

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has become one of the most widely spoken languages globally, serving as a bridge for communication across diverse cultures and nations. As an international language, English plays a crucial role in various fields such as education, business, science, and technology. The widespread use of English allows people from different linguistic backgrounds to connect and collaborate effectively. Mailani et al. (2022) states that language is the most effective communication tool in conveying a message, thoughts, feeling, goals to others and allows for creating cooperation between humans. In conclusion, English has become a vital global language, facilitating communication across cultures and nations.

In this study, English is classified as a foreign language (EFL), meaning it is not used as a primary or second language in daily communication but is learned as a subject in academic settings. The proficiency in English is often seen as a key factor for personal and professional advancement, especially in academic and corporate settings. It enables individuals to access a wealth of knowledge, including research, literature, and digital resources that are predominantly available in English. Furthermore, English proficiency is essential for students and professionals who aim to engage in global discourse and remain competitive in the increasingly interconnected world. The ability to read, write, and communicate in English is not only a fundamental skill for personal growth but also a critical asset for engaging in international collaboration and contributing to global development. This study explores the importance of English reading skills and their impact on academic success and professional readiness, highlighting how mastering this language is indispensable in today's world.

English is the primary language of international communication. English proficiency opens up a wide range of career opportunities globally. Learning English equips people with valuable skills, broadens opportunities, and enriches the personal and professional life in a globalized world although English is a purely foreign language in Indonesia. However, the Indonesian students must try to learn

it because it can give a lot of benefits to the future. Moreover, Ali (2022) states that mastering English would require the mastering of its four crucial skills including reading, writing, speaking, and listening. Among those skills reading becomes the main emphasis in learning language. Through reading, students also are able to learn speaking, listening and writing. In mastering English, a learner needs an appropriate strategy in the language learning process beside that learner can practice consistently, seeking feedback, and staying motivated (Novelia & Purwokerto, 2021). To sum up, English is a global communication and often considered a language worth mastering.

Improving reading skills in English can broaden a learner's understanding of the language and the cultures of its speakers. There are many practical reasons to practice English reading such as learn new vocabulary words, see different sentence structures in use and get English language practice in general (Yurko and Protsenko 2020). Reading becomes essential because it can develop our knowledge, through reading we can get a lot of enjoyments, information and even problem solutions. Therefore, the ability to read the text in any forms will give many advantages in our life. In fact, the unwillingness in reading especially in those Junior High School can cause difficulties in learning English. They want to improve their English but they are not willing to read. They consider that English is difficult to learn before eventually trying to learn it. Therefore, the students need material that is simple, easy, authentic, educational, interesting, motivated, and enjoyable to learn.

The material that has the ideal features is a short story. Short stories are regarded as the most effective to fuse especially in English reading class. Short stories exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development. Short story can be an easier approach as media because it is simple, has the standard of being universal and the story can permit the teacher to deal with the human matter. Short story is considered as one of the literary genres that can be used in English reading classes to enhance language skill, motivate students, and increase their cultural awareness and tolerance. A short story is fiction, written in prose, shorter than a novels. It usually focuses on one main event or a few closely related events. Because they are short, short stories usually have fewer characters and a simple plot. The story is meant to create a

certain mood or feeling (Singer 2000). The aim is easy to understand by the students and also can be developed with any kind of teaching material so that the reading learning will not become monotonous and boring.

Using short stories as a learning or entertainment tool has many benefits. First, short stories provide an opportunity for readers to enjoy a complete narrative in a short period of time, ideal for those with limited time. Short stories also practice reading and comprehension skills, as they usually contain tight plots and characters that develop in a limited space. In an educational context, short stories can be used as effective discussion materials and moral messages in an engaging and accessible way. With all these advantages, short stories are an invaluable medium for intellectual and emotional development. Furthermore, short stories help learners to improve their English language acquisition as they help the students to enrich their vocabulary and strengthen their language (Mubarak & Yagub MSherif 2017) In summary, teachers should include short stories as one of the best teaching strategies to develop their learner's reading skill.

Before conducting the research, the writer has done interview with one of the student of the eighth-grade students of SMP Dwijendra Denpasar. The result of the interview shows, the writer got the information from the teacher that there are many students have their problem in reading. The students still have lacking vocabulary although they have learnt English since they were in Elementary School. As the consequence, most of the students just have an ability to read the text without knowing the message. The writer also got the information that reading was a boring activity. To sum up, short stories is one of the effective media teaching and learning in English reading class.

