of literacy at school, indicates that teacher readiness in implementing stories as the learning media is important. When teachers have good readiness and perception, it will help teachers in managing the delivery of material using stories. So teachers need to be ready and understand the benefits of using stories for student literacy so that the delivery of material can be well received by students.

In this study, to analyze the perception of teachers using stories in elementary school, this research used the theory of engagement from [Trowler, \(2010\)](#). There are three aspects of engagement, namely, 1)behavioral engagement, 2)emotional engagement, and 3)cognitive engagement. Behavioral engagement is positive teacher behavior that follows the rules, such as attendance with the teacher's physical presence in the classroom on time. Then there is involvement which is the teacher's ability to actively participate during the learning process to attract students' interest in learning. Behavioral engagement is very important to be a benchmark for student discipline during the learning process at school ([Gomes et al., 2023](#)). Next, there is emotional engagement, which is emotional involvement in the teaching and learning process in the classroom. This emotional involvement can be a motivation for both teachers and students to evaluate learning. Teachers can feel emotionally the delivery of material that is appropriate for students so that students can feel comfortable in the learning process ([Golombek, 2015](#)). Lastly, cognitive is the teacher's ability to encourage and increase student motivation so that they are interested in learning activities in the classroom ([Golombek, 2015](#)).

Based on previous research, stories are indeed effective in helping teachers improve students' abilities. In previous studies, more research was conducted on students' perceptions regarding the use of stories, but there are still few researchers who discuss teachers' perceptions about the use of stories to help improve student literacy. Therefore, the novelty of this study is that it focuses on teachers' perceptions of using stories to enhance student literacy at elementary school. Subsequent researchers can also use the results of this study as a basis for conducting further research related to the use of stories to improve student literacy. This study aims to answer the following questions, "What does the teachers' perception of using stories in English Language Learning on Literacy skills?"

## **METHOD**

### **Research design**

The researcher utilized a mixed-method as the method of this research. A mixed-method approach combines quantitative and qualitative to obtain more comprehensive results from a phenomenon. The researcher uses questionnaires and interviews as research instruments ([Creswell, 2014](#)). In this study, quantitative is used to measure the results of the questionnaire that the researcher has prepared to be given to teachers who teach English at SD Negeri 3 Banjar Jawa and SD Lab Undiksha. On the other hand, qualitative is used to analyze the results of interviews conducted with teachers. Then after the results of filling out the questionnaires and interviews are collected, the data is analyzed and presented. In short, the results of the questionnaires and interviews that have been analyzed are the results of teachers' perceptions of the use of stories to improve students' English literacy.

### **Population and sample**

This study used English teachers of grades 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> of SD Negeri 3 Banjar Jawa and SD Lab Undiksha. The two schools were selected because both schools had introduced English since the first grade and had started teaching with stories in the fourth grade of elementary school. The sample selection of this study used total sampling, a sample selection method that uses all existing populations. The use of total sampling in this study was because there were only seven teachers who taught in grades 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> from SD Negeri 3 Banjar Jawa and SD Lab Undiksha who would fill out the questionnaire and be asked to conduct interviews.

### **Technique for collecting data**

The researcher in this study combined two research instruments, a questionnaire, and an interview, to determine teacher perceptions of the use of stories. According to the theory from [Trowler \(2010\)](#), three aspects are measured: behavior engagement, emotional engagement, and cognitive engagement. A questionnaire uses a data collection technique, giving respondents several questions to answer. The questionnaire created is used to obtain results related to teacher perceptions of the use of stories in the learning process. Interviews were conducted to support the results of the questionnaire and to find out more about teacher perceptions of the use of stories. After creating the research instrument, the researcher conducted a validity and reliability test using the Gregory test before distributing the instrument to schools. After conducting a usability test and getting results that the instrument can be used, the researcher then contacted the relevant parties for research permits at SD Negeri 3 Banjar Jawa and SD Laboratorium Undiksha. Next, the research instrument and research permit were obtained, and the researcher visited the school and collected data. The questionnaire created was distributed in the form of a Google form that must be filled in by the teacher, while the interview was conducted directly when the teacher had finished filling in the Google form.

