



Developing Narrative Texts with Mystery Elements for Grade 10 Students

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Article Info	Abstract
Received: 2026-06-13 Revised: 2026-06-16 Accepted: 2026-06-18 Keywords: narrative text, mystery elements, materials development, student response, Grade 10, ADDIE model DOI: 10.24256/ideas.v14i1.10573 Corresponding Author: Intan Fandini Intanfandini0126@gmail.com Pendidikan Bahasa Inggris, Universitas Singaperbangsa Karawang, Karawang, Jawa Barat	<i>This study aims to develop a narrative text with mystery elements as a reading instructional material for Grade 10 students and to examine student responses toward the developed material. The study employed a Research and Development (R&D) approach adapted from the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The research was motivated by the limited availability of engaging reading materials that align with the interests and learning needs of Grade 10 senior high school students. The narrative text was developed based on genre-based theory and materials development principles, incorporating mystery elements such as tension-building conflicts, unexpected events, and clues scattered throughout the storyline. A total of 37 Grade 10 students at a senior high school in Indonesia participated as research subjects. Data were collected through expert validation sheets and student response questionnaires. The results indicated that the developed narrative text was declared valid and appropriate by a language expert (87.5%) and a materials development expert (85.0%). Furthermore, students demonstrated highly positive responses with a mean questionnaire score of 82.3%, indicating that the text was engaging, comprehensible, and motivating. The study concludes that a narrative text with mystery elements can serve as an effective and engaging reading instructional material for Grade 10 senior high school students.</i>

1. Introduction

Reading is one of the four fundamental language skills that plays a crucial role in English as a Foreign Language (EFL) learning. Through reading activities, students can expand their vocabulary, deepen their understanding of grammatical structures, and gain access to a wide range of information and knowledge. Grabe (2009) argues that reading is a complex cognitive process that requires readers to actively construct meaning from written texts. Therefore, providing students with reading materials that are both appropriate and engaging is essential to support the optimal development of their reading ability.

English language instruction in Indonesia, particularly at the senior high school level, encompasses various text types that students are expected to master. Under the 2013 Curriculum and its subsequent revisions, narrative text is one of the compulsory text types for Grade 10 students. Students are expected to comprehend the social function, generic structure, and linguistic features of narrative texts and to apply that understanding in meaningful communicative contexts. However, studies have consistently shown that the reading comprehension ability of Indonesian senior high school students remains relatively low, particularly in comprehending fictional texts such as narrative texts (Muniroh et al., 2024; Triani and Eryansyah, 2022).

One contributing factor to students' low reading ability is the limited availability and quality of instructional materials used in the classroom. In practice, many teachers still rely on texts from government-issued textbooks, which students often perceive as monotonous and insufficiently relevant to their interests and everyday lives. This situation can reduce students' motivation to read and hinder the effective development of their reading comprehension skills over time. In line with this, it has been noted that many students view reading assignments as burdensome rather than enjoyable, leading to minimal independent reading outside the classroom (Dafitri and Hakim, 2025). Tomlinson (2011) emphasizes that good instructional materials must be capable of attracting students' attention and encouraging their active participation in the learning process.

The issue of low reading motivation has also been highlighted in several recent studies. Muniroh et al. (2024), in a study published in *TEFLIN Journal*, found that many EFL learners in Indonesia display only moderate levels of engagement in reading activities. The study concluded that low reading engagement is closely related to a mismatch between the reading materials used in the classroom and students' individual reading preferences. This finding underscores the importance of selecting and developing reading materials that are well-aligned with students' interests and needs, so that the learning process becomes more meaningful and effective.

The mystery genre is one of the narrative genres that holds a strong appeal for young readers. Mystery stories are inherently designed to arouse the reader's curiosity through tension-filled conflicts, scattered clues, and unexpected events

that compel the reader to continue reading until the resolution is discovered. Research suggests that using reading materials that align with students' preferred genres can significantly enhance their intrinsic reading motivation (Chusniawati et al., 2023). Integrating mystery elements into narrative texts therefore has the potential to create a more engaging and memorable reading experience for Grade 10 senior high school students.

A growing body of literature supports the value of developing narrative text materials that are systematically tailored to students' needs and local contexts. First, Meka, Nova, and Saputra (2023), in a study entitled *Developing Example of Narrative Texts in Local Content Theme for Senior High School* published in *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, developed locally-themed narrative texts for Grade 10 students at SMA Negeri 5 Palangka Raya using the ADDIE model. The results showed that the developed materials received high validity ratings from expert validators and positive responses from both teachers and students. The study affirmed that narrative texts developed systematically and tailored to local contexts can serve as effective alternative instructional materials at the senior high school level.