1.2 Research Problem

A research problem is a question or statement that defines the issue or phenomenon to be investigated. It is a crucial element as it forms the basis for formulating the research objectives, determining the methodological approach, and providing the underlying rationale for the need for the study. By defining the research problem specifically, the researcher can ensure that the study is relevant, focused, and able to make a significant contribution to knowledge in the field being researched. Based on the description above, the research question can be stated as

follow: What are the benefits of using Short Stories in English Reading Class of the Ninth-Grade of SMP Dwijendra Denpasar in the Academic Year 2024/2025?

1.3 Objective of the Study

The objective of the study is like a goal that shows what the study wants to achieve, based on what it's focusing on. It is clear and tells us what the study is trying to find out from the questions it's asking. It also guides how the study will be done. Including the objective of the study helps keep the researcher on track towards reaching that goal. Based on the research background, the purpose of the study is to explore the benefits of using short stories in English reading class. So that, the researcher decides that the objective of the study in this research is to figure out the benefits of using Short Stories in English Reading Class of the Ninth-Grade of SMP Dwijendra Denpasar in the Academic Year 2024/2025.

1.4 Limitation of the Study

The limitations of the study are crucial as they help focus the discussion on the research problem without unnecessary complexity. By knowing the limitations, researchers can enhance the scope of their research, ensure clarity and avoid confusion or misinterpretation. The limitations of this study are specifically focused on the subjects and instruments employed in examining the benefits of using short stories in English reading classes. The research is confined to the perceptions of students from Class IX C at SMP Dwijendra Denpasar, thereby excluding perspectives from teachers, parents, or other stakeholders. Additionally, the study utilizes two primary instruments for data collection: closed questionnaires administered to all students in Class IX C and semi-structured interviews conducted with only six selected students. In this present study, the researcher will be limited the research and focus on the benefits of using short story in English reading class of the Ninth-Grade of SMP Dwijendra Denpasar in the Academic Year 2024/2025.

1.5 Significance of the Study

In the present study, the result is highly expected to provide meaningful and significant results in the research finding. In addition, the findings of the current research are expected to give theoretical as well as practical significance.

Theoretically, the study aims to support and expand theoretical frameworks related to the use of short stories as an effective tool in English reading classes. By

examining how short stories can enhance students' comprehension and engagement, this research may provide a deeper understanding of the pedagogical benefits associated with this literary genre. Furthermore, the results could serve as a valuable reference for future studies exploring different aspects of reading pedagogy, particularly in terms of integrating diverse reading materials into English language teaching. This study also offer new insights that could refine existing educational theories.

Practically, the results of this study are expected to benefit both educators and students. For teachers, the findings may provide a strong basis for selecting and using short stories in English reading classes, making reading more engaging and effective. This could help create a more dynamic learning environment. For students, the study is likely to boost motivation and interest in learning English, improving their reading skills and confidence. Additionally, the results are anticipated to offer empirical evidence and guidance for future research in English language teaching, enhancing the quality of subsequent studies in this field.

1.6 Definition of Key Term

During the research, the researcher used several key terms related to this study. The key terms are based on the research variables of the present research. In addition, the definitions of key terms are the typical words used in a study, and the research should provide clear operational definitions used in this study. The researcher defined the operational definitions of short stories to avoid confusion and misunderstanding. Definitions of key terms are operationally defined as follows:

1.6.1 Short Stories

A Short story is a brief work of fiction that typically focuses on a single plot or theme with a limited number of characters and settings. It is shorter in length compared to novels and often aims to convey a specific message or inspire a particular emotion within a concise narrative structure.

1.6.2 English Reading Class

An English Reading Class is a course or session where students develop and enhance their reading skills in English language. The class may focus on improving comprehension, fluency, vocabulary and overall literacy skills.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review will explain several concepts and theories about what the researcher will study. Theoretical review is expected to assist researchers in conducting research based on practical significant and empirical evidence. The relevant theories help in supporting this research. There are several theories that will be explained clearly in this chapter as follows: Short Stories, Benefits of short stories and English Reading Class.

