

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Short Story Anthology as Learning Media**

##### **2.1.1 Definition of Short Story Anthology**

In learning a foreign language, books are often used as part of the learning media. One type of book that is often used is a storybook, as it is considered more interesting and entertaining, making the learning process more enjoyable and providing strong motivation (Elley & Mangubhai, 1983). In the category of storybooks, there are various types, one of which is an anthology of short stories. The word "anthology" comes from the Greek language, meaning "bouquet" or "flower" (Ensi, 2023). Initially, anthologies consisted only of poetry collections. However, over time, anthologies have also come to include prose, articles, and short stories.

According to Sumardjo & Saini (1986), short stories are generally fictional narratives that have not actually happened but could happen anywhere and are relatively brief. Meanwhile, according to Umamy (2021), short stories are concise narratives that tell only one event or conflict, yet resolve all problems and themes thoroughly. In the context of language learning, short story anthologies serve not only as entertainment but also as an effective medium for learners to acquire the language. Reading the short stories in the anthology can provide learners with opportunities to recognize vocabulary, sentence structures, and language expressions commonly used in everyday situations (Harmer, 2001). Thus, short story anthologies can enrich learners' language skills through enjoyable learning.

##### **2.1.2 Characteristics of Short Story Anthology**

In general, an anthology of short stories is a collection of stories from one or several authors that can address the same or different themes. According to Tarigan (1989), the short stories that make up this anthology have the following characteristics:

1. Shorter than a novel, with a short form of writing;

2. The Word count is under 10,000 words, allowing readers to finish it in one sitting;
3. The source of the story can come from imagination or everyday experiences, either personal or those of others;
4. It only describes part of the character's life, as the story focuses on one core issue;
5. The characters experience conflict until they reach a resolution, characterized by a simple plot structure and a quick climax.

With these characteristics, short story anthologies are an effective form of literary work that can be enjoyed, studied, and utilized as a medium for language learning.

#### 2.1.3 Functions and Benefits of Short Story Anthology in Learning

Short story anthologies serve various functions and offer numerous benefits, both in the world of literature and in language learning. In literature, anthologies function as a place to express the works of writers with beauty and meaning (Wijaya & Al-Pansori, 2022). By reading anthologies, readers can broaden their understanding of language styles, narrative techniques, and themes explored in short stories.

In the context of language learning, short story anthologies serve as a medium to enrich vocabulary, improve reading skills, and text comprehension (Erkaya, 2005). Since anthologies consist of short stories, learners can practice comprehending texts quickly yet deeply. Additionally, the diversity of themes and language styles in anthologies can help learners become familiar with various contexts of language use, which is crucial for improving foreign language skills.

Another benefit is that anthologies can increase learners' reading interest, because short and interesting stories are easier to digest than long texts (Pratiwi et al., 2024). The use of anthologies in learning can also motivate learners to explore English more actively and creatively, making the learning process more lively and meaningful (Hanson, 2001).

## **2.2 Interactive Media in Learning**

### **2.2.1 Definition of Interactive Media**

Interactive media is a tool that allows two-way communication between the user and the material presented. In contrast to conventional media, which is one-way, interactive media requires users to participate actively, either through answering questions, choosing options, or interacting directly with the content presented (Ramadhani et al., 2023). According to Mintorogo and Adib (2014), interactive media refers to media that can produce active interaction or action between the learner and the medium.

Meanwhile, Arsyad (2011) states that interactive media not only conveys information, but also encourages users to think, make decisions, and control the course of the learning process. In the context of language learning, the use of interactive media is important because it can help increase reader engagement, deepen understanding of concepts, and provide direct feedback on learning activities.

With interactive media, the learning process becomes more dynamic and personalized, as readers are not only passively receiving information but are also actively involved in constructing their knowledge.

### **2.2.1 Characteristics of Interactive Media**

Interactive media has several characteristics that distinguish it from other types of learning media. According to Arsyad (2011), interactive media is characterized by the presence of components that encourage active learner involvement. Some of the main characteristics of interactive media include:

a) Two-way interaction

Interactive media allows for mutual communication between the user and the system. The learner can respond to the material, and the system responds to the response, thereby forming a relationship during the learning process.

b) User control

In interactive media, learners can have control over the flow and pace of learning. They can select materials, determine the order of learning, or repeat certain sections as needed.

c) Immediate feedback

Interactive media provides quick feedback on learners' activities. This feedback is important to help them understand their mistakes and reinforce their understanding of the material they have learned.

d) Combining different forms of media

Interactive media typically combines text, images, sound, animation, or video to make the material presented more engaging and easier to understand.

With these characteristics, interactive media can create a more engaging and effective learning environment, particularly in foreign language learning, which requires extensive practice and direct learner involvement.