### **Technique for analyzing data**

After collecting data, the researcher then processed the data. The collected questionnaire data was processed using SPSS, where each raw answer from filling

out the questionnaire was inserted and processed with descriptive analysis in SPSS. For interviews conducted after filling out the questionnaire where the teacher would be asked directly, the interview answers would be recorded and transcribed in detail to get answers related to teacher perceptions in using stories for student literacy. There are two results obtained from this study, namely quantitative results through calculations from the questionnaire using SPSS and qualitative data results through interviews conducted to explore more deeply the experience and understanding of teachers in using stories for student literacy.

Table 1. Theoretical Ideal Reference Assessment Criteria

Score	Criteria
$X < Mi + 1.5Sdi$	Very Positive
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	Positive
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	Moderate
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	Negative
$X < Mi - 1.5Sdi$	Very Negative

Description:

$$Mi \text{ (Mean Ideal)} = \frac{1}{2} (\text{Maximum value} + \text{Minimum value})$$

$$Sdi \text{ (Standard Deviation)} = \frac{1}{6} (Mi)$$

$$X = \text{Mean}$$

## RESULTS

This section presents the research results, consisting of an analysis of the questionnaire results supported by the results of interviews regarding teacher perceptions of using stories for student literacy. Furthermore, a discussion is presented that explains the description of research results related to the theory and other related research suitable to this topic.

Based on the results of data from the teacher's perception from 7 teachers, the results of the central tendency measure are as follows:

Table 2 Central Tendency Result of Teacher Perception

N		Mean	Median	Std. Deviation	Maximum	Minimum
Valid	7	23.90	24.00	2.79	26.00	22.00
Missing	0					

Based on these data, the Mean Ideal (Mi) and Standard Deviation Ideal (Sdi) can be calculated as follows:

$$\begin{aligned}
 Mi \text{ (Mean Ideal)} &= \frac{1}{2} (\text{Maximum Value} + \text{Minimum Value}) \\
 &= \frac{1}{2} (26.00 + 22.00) \\
 &= 24.00
 \end{aligned}$$

$$\begin{aligned}
 Sdi &= \frac{1}{6} (\text{Maximum Value} - \text{Minimum Value}) \\
 &= \frac{1}{6} (26.00 - 22.00) \\
 &= 0.7
 \end{aligned}$$

Theoretically, ideal reference assessment criteria are needed to analyze the teacher's perception, with assessment categories according to the Likert Scale used below. The following are the criteria based on the calculation results:

Table 3. Theoretical Ideal Reference Assessment Criteria of Teacher Perception

Score	Calculation	Criteria
$X < Mi + 1.5Sdi$	$X < 26$	Very Positive
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	$24.00 + 0.3 \leq X < 24.00 + 1.00$ $24.00 \leq X < 25.00$	Positive
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	$24.00 - 0.3 \leq X < 24.00 + 0.3$ $23.70 \leq X < 24.30$	Moderate
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	$24.00 - 1.00 \leq X < 24.00 - 0.3$ $23.00 \leq X < 23.70$	Negative
$X < Mi - 1.5Sdi$	$X < 24.00 - 1.00$ $X < 23.00$	Very Negative