2.1.1 Short Stories

Short stories have been around for centuries, with roots that can be traced back to ancient oral storytelling traditions. Before the written word became widespread, people would share short tales around campfires or during gatherings, passing down legends, myths, and moral stories from one generation to another. These early stories were often brief but packed with meaning, teaching listeners important lessons or entertaining them with fantastical adventures.

The development of written language and literature further popularized the short story format. Over time, writers from various cultures and time periods began to craft short narratives that showcased their creativity, storytelling skills, and unique perspectives on life. Short stories gained prominence in literary circles during the 19th and 20th centuries, with authors like Edgar Allan Poe, Anton Chekhov, and Ernest Hemingway contributing iconic works that continue to be celebrated today. Through the centuries, the short story has evolved and adapted to reflect changing societal norms, cultural values, and storytelling techniques, making it a dynamic and enduring literary form (Patea, 2017).

A short story is fiction, written in prose and much shorter than novels. Unlike novels, short stories are much more condensed, focusing on a single event or a short series of events rather than a long, elaborate plot. A short story usually only has a few characters. The writer focuses on these people and what is happening to them. Lots of short stories have a surprise twist at the end. Moreover, one common feature of short stories is that they often end with a surprise twist or unexpected ending,

adding an element of surprise for the reader. This twist can change the way reader sees the whole story after finishing reading. (Singer, 2000).

Furthermore, in an educational context, a short story is a fictional narrative that is shorter in length compared to a novel. It is typically used as a teaching tool to engage students in reading, critical thinking, and literary analysis. Short stories often focus on a specific theme, character development, or plot structure, making them valuable resources for exploring literary elements and understanding complex ideas in a concise format. Additionally, a short story can help people of all ages with the ideas and problems they talk about. Most of the time, parents tell stories to their children, which help them learn about life's values. In summary, short stories are one of teaching tool and it helps people to increase knowledge in education context.

Short stories are clear and simple literary text which can be considered to be used as material in learning language because of its distinctive features. Considering the statements above, a short story is defined as a short fictional narrative in prose that can be read in a short time. Besides that, it also has some distinctive features that will make the reader enjoy in reading it more than others. Thus, short stories stand as valuable resources for educators and learners alike in the realm of language learning and literary exploration (Kottacheruvu, 2023).

To sum up, the short story, originating from ancient oral traditions, has evolved into a significant literary form that reflects diverse cultures and historical periods. These brief yet impactful narratives, characterized by their focus on a single event or a concise series of events, offer a dense exploration of theme, character, and plot. Prominent writers such as Edgar Allan Poe, Anton Chekhov, and Ernest Hemingway have contributed to the enduring popularity and complexity of the short story. In an educational context, the short story serves as a valuable tool to engage students in reading, critical thinking, and literary analysis due to its ability to summarize profound ideas and moral lessons in a concise format. Its distinctive features, including the potential for shocking surprise, make it an effective medium for language learning and literary exploration.

Similar to other forms of fiction, short stories are composed of certain elements that contribute to their overall composition and effectiveness. However,

scholars have different views on the number and nature of these elements. According to Robinson (2019), there are six essential elements that define a short story:

1. Plot

A short story's plot is its series of events. It is like the roadmap or storyline that guides the events from the beginning to the end. It's the sequence of events that make up the story, starting with an introduction to set the stage, followed by rising action where events build up and tension increases, leading to a climax which is the most intense or exciting part, and finally concluding with a resolution where loose ends are tied up and the story comes to a satisfying end.

2. Conflict

In a short story, the plot often revolves around a conflict or struggle experienced by the characters. This conflict could be an internal struggle within a character's mind or heart, such as a moral dilemma or personal challenge. It could also be an external conflict, such as a problem or obstacle the characters must overcome, like a disagreement between friends or a mystery to solve.

3. Character

Characters are the people, animals, or creatures in a story. They are the ones who do things and make the story happen. Think of them like actors in a play. Each character has their own personality, feelings, and actions that move the story along.

4. Setting

The setting is where and when the story takes place. It's like the background of a movie. It includes details like the time of day, the weather, the location (like a city or a forest), and even the historical period if it's important to the story.

5. Symbol

A symbol is something in the story that has a hidden or deeper meaning. It's like a secret code that represents something else. For example, a dove

might symbolize peace, or a storm could symbolize conflict or trouble. Symbols add depth and make the story more interesting and meaningful.