### 2.2.3 The Role of Interactive Media in English Learning

Interactive media plays a significant role in supporting the learning process, especially in language learning. It functions not only as a teaching aid but also as a tool to enhance learner engagement, accelerate comprehension, and strengthen memory retention of the material being studied. According to Hwang and Chang (2011), learning through interactive media can increase students' motivation as it feels more dynamic and engaging. In addition, such media helps learners understand vocabulary and grammar through interactive exercises (Chen & Lee, 2011). Furthermore, interactive media allows learners to control the pace and style of their learning according to their individual needs (Kukulska-Hulme, 2009). Thus, interactive media serves not merely as a supplementary tool, but as an effective primary method for learning English in a more enjoyable, structured, and result-oriented way.

## 2.3 Audio and Visual Elements in Interactive Storybooks

### 2.3.1 Definition and Types of Audio-Visual Media

Audio-visual media are learning tools that convey information or learning materials by combining sound (audio) and images (visual) (Hamdani, 2011, as cited in Serungke et al., 2023). In the context of interactive storybooks, audio-visual elements refer to features such as recorded audio narration and supporting illustrations included in the book to aid story comprehension. According to Novitri, Zaim, and Thahar (2023), the use of audio-visual media in language learning

materials can help learners better understand the content and become more engaged in the learning process. Therefore, the integration of audio and visual elements is used to create a more engaging and practical learning experience, especially for A2-level learners.

### 2.3.2 The Role of Audio in Language Learning

Audio plays a crucial role in language learning, as it enables learners to directly hear the correct pronunciation, intonation, and rhythm of sentences. According to Daulay (2025), the use of audio in language learning, such as narrative stories or conversations, can significantly improve learners' listening skills, pronunciation, and understanding of sentence structures. In addition, Rizal (2024) states that audio-visual media support learners in imitating language style, intonation, and expressions, thus increasing their confidence in speaking English.

### 2.3.3 The Role of Visuals/Illustrations in Language Learning

In a storybook, visuals or illustrations help clarify learners' thoughts, introduce new vocabulary, and make challenging contexts easier to understand. Research by Khotimah, Islamiah and Hengki (2021), demonstrates that incorporating pictures or illustrations into storytelling can enhance learners' comprehension of the story and stimulate their imagination. Furthermore, illustrations can help learners associate words with images, making the learning process more effective and enjoyable.

### 2.3.4 Integration of Audio-Visual in Interactive Storybooks

The integration of audio and visual elements in interactive storybooks can help create a learning environment that matches learners' learning styles. According to Mayer (2024), the combined use of audio and visuals can reduce cognitive load and help learners remember information more easily by processing material through dual channels. Similarly, Paivio (1986) argues that learners are more focused, motivated, and able to understand the material better when learning with audio-visual media compared to traditional learning methods.

## **2.4 Grammar in English Learning**

### 2.4.1 Definition of Grammar

Grammar is a system of rules that regulates the structure and use of language. According to Fitria (2022), grammar is a language system that includes

rules regarding sounds, words, and other elements, as well as their combinations and interpretations. Sinurat et al. (2023), adds that grammar is the order or structure of the sentence that must be learned thoroughly so that the spoken or written language is done correctly according to English standards. By understanding, learners can compose correct and effective sentences in daily communication.

Grammar is a crucial aspect of learning a language, particularly English. When individuals want to learn a new language, they will typically learn the grammar (Murti et al., 2024). With a good understanding of grammar, individuals can learn how to form sentences, arrange words, and use appropriate language structures to convey their messages effectively. By understanding, learners can express thoughts, feelings, and information more clearly and accurately, both orally and in writing.

#### 2.4.2 The Role of Grammar in English Language Acquisition

Grammar plays a vital role in mastering English because it enables the formation of correct and effective sentences (Nabah, 2019). Understanding sentence structures, such as the subject, predicate, object, and adverb, helps learners construct clear and logical sentences so that the message conveyed can be received correctly by the interlocutor.

In writing and speaking skills, mastery of grammar enables the conveyance of ideas in a more structured and engaging manner. Using a variety of sentence forms that are appropriate to the context also helps enrich language expression. Meanwhile, in reading and listening skills, an understanding of grammatical structures makes it easier for learners to understand the content of texts and conversations more effectively.

Overall, grammar serves as the primary foundation in developing English language skills (Rachmawati, 2022). The use of good grammar will accelerate the learning process, increase confidence, and help learners communicate more fluently in various situations.

### 2.4.3 A2 Grammar Features and Examples in Short Stories

At the A2 level, based on the CEFR, learners are expected to understand and use a variety of basic grammar structures commonly used in daily life, as well as in short stories. Some grammar topics frequently taught at this level include the use of the present simple and past simple tenses, present continuous, comparative and superlative adjectives, basic modal verbs such as *can*, *must*, and *should*, the use of articles (*a*, *an*, *the*), prepositions of time and place, and simple questions and imperative sentences.