Second, Triani and Eryansyah (2022), in a study entitled *Developing of Palembang-Local-Culture Narrative Reading Materials for the Eleventh Grade of Senior High School* published in *Al-Ishlah: Jurnal Pendidikan*, developed narrative reading materials based on local Palembang culture for Grade 11 students. The study used the Dick and Carey model and involved three expert validators covering language, content, and instructional design. The findings demonstrated that developing reading materials grounded in genre theory and students' learning needs produced a product that was both valid and suitable for classroom use, providing a methodological foundation for the present study in terms of development procedures and expert validation techniques.

Third, Maharani, Harianto, and Asnawi (2024), in a study entitled *The Development of Reading Narrative Text Material Based on Local Folklore of the Eleventh-Grade Students of SMA Negeri 1 Sinabang* published in the *International Journal of Educational Research Excellence*, developed narrative reading materials based on local folklore using the ADDIE model. The materials received an excellent rating with a mean score of 4.51, and the effectiveness test yielded a satisfactory N-gain score of 60.40%. This study demonstrated that the ADDIE model provides a robust and reliable framework for producing high-quality narrative reading materials, further justifying its selection as the development model for the present research.

Despite the contributions of these and other related studies to the field of narrative text materials development, no prior research has specifically investigated the development of narrative texts with mystery elements as reading instructional materials for Grade 10 senior high school students. The mystery genre holds considerable untapped potential for enhancing student curiosity and

reading motivation in the EFL classroom. This research gap provided the primary motivation for conducting the present study.

Based on the background described above, this study addresses the following research questions: (1) How are narrative texts with mystery elements developed for Grade 10 senior high school students? (2) How are the responses of Grade 10 students toward the developed narrative texts with mystery elements?

The findings of this study are expected to make a meaningful contribution to English language instructional materials development at the senior high school level, particularly by providing an alternative and engaging reading resource for Grade 10 students. The developed materials are also expected to support teachers in designing more motivating reading learning environments and to assist students in developing their reading comprehension skills more effectively and sustainably.

2. Method

Research Design

This study employed a Research and Development (R&D) approach. Research and development is a type of educational research that aims to produce a specific product and to evaluate its effectiveness in a real learning context (Sugiyono, 2019). The development model used in this study was adapted from the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a comprehensive and structured framework that has been widely validated in previous studies on EFL instructional materials development (Maharani et al., 2024; Meka et al., 2023; Salzabila and Fathurrahman, 2024).

Research Participants

The participants of this study consisted of two groups. The first group comprised two expert validators, namely a language expert and a materials development expert, who were responsible for evaluating and validating the developed narrative texts. The language expert held a doctoral degree in Applied Linguistics and had over ten years of experience in English language teaching and research.

The materials development expert held a doctoral degree in Educational Technology and had extensive experience in designing and evaluating EFL instructional materials. The second group consisted of 30 Grade 10 students at a public senior high school in Indonesia who participated in the implementation phase. The students were selected using purposive sampling based on their enrollment in the English class where the target materials were scheduled to be used.

Data Collection Instruments

Two instruments were used to collect data in this study. First, expert validation questionnaires were used to assess the validity of the developed material from the perspectives of both the language expert and the materials

development expert.

The validation questionnaire covered aspects including alignment with the curriculum, linguistic appropriateness, suitability of text difficulty level, quality of the generic structure, and effectiveness of the integrated mystery elements. Second, a student response questionnaire was distributed after the implementation phase to gather students' perceptions of the developed material across four dimensions: attractiveness, readability, motivational value, and learning relevance. The questionnaire used a five-point Likert scale ranging from strongly agree to strongly disagree.

Data Analysis

Data from the expert validation questionnaires and the student response questionnaire were analyzed quantitatively using percentage formulas to determine the level of material validity and the quality of student responses. The interpretation criteria used were as follows: 81% to 100% was categorized as very good or very positive; 61% to 80% was categorized as good or positive; 41% to 60% was categorized as fair; and below 40% was categorized as poor. Qualitative data from open-ended items in the student response questionnaire were analyzed thematically to provide additional depth of insight into the strengths and areas for improvement of the developed material

3. Result

The Development Process of Narrative Texts with Mystery Elements

Analysis Stage

The first stage of the development process was needed analysis. At this stage, the researcher conducted a series of activities to obtain accurate information about the learning needs of Grade 10 students. These activities included classroom observation, curriculum document review, and structured interviews with the Grade 10 English teacher. The interview results revealed that Grade 10 students were generally less enthusiastic about reading narrative texts from the government-issued textbook, primarily because the themes and storylines were considered predictable and insufficiently challenging. The teacher also noted that students expressed a stronger preference for texts featuring suspenseful and mysterious storylines, indicating a clear alignment between students' reading preferences and the mystery genre.