6. Theme

The theme is the big idea or message that the story is trying to tell the reader. It is like the lesson you learn or the insight you gain after reading the story. For example, a theme could be about the importance of friendship, the consequences of greed, or the power of love. Themes help us connect with stories on a deeper level and think about life in new ways.

Short stories consist of several key elements that collectively create a compelling narrative. According to Robinson (2019), these elements include plot, which outlines the sequence of events; conflict, which drives the story through the struggles faced by characters; characters, who perform actions and embody the dynamics of the story; setting, which provides background and context; symbols, which add layers of meaning through representation; and theme, which conveys a central message or insight. Together, these components work to engage the reader, convey deeper meaning, and deliver a cohesive and impactful story.

Short stories have many benefits that can be felt both in education and in personal development. Pathan and Al Dersi (2013), Short stories are highly beneficial as teaching materials, offering a wealth of linguistic aspects and powerful stimulation for learners to express themselves in different languages. They provide simple language structures and serve as original examples of language use and vocabulary in appropriate contexts, enabling readers to apply these examples in real-life conversations. Additionally, short stories improve readers' insights by providing information about the countries, people, and cultures of the languages being studied. This cultural understanding makes it easier for readers to socialize with people from those cultures and develop the ability to interpret discourse in different language contexts.

For English teachers, short stories are practical teaching tools due to their concise length, which allows for comprehensive discussion within one or two class meetings. Unlike more complex narratives, short stories are straightforward, making it easier for students to work independently and develop self-reliance in learning a foreign language. Moreover, short stories motivate readers and possess

significant educational value, making them preferable to more traditional, informative materials often used in classrooms.

Short stories expose students to a variety of styles and language functions, enhancing their thinking and language abilities, as well as other study skills like vocabulary acquisition, question formation, and evidence evaluation. They provide opportunities for integrating reading comprehension with other productive skills, such as speaking and writing. When chosen and utilized appropriately, short stories can enhance English Language Teaching (ELT) courses by developing students' language skills through integrated and creative approaches.

Furthermore, the authentic, natural dialogues in short stories familiarize EFL students with functional language use, maintaining high interest and engagement levels crucial for developing reading comprehension skills. Contextual stories help students develop learning strategies like predicting and guessing word meanings from context, addressing vocabulary-related challenges, and fostering other language skills. They improve communicative competence, critical thinking, and aesthetic appreciation, expanding students' language awareness. Given their motivational, authentic, and educational value, stories should be preferred over traditional informative materials in EFL classrooms.

Short stories are enjoyable to read and provide examples of various writing styles and authentic uses of the target language. They serve as an excellent basis for vocabulary expansion and effective development of reading comprehension skills. By exposing EFL students to rich, authentic language not typically encountered in foreign language learning contexts, stories, especially when listened to in film form, help students become aware of the rhythm, intonation, and pronunciation of the target language. Additionally, they nurture students' creative powers, higher-level thinking skills, and emotional intelligence.

According to Merli (2013), the use of children's short stories plays a significant role in enhancing students' reading comprehension by providing numerous educational benefits. One key advantage is vocabulary enrichment. Short stories often introduce students to new words and phrases within context, helping them understand and remember these terms more effectively. As students encounter these words repeatedly in various contexts, they build a stronger, more diverse

vocabulary, which is crucial for improving overall language skills. Additionally, short stories can significantly increase students' motivation to read. Engaging narratives and relatable characters capture students' interest and make reading an enjoyable activity rather than a chore. This heightened motivation encourages more frequent reading, which, in turn, improves comprehension and fluency. When students are motivated, they are more likely to engage with the text, ask questions, and seek deeper understanding, all of which contribute to better reading skills.

Short stories also encourage critical thinking by presenting characters, situations, and conflicts that challenge students to analyze and interpret the text. As students reflect on the themes, motives, and outcomes of the stories, they develop their analytical skills and learn to draw connections between different elements of the narrative. This process of critical engagement fosters a deeper appreciation for literature and hones students' ability to think critically about various texts and contexts.

In summary, the use of children's short stories in education not only enhances students' vocabulary and motivation but also fosters critical thinking and provides practical language practice. By integrating these stories into learning, students gain the pleasure of reading while developing a deeper understanding and appreciation of literature.