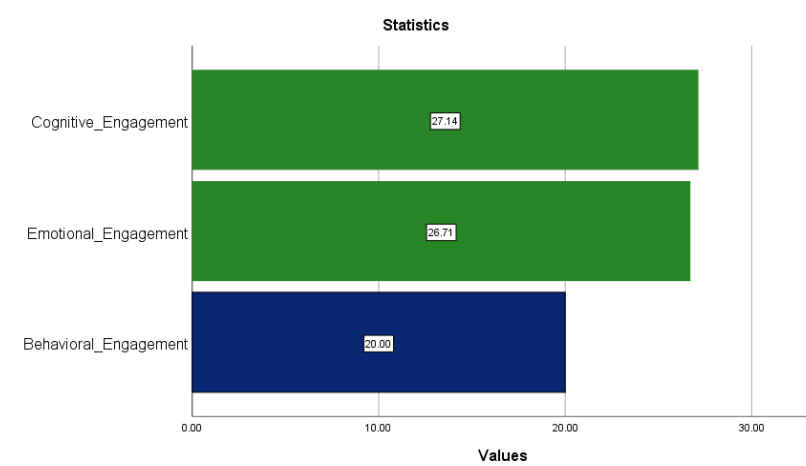


Figure 1. Bar Chart of Teachers' Perception Result

After the questionnaire data results, the following is a summary of the percentage of the overall teacher interview results. The interview questions submitted to the teacher were in Indonesian, but the researcher presented them in English here.

Table 4. Summary of the teacher interview results

Aspect of Perception	Questions	VP	P	M	N	V N
Behavioral	1. How important is it to be present in class on time to teach English using stories?	7 100%	0 0%	0 0%	0 0%	0 0%

Engagem ent	2. Do you show strong responsibility whenever you teach English using stories?	7 100%	0 0 %	0 0 %	0 0 %	0 0 %
	3. How involved are you in teaching reading habits using stories to students?	7 100%	0 0 %	0	0	0
	4. Are you actively involved in discussing the story's content with students while learning English?	7 100%	0 0 %	0 %	0 0 %	0 %
Emotional Engagem ent	5. Are you interested in using stories to carry out reading learning activities?	7 100%	0 0 %	0 %	0 0 %	0 %
	6. Do you like to discuss the content of English stories with other teachers before teaching them in class?	5 71,42 %	1 14,29 %	0	1 14,29 %	0
	7. Do you enjoy discussing the story's content with your students?	7 100%	0 0 %	0 %	0 0 %	0 %
	8. Do you feel happy when you are involved in English story-reading activities with students in the classroom?	7 100%	0 0 %	0 %	0 0 %	0 %
	9. Do you feel satisfied when you are involved in English story-reading activities with students in the classroom?	7 100%	0 0 %	0 %	0 0 %	0 %
	10. Do you feel using stories in class with students when teaching English is important?	7 100%	0 0 %	0 %	0 0 %	0 %
Cognitive Engagem ent	11. Do you feel that learning English using stories can benefit students?	7 100%	0 0 %	0 %	0 0 %	0 %
	12. Do you feel accepted by your students when you succeed in making them achieve good results in learning English using stories?	7 100%	0 0 %	0 %	0 0 %	0 %
	13. Can you make students complete all assignments on time in learning English using stories?	7 100%	0 0 %	0 %	0 0 %	0 %
	14. Do you regularly check students' assignments and achievements when learning English using stories?	7 100%	0 0 %	0 %	0 0 %	0 %
	15. Do you have a desire to provide other stories to help increase students' knowledge?	7 100%	0 0 %	0 %	0 0 %	0 %

16. Can you relate the English stories that students read to other things in the surrounding environment?	7 100%	0 0 %	0 0 %	0 0 %	0 0 %
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\*VP = Very Positive; P = Positive; M = Moderate; N = Negative; VN = Very Negative

## DISCUSSION

Based on the data from Table 1.2, there is a very positive perception of the teachers (23,90) toward the use of stories in improving students' literacy, especially that of English. Regarding behavioral engagement, teachers get positive results, and emotionally and cognitively, teachers get very positive results. These findings generally state that teachers' physical involvement in learning with stories is very important for student literacy. Teachers stated directly that they could monitor student development optimally when using stories. In addition, when teachers are actively involved in reading stories with students, teachers can also control students so that they focus on learning and learning materials are also conveyed well to students. When teachers are actively involved and can organize the class, they can create a comfortable learning environment for students. The relationship between very positive perceptions from teachers regarding the use of stories and students' literacy skills has been proven to be very helpful in encouraging students' interest in reading. Using stories also provides opportunities for teachers to explore more new learning techniques. Teachers can also use interesting learning media, such as digital storybooks or stories in video form from online platforms, which can help develop technological skills so that learning becomes more interactive and enjoyable. The teacher's ability to master story techniques and use this media greatly contributes to helping students become proficient in literacy and improving students' language skills. Below are the results of quantitative and qualitative descriptive analysis related to teacher perceptions in using stories for student literacy from behavioral, emotional, and cognitive aspects:

From the behavioral aspect, behavioral engagement includes teacher presence in the classroom and involvement in the learning process. From the results of filling out the behavioral involvement questionnaire, the average score was 20.00 with 100% of teacher interviews agreeing that behavioral engagement is very important to support increasing student literacy when using stories. One important point is attendance. Being present on time when learning using stories is very important for teachers ([Panayiotou et al., 2014](#)). The use of stories in learning takes up quite a lot of learning time, where teachers play an active role in reading stories to students. Teachers must be able to read the contents of the story so that students understand and encourage them to interpret the story being read ([Ratminingsih et al, 2018](#)). The teacher's punctual presence in class greatly influences learning outcomes ([Amtu et al., 2020](#)). Arriving on time can help teachers allocate the learning time they get properly so that the teaching and learning process achieves the specified target. Learning time that is used properly will help improve students' understanding of learning. By utilizing learning time efficiently, it will have an impact on a comfortable learning atmosphere ([Aura et al., 2021](#)). In addition, teachers who are present on time will teach students responsibility and discipline values ([Fitria, 2020](#)).

Next is the active involvement of teachers in the learning process. Active involvement of teachers in the learning process helps to identify and understand student development. Active involvement of teachers can aim to direct students to learn in the classroom, such as opening discussions, creating activities that interest students in reading activities, and assessing the results of learning activities to be used as teacher evaluations in improving the next learning process ([Ponitz et al., 2011](#)). Active involvement of teachers will affect the increase in student involvement when learning. Teacher involvement is very important in supporting students in facing the challenges of learning using stories ([Downer et al., 2007](#); [Mashburn et al., 2010](#)). After being actively involved in learning, teachers can find out the development of students' abilities, so that teachers can determine the next learning strategies that will be used. In addition, active involvement can open access for students to discuss more actively with both teachers and other students ([Muryanti et al., 2017](#)). Creating active discussions can help to increase students' concepts so that they gain more new knowledge from the material being taught ([Girmus, 2011](#)). The results of the overall interview stated that teachers agreed on the importance of positive behavioral involvement in the classroom. According to teachers, being present on time will help them complete their teaching assignments well, and students gain knowledge appropriate to learning. Apart from that behavioral engagement, teachers are also able to invite students to be active in learning. The teacher's activeness will encourage students to be more motivated and enthusiastic in learning.

Next, there is the emotional aspect. Emotionally, it is divided into three categories: interest, satisfaction, and belonging. From the emotional aspect, it gets an average score of 26.71, where teachers can emotionally build a fun literacy world for students. Through the learning process using stories, teachers can show interest when conveying stories in learning materials. The interest shown by teachers in conveying material will affect students' feelings when participating in learning. Teachers who can show positive interest in stories in learning will help encourage students' self-confidence and guide students to manage their emotions so that they can overcome boredom, anxiety, and lack of self-confidence during learning ([Nguyen et al., 2018](#)). The role of teachers is very important to make students feel comfortable and happy and enjoy learning; when students are happy in the learning process, it will have a greater influence on student learning achievement so that students tend to be motivated to study harder and adapt academically ([Nguyen et al., 2018](#)). When teachers feel interested in conveying material, it also makes teachers enjoy the learning process more. Teachers can focus more on learning and also students in the classroom. In addition to interest, teacher satisfaction in the learning process is also very important. When teachers feel important and satisfied with the learning outcomes obtained, it will help motivate teachers in the next learning process ([Bakkenes et al., 2010](#)). Emotionally, teacher satisfaction in using stories to improve literacy will build teacher enthusiasm for learning; when teachers feel enthusiastic about each learning process, it will have an impact on increasing student contributions in the learning process ([Dewaele et al., 2021](#)). Next is the importance of building a sense of belonging. Building a sense of belonging to the learning process can build positive interactions between teachers and students. When teachers can make students interested in using stories, it will help develop the character values of students, and the teacher can also teach moral values to