The curriculum review confirmed that narrative text is a compulsory topic in the Grade 10 English syllabus based on the 2013 Curriculum. Students are required to comprehend the social function, generic structure, and linguistic features of narrative texts and to apply this understanding in meaningful reading tasks. The review also identified that the existing textbook contained only a limited number of narrative texts, with most of them featuring predictable plots and conventional themes that failed to sustain students' interest. Based on the findings of the needs analysis, the researcher determined that developing narrative texts with mystery

elements represented a contextually appropriate and pedagogically sound response to the identified learning needs.

Design Stage

At the design stage, the researcher planned the fundamental framework of the material to be developed. Activities at this stage included determining the story theme, establishing appropriate text length, selecting target vocabulary, and designing a storyline that effectively incorporated mystery elements. The researcher decided to develop one narrative text with a school setting as the thematic context. The selection of a school setting was intentional, as this environment is closely familiar to Grade 10 students and is therefore expected to make the story more relatable and personally meaningful to the target readers.

The text was carefully designed following the generic structure of narrative texts, which consists of orientation, complication, and resolution (Hyland, 2004). Mystery elements were purposefully integrated into each structural component. In the orientation, an atmosphere of suspense was established and characters with key roles in uncovering the mystery were introduced. In the complication, tension was built gradually through a series of puzzling events accompanied by scattered clues intended to stimulate the reader's curiosity and inferential thinking.

In the resolution, the mystery was finally solved through a logical and satisfying explanation. This structural design was guided by the principle that effective reading texts must maintain coherence while sustaining the reader's attention throughout the entire reading experience.

Development Stage

At the development stage, the researcher wrote one narrative text in accordance with the design framework established in the previous stage. The writing process carefully considered the proficiency level of Grade 10 students, ensuring that the vocabulary, sentence length, and grammatical complexity were appropriately calibrated to be neither too simple nor too demanding. Tomlinson (2011) stresses that effective instructional materials must provide an appropriate level of challenge in order to optimally promote learners' language development.

Upon completion of the initial draft, the researcher submitted the text to two expert validators for review. The language expert evaluated the text with regard to linguistic accuracy, appropriateness of vocabulary, correct application of the narrative generic structure, and naturalness of the mystery elements within the storyline. The materials development expert assessed the text in terms of instructional design quality, alignment with the curriculum, coherence of the mystery narrative, and overall suitability for the target learners. Feedback and suggestions from both experts were documented and used as the basis for systematic revision of the text.

Following the expert feedback, the researcher made several targeted improvements to the text. These revisions included simplifying vocabulary items that were identified as excessively difficult for the target learners, clarifying the

mystery clues embedded within the narrative to make them more discernible, and strengthening the logical coherence of the resolution section to ensure that the mystery ending was both satisfying and educationally sound. The revision process was conducted iteratively until both experts confirmed that the text had met the established validity standards.

Expert Validation Results

After the revision process was completed, the text was re-submitted to both validators for final assessment. The language expert's final evaluation yielded a validity percentage of 87.5%, while the materials development expert's evaluation yielded a validity percentage of 85.0%. Both percentages fall within the very good category according to the interpretation criteria used in this study, indicating that the developed narrative text was declared valid and appropriate for use as a reading instructional material for Grade 10 senior high school students.

The language expert noted that the text used language appropriate to the proficiency level of Grade 10 students, that the generic structure of narrative text was applied correctly and consistently, and that the mystery elements were integrated naturally and effectively into the storyline without disrupting the overall flow of the narrative. The materials development expert affirmed that the developed material was well-aligned with the Grade 10 English curriculum objectives and demonstrated strong potential to enhance student engagement in reading activities. These findings are consistent with Meka et al. (2023), who similarly found that narrative texts developed systematically using the ADDIE model received high validity ratings from expert validators.

Implementation and Evaluation Stages

At the implementation stage, the narrative text that had been validated and revised was used in one reading instruction session in the Grade 10 classroom. The session lasted approximately 90 minutes and adopted a genre-based approach to reading instruction, which involved building students' awareness of the generic structure and linguistic features of narrative text before, during, and after the reading activity. During the implementation, the researcher observed student activities and documented levels of engagement during the reading task. Observations revealed that the majority of students appeared noticeably engaged and enthusiastic during the session, particularly when encountering the complication section that contained the mystery elements.