2.1.2 English Reading Class

An English Reading Class typically refers to an educational session focused on developing and enhancing students' reading skills in the English language. These classes aim to improve students' ability to comprehend, analyze, and interpret various types of texts, including literature, informational articles, essays, and more. In an English Reading class, students may engage in activities such as reading aloud, silent reading, group discussions, comprehension exercises, vocabulary building, and critical analysis of texts. The class may also involve learning strategies to improve reading speed, accuracy, and overall comprehension.

English Reading classes often emphasize the development of critical thinking skills, such as inference, synthesis, and evaluation, which are essential for understanding complex texts and forming well-supported interpretations. These skills allow students to go beyond surface-level understanding and engage deeply

with the material, fostering a more in-depth and nuanced understanding. By teaching students to infer meaning from context, synthesize information from multiple sources, and evaluate the validity and relevance of information, English Reading classes help students develop the analytical skills necessary for academic and real-world success.

The main objective of the English reading class is to equip students with the skills and strategies necessary to become proficient, confident and thoughtful readers in English. This involves not only teaching them to decipher words and understand grammar, but also helping them develop a love for reading and an appreciation for literature. Through various reading activities and exercises, students learn to approach texts critically, ask insightful questions, and form their own interpretations based on evidence from the text. This holistic approach ensures that students are not just passive recipients of information, but also active participants in the reading process.

The ability to read well is very important for language learners. Successful achievement at primary and secondary school levels, as well as at higher levels of academic education, depends in part on the ability to read effectively. Reading proficiency is a basic skill that underlies most of the learning that takes place in school. Students who can read well will be better prepared to understand and engage with content in other subjects, such as science, history and math. In addition, strong reading skills are critical to success on standardized tests and entrance exams, which often play a significant role in determining educational and career opportunities. (Laličić and Dubravac 2021). In summary, English Reading Class is a session class to improve reading skill.

According to Siregar (2017), the importance of reading for several reasons:

1. Reading improves language proficiency by exposing students to a wide range of vocabulary, grammar structures, and sentence formations. When students are exposed to a wide range of vocabulary, grammar structures, and complex sentence formations, it not only enhances their reading skills but also their overall communication abilities. The further implication of this exposure is that students become more proficient in using English in both academic and everyday contexts, making it easier for them to communicate

with native and non-native speakers in a global environment.

2. It helps develop comprehension skills such as understanding main ideas, identifying details, making inferences, and drawing conclusions from texts. The ability to understand main ideas, identify key details, make inferences, and draw conclusions helps students become more effective readers. The implication is that students are better equipped to handle more complex texts, both in the classroom and in their professional lives. These skills also reinforce cross-disciplinary understanding, enabling them to comprehend scientific texts, reports, and articles more thoroughly.
3. Reading encourages critical thinking by analyzing and evaluating texts, questioning assumptions, and forming independent opinions. Reading is not just about literal comprehension; it also involves processing information critically. Students are encouraged to evaluate arguments, question assumptions, and form their own opinions. The implication is that critical thinking becomes an essential skill across various fields, from academic writing to professional decision-making.
4. Through reading, students gain insights into different cultures, perspectives, and experiences, fostering empathy and global awareness. Through reading, students are exposed to diverse perspectives, cultures, and experiences. The implication of this is the development of empathy and global awareness, which is essential in an increasingly interconnected world. This cross-cultural understanding helps students adapt to multicultural environments and collaborate with people from different backgrounds.
5. Strong reading skills are essential for academic success across all subjects, as reading is a fundamental aspect of learning and acquiring knowledge. Since reading is an integral part of nearly every subject, strong reading skills enhance overall academic performance. Students with strong reading abilities tend to absorb information more easily, complete academic tasks effectively, and prepare better for exams. The implication is that good reading skills become the foundation for academic success across various disciplines.
6. In many professions, strong reading skills are necessary for tasks such as

research, analysis, communication, and staying updated with industry trends. In the workplace, reading skills are often required for tasks such as research, analysis, and effective communication. The implication is that students with strong reading abilities are better prepared to meet professional challenges, such as reviewing reports, staying updated with industry trends, and adapting to new information relevant to their careers.

To sum up, by elaborating on the implications of each reason, the importance of English reading classes becomes more evident. It is not only about language proficiency but also about the long-term impact on critical thinking, cultural understanding, and success in both academic and professional contexts.