students ([Osterman, 2023](#)). A high sense of belonging from students will have an impact on the learning process, which can make the learning process more structured and build emotional relationships between teachers and students ([Sagayadevan et al, 2012](#)). The results of the interview also showed that 100% of teachers agreed that having positive emotions can affect students' emotions when participating in learning. Students tend to be more interested when learning with teachers who can understand the abilities of the students. Students will feel comfortable when the learning process is with teachers who can increase students' enthusiasm for learning.

The last, the cognitive aspect, the results obtained from the teacher questionnaire were very positive with a value of 27.41. Cognitively, teachers play a very important role in the use of stories. When using stories, teachers can make students build thinking skills, in this case, the teacher has a role in developing stories that are used to make students able to answer questions given by the teacher, such as basic understanding, the meaning contained in the story or asking students to relate the contents of the story to the student's personal experience ([Ratminingsih et al, 2018](#)). By using stories, teachers can complete learning targets and make students complete the tasks given to students. In addition, teachers can also routinely check student achievement through quizzes or evaluations held after the learning process. By conducting quizzes, teachers will know for sure the students' understanding, and the results show that stories are very effective in improving student understanding ([Alduraby et al., 2014](#)). Using stories also makes it easier for teachers to compile learning materials because stories are quite flexible when related to the curriculum applied and make it easier for teachers to develop learning targets. Specifically, stories can be used to attract students' critical thinking and students can understand complexly related learning that occurs in the classroom during the learning process ([Oktariani et al., 2020](#)). The interview results also show where teachers can make students achieve basic to complex learning targets when using stories. The teacher also stated that using stories can improve students' cognitive understanding so that students will tend to have an interest in reading other stories themselves. Using stories can also make students develop writing skills which will indirectly improve other skills for students to master.

## **CONCLUSION**

This study obtained very comprehensive results from the questionnaires and interviews used as instruments to determine teacher perceptions of the use of stories in students' literacy at SD Negeri 3 Banjar Jawa and SD Laboratorium Undiksha. This study involved three main aspects, namely behavioral engagement, emotional engagement, and cognitive engagement. Overall, the behavioral engagement aspect got positive results where teachers were aware that physical presence and direct involvement during the learning process greatly helped improve student understanding. In addition, emotionally, teachers got very positive results; teachers could show a sense of interest, comfort, and a sense of belonging when teaching using stories; this had an impact on the process of distributing knowledge to students where teachers could teach moral values when linking stories to everyday life. Teachers were also able to foster students' empathy and help students manage emotions from the stories they taught. Cognitively, the results also showed very

positive where teachers could make students achieve basic and complex understanding when using stories.

These findings show that stories can be recommended as a learning technique by teachers in improving student literacy. Teachers must master the right storytelling techniques, build an interesting reading world for students, and encourage students to develop an interest in reading. These activities will help students become interested in literacy and strengthen students' understanding of the concept of literacy. From the results of this study, it is highly recommended that teachers should be actively involved in becoming student mentors so that students have examples to build motivation within themselves. Thus, teachers need to have a positive perception of the use of stories and be able to use them in the classroom during the teaching and learning process.

Furthermore, this study suggests that further research be conducted regarding teacher perceptions of using stories. From this study, other researchers can explore samples from other schools to discover teacher perceptions regarding using stories. This is to find out how teachers in other schools relate to the perception of using stories to improve students' English literacy.

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