Several students were observed engaging in spontaneous discussions with their peers about the possible identities of suspects or the likely causes of mysterious events in the story, demonstrating an active and critical approach to reading. This pattern of voluntary peer discussion is a strong indicator of high cognitive and affective engagement with the text, which aligns with the findings of Muniroh et al. (2024) regarding the role of text content in promoting reading engagement among EFL learners. The evaluation stage was conducted continuously throughout the development process, and evaluative data were

collected at the end of the implementation stage through the student response questionnaire.

Student Responses Toward the Developed Narrative Texts

General Overview of Student Responses

Following the implementation of the narrative text in the classroom reading activity, the student response questionnaire was distributed to all 30 Grade 10 participants. The questionnaire assessed students' perceptions of the material across four key dimensions: attractiveness, readability, motivational value, and learning relevance. Each dimension comprised five statements rated on a five-point Likert scale.

Overall, students demonstrated highly positive responses toward the developed narrative text. The mean percentage score of the student response questionnaire was 82.3%, which falls within the very positive category based on the interpretation criteria used in this study. This result indicates that the large majority of students found the material to be engaging, comprehensible, beneficial for their learning, and motivating for further reading. The questionnaire results also showed that all four dimensions received positive to very positive ratings, with scores ranging from 80.0% to 86.7%. These findings collectively indicate that integrating mystery elements into a narrative text successfully created a positive reading experience for Grade 10 senior high school students.

Attractiveness of the Texts

With regard to the attractiveness dimension, student responses yielded a percentage of 86.7%, categorized as very positive. A total of 86.7% of students agreed or strongly agreed that the stories in the materials were interesting and successfully captured their attention from the opening paragraph. Students expressed through the open-ended items in the questionnaire that the presence of mystery elements made them genuinely curious about the direction and outcome of the story, which encouraged them to read each section of the text carefully and attentively.

This finding is consistent with the theoretical position of Tomlinson (2011), who asserts that effective instructional materials must be capable of stimulating learners' imagination and curiosity and of sustaining their active engagement throughout the learning activity. Research on EFL reading engagement also indicates that genre-specific content that matches students' reading preferences, including genres with elements of suspense and mystery, significantly enhances students' affective engagement with the text (Muniroh et al., 2024). The results therefore confirm that incorporating mystery elements into narrative texts is an effective strategy for improving the attractiveness and appeal of reading instructional materials for Grade 10 students.

Several students additionally commented through the open-ended questionnaire items that they preferred the texts in the developed materials over the narrative texts in their regular government-issued textbook. Students

described the developed texts as more vivid, more exciting, and better suited to their personal reading tastes. This spontaneous comparative feedback provides additional confirmation that the developed materials represented a meaningful improvement over existing classroom reading resources in terms of student appeal and engagement.

Readability of the Texts

In terms of readability, 80.0% of students reported that the language used in the texts was easy to understand and that the storylines were easy to follow. This percentage falls in the positive category, indicating that the researcher's efforts to calibrate vocabulary, sentence length, and grammatical complexity to the proficiency level of Grade 10 students were largely successful. Students generally did not experience significant difficulty in comprehending the overall meaning of the stories, even when the texts introduced unfamiliar vocabulary items as part of the mystery narrative.

However, a smaller proportion of students (approximately 20%) indicated that certain words or phrases in the texts were still unfamiliar to them. This finding is consistent with Triani and Eryansyah (2022), who also identified vocabulary adjustment as one of the primary challenges in developing narrative reading materials for senior high school students. To address this issue, it is recommended that future versions of the materials include a vocabulary glossary at the end of each text and incorporate pre-reading vocabulary activities that introduce key terms before students engage with the full text.

In addition, 83.3% of students stated that they were able to clearly identify the structural components of each narrative text, including the orientation, complication, and resolution. This ability to recognize the generic structure of the texts is an important competency that Grade 10 students are expected to develop according to the curriculum. The fact that a large majority of students demonstrated this ability after reading the developed texts suggests that the clear and deliberate application of the narrative generic structure in the materials effectively supported students' structural comprehension of the texts.

Motivational Value of the Texts

Regarding motivational value, 83.3% of students agreed that the texts in the developed materials made them more interested in reading English stories. A number of students stated through the open-ended questionnaire items that they would like to read more stories with similar mystery themes beyond the classroom. A student's desire to engage in voluntary reading outside of class is widely recognized as one of the strongest indicators of intrinsic reading motivation, which is considered the most critical component in the development of long-term reading habits and sustained literacy growth.