2.2 Empirical Review

The empirical review is the review of relevant researchers that has been conducted in which it reviews the previous researchers that are relevant to the present research. An empirical review involves a critical examination of existing research that is pertinent to the current study. This process involves analyzing and synthesizing findings from previous studies to establish a foundation for the present research. The primary aim of an empirical review is to identify, evaluate, and integrate relevant research findings to understand the current state of knowledge in a specific area and to highlight how these findings relate to the research at hand. The empirical review was presented as follows:

The first study is conducted by Zohra (2020) in her paper “The Role of Short Stories in Enhancing EFL Pupils Reading Comprehension Case Study of Third Year Secondary School Pupils Baamar Boujemaa” according to the research findings, short stories have a lot benefits. Short stories facilitate learning by making the reading process more interesting and motivating, thus encouraging students to read more. Short stories also help in the development of critical and analytical thinking skills. In addition, short stories expose students to different cultural perspectives, fostering cultural awareness and respect for diversity. Research has shown that both teachers and students recognize the positive impact short stories have on reading comprehension, confirming their effectiveness in improving reading skills in the EFL classroom.

The implication of this study for my research is that its strength lies in the

comprehensive acknowledgment from both teachers and students of the benefits of using short stories to enhance reading comprehension. This strengthens the theoretical foundation of my research, affirming that short stories are effective tools for improving students' reading skills in English classes. However, the study's weakness is its lack of a deeper exploration of how short stories can be tailored to suit students with varying reading abilities. My research will attempt to address this weakness by further investigating different approaches to using short stories for students with diverse reading proficiency levels.

The related study is conducted by Abdurazzoqova and Bozorboyeva (2024) the opinion in their paper research “Advantages of Using Short Stories in Teaching Reading Skills in English Reading Classes” state that short stories help expand vocabulary, encourage critical thinking, boost motivation, and provide practice opportunities without overwhelming learners with excessive new information. Storytelling as a teaching method allows children to solve problems and tasks playfully, fostering a constructive and creative comprehension of the material. By presenting learning through engaging narratives, students experience the process more easily and effortlessly, making it a fulfilling and motivating approach.

The strength of this study lies in its emphasis on the motivational and creative aspects of using short stories, linking the learning process to a more enjoyable experience for students. This has strong implications for my research, as it demonstrates that a fun and creative approach can enhance student participation and learning outcomes. However, its weakness is the lack of discussion on the challenges teachers may face when selecting the appropriate short stories that align with curriculum goals and learning objectives. My research will expand on this area by identifying the most effective criteria for selecting short stories that best meet specific learning goals in English reading classes.

The research differs from the studies conducted by Zohra (2020) and Abdurazzoqova and Bozorboyeva (2024), the research has a more specific focus on students' perceptions regarding the use of short stories in English reading classes. While both previous studies emphasize the general benefits of using short stories to enhance reading skills, your research aims to understand how students themselves perceive the advantages of these stories. This approach allows to gain a deeper

understanding of students' learning experiences, resulting in insights that may not have been uncovered in earlier studies.

In terms of methodology, the research employs a mixed-methods approach that combines closed-ended questionnaires and semi-structured interviews. This approach enables to collect measurable quantitative data as well as in-depth qualitative insights. By doing so, it can offer a more comprehensive view of students' perceptions, which might not be achievable if only qualitative analysis were used, as seen in previous studies.

Additionally, the research seeks to address the gaps present in previous studies by exploring variations in students' reading abilities. It will look for different ways to use short stories to cater to the varying proficiency levels among students. By doing this, your research not only contributes to the existing literature but also provides practical recommendations for educators to enhance the effectiveness of using short stories in English reading instruction.

In conclusion, this research presents a distinct focus on students' perceptions of short stories in English reading classes, setting it apart from previous studies by Zohra (2020) and Abdurazzoqova & Bozorboyeva (2024). By employing a mixed-methods approach, the study gathers both quantitative and qualitative data to provide a comprehensive understanding of students' learning experiences and insights into their views on short stories. Moreover, it addresses existing gaps in the literature by investigating variations in students' reading abilities and exploring tailored methods for using short stories to meet diverse proficiency levels. Ultimately, this research aims to contribute valuable knowledge to the field and offer practical recommendations for educators, enhancing the effectiveness of short stories as a teaching tool in English reading instruction.