This finding supports previous research on the relationship between engaging reading materials and student reading motivation. Muniroh et al. (2024) found that students' affective engagement in reading is significantly influenced by

the degree of match between the content of reading materials and their personal reading preferences. When students feel that the texts they are reading are genuinely interesting and aligned with their tastes, they are more likely to invest cognitive effort in understanding the texts at a deeper level. The use of mystery elements in this study appears to have successfully created that alignment, resulting in a meaningful increase in students' reading motivation.

Furthermore, the mystery elements embedded in the texts encouraged students to engage in critical thinking during the reading process. Several students reported that they actively searched for and analyzed the clues dispersed throughout the narrative in an attempt to predict the resolution before reaching the final section of the story. This form of active, inferential reading is highly valuable in the EFL context, as it not only deepens comprehension of the immediate text but also cultivates higher-order thinking skills that are broadly applicable across language learning tasks and academic contexts.

Learning Relevance

On the learning relevance dimension, 80.7% of students stated that the developed materials were relevant to their learning needs and consistent with the topics they were studying in their English class. Students felt that reading the developed texts helped them to understand the concept of narrative text more concretely and meaningfully compared to simply reading theoretical explanations in the textbook. This finding suggests that the text-based approach used in the development of the materials effectively supported the attainment of the narrative text competency objectives specified in the curriculum.

A number of students also reported that reading narrative texts with mystery elements made it easier for them to retain knowledge about the structure and linguistic features of narrative texts. The use of a meaningful and engaging story context appears to have facilitated deeper cognitive processing of the target content, enabling students to store and retrieve information about narrative text more effectively. This finding is consistent with the principle of meaningful learning, which holds that instructional content is more readily understood and retained when it is presented within a relevant and engaging context that connects to learners' existing interests and knowledge.

4. Discussion

Taken as a whole, the results of this study demonstrate that the development of a narrative text with mystery elements using the ADDIE model produced instructional material that was valid, appropriate, and well-received by Grade 10 senior high school students. The study provides empirical support for the pedagogical value of incorporating genre-specific elements, particularly mystery, into EFL reading materials as a means of enhancing student engagement and positive learning experiences.

The findings of this study both confirm and extend the results of prior research in the field of narrative text materials development. While Meka et al. (2023) and Triani and Eryansyah (2022) demonstrated that narrative texts tailored to local cultural contexts received positive responses from students, the present study demonstrates that a narrative text tailored to students' preferred narrative genre, in this case the mystery genre, produces equally positive outcomes in terms of motivation and engagement. Together, these studies suggest that the key principle underlying effective narrative text materials development is responsiveness to learners' needs, whether those needs relate to cultural context, genre preference, or level of cognitive challenge.

The results of this study also carry important practical implications for English language teachers at the senior high school level. Teachers are encouraged to consider incorporating mystery-genre stories into their Grade 10 narrative text instruction as a motivating and effective alternative to conventional textbook texts. The use of instructional materials that align with students' genre preferences can serve as a powerful strategy for increasing reading motivation and student engagement in English language learning more broadly. Additionally, the systematic development process documented in this study can serve as a replicable model for teachers and researchers interested in developing their own contextualized EFL reading materials

5. Conclusion

This study has demonstrated that a narrative text with mystery elements can be effectively developed for Grade 10 senior high school students using the ADDIE model, and that such material receives a highly positive response from students. The development process, which followed five systematic stages and was guided by genre-based theory and materials development principles, produced one narrative text that achieved high validity ratings from both a language expert (87.5%) and a materials development expert (85.0%). The mystery elements integrated into the text, including tension-building conflicts, unexpected events, and scattered clues, successfully created an engaging reading experience that stimulated students' curiosity and sustained their involvement throughout the reading activity.

Student response data revealed that the large majority of Grade 10 students responded very positively to the developed material across all four assessed dimensions, with an overall mean response percentage of 82.3%. Specifically, student responses were very positive for attractiveness (86.7%) and motivational value (83.3%), and positive for readability (80.0%) and learning relevance (80.7%). These results confirm that the developed narrative text with mystery elements is suitable, engaging, and beneficial as a reading instructional material for Grade 10 senior high school students.

For future research, it is recommended that a larger and more diverse sample from multiple schools be involved to improve the generalizability of the findings. A comparative study examining the effectiveness of a narrative text with mystery elements against conventional narrative texts would also provide more conclusive evidence of the specific benefits attributable to the mystery genre.

Additionally, future development efforts could explore the inclusion of vocabulary support features, such as embedded glossaries and pre-reading activities, to address vocabulary comprehension challenges. Teachers are also encouraged to incorporate similar genre-based reading materials into their instructional practice as a strategy for fostering a more engaging and motivating reading learning environment for Grade 10 students.

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