Examples of standard A2 grammar features found in short stories:

- a) Present Simple: “Kika eats breakfast at 7 a.m.”
- b) Past Simple: “Last night, they watched a movie.”
- c) Present Continuous: “I am doing my homework now.”
- d) Comparative & Superlative Adjectives: “My house is bigger than yours.”  
/ “This is the biggest cake I’ve ever seen.”
- e) Modal Verbs: “He should drink more water.” / “We can play outside after lunch.”
- f) Articles: “I saw an elephant at the zoo.” / “The elephant was very big.”
- g) Prepositions: “The keys are under the chair.” / “She arrives at school on time.”
- h) Simple Questions: “Do you like pizza?” / “How old are you?”
- i) Imperatives: “Please turn off the light.” / “Don’t be late.”

Using these grammar features in short stories helps learners recognize sentence patterns and vocabulary commonly used in everyday contexts. For example, in a story about a personal experience, a sentence like: “*I visited the zoo last week. It was fun. I saw many animals.*” helps learners understand the use of the past simple tense and basic vocabulary.

A2 level grammar includes basic tenses (such as present simple, past simple, and present continuous), modal verbs (*can*, *must*, *should*), articles, comparative and superlative adjectives, prepositions, and simple conditional sentences. All of these elements are important because they help learners express daily routines, describe past experiences, and make requests or suggestions in a simple and understandable

way. The British Council (2025) also emphasizes that the correct use of articles (*a*, *an*, and *the*) is essential in constructing simple, clear sentences suitable for A2 learners.

By incorporating these grammar points into short stories that reflect real-life situations, learners can acquire grammar more naturally and enjoyably. This aligns with the findings of Sulaeha, Kamsinah and Annur (2020), who stated that short stories written in simple sentences are highly effective in improving grammar comprehension at the A2 level.

## **2.5 Level A2 in the Common European Framework of Reference for Language (CEFR)**

### **2.5.1 Definition of CEFR**

CEFR (Common European Framework of Reference for Languages) is a system used to measure and describe a person's level of language proficiency in various languages. The Council of Europe developed the CEFR as a standard to help people understand, teach, and measure language proficiency. It applies to all European languages and has now been adopted internationally by many countries to assess language proficiency in educational and professional contexts.

According to the Council of Europe (2025), the CEFR classifies language skills into six levels, namely:

a) A1 (Beginner)

Language users can understand and use fundamental everyday expressions. They can introduce themselves and ask and answer simple questions.

b) A2 (Basic)

Language users can understand sentences that are frequently used and relate to concrete needs, such as discussing work, family, or residence.

c) B1 (Intermediate)

Language users can understand texts dealing with familiar topics in their work, school, or leisure activities. They can also make fairly straightforward sentences in less complex situations.

d) B2 (Advanced Intermediate)

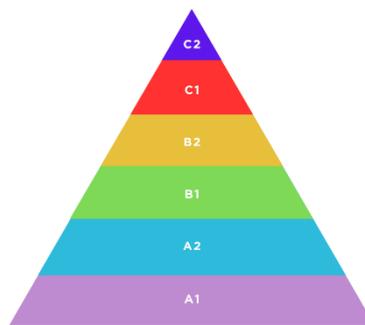
Language users can understand the main ideas of complex texts on concrete and abstract topics. They can communicate fluently and spontaneously, without much searching for words.

e) C1 (Continued)

Language users can understand a wide variety of longer and more complex texts and speak fluently and spontaneously without much effort.

f) C2 (Advanced)

Language users can easily understand almost anything they read or hear. They can express themselves with outstanding clarity and detail in both speaking and writing.



**Figure 2. 1** CEFR Level

Source: Council of Europe

The CEFR is not only used in language proficiency assessment but also serves as a basis for developing curricula and designing learning materials that align with the level of language proficiency learners aim to achieve (Astrianingsih & Dwinalida, 2024). With the CEFR, language proficiency measurement becomes more objective and structured, which makes it easier to evaluate the development of language learners over time.

### 2.5.2 A2 level characteristics

Level A2 in the Common European Framework of Reference for Languages (CEFR) describes language users with basic language skills. Language users at this level can already communicate effectively in simple, everyday situations and understand texts related to their routine needs. The main characteristics of level

A2 are as follows:

a) Language Comprehension

Language users at the A2 level can understand simple sentences commonly used in everyday life, such as those found in conversations about work, family, or residence. They can understand basic information conveyed in effortless conversations.

b) Ability to convey information

At the A2 level, a person can construct simple sentences and can communicate in situations that require an immediate response. For example, they can introduce themselves or others, answer questions about themselves, and explain their daily routine in simple words.

c) Reading Skills

Language users at A2 level can read short, simple texts that deal with familiar topics or daily activities. They can understand simple directions or instructions and recognize letters or short notes containing practical information.

d) Writing Skills

At this level, language users can write short sentences or paragraphs on familiar topics, such as writing postcards, short personal letters, or lists of daily activities. Although they still make frequent mistakes, they can convey information quite clearly.

e) Everyday Conversation

Language users at the A2 level can engage in simple, spontaneous conversations about topics they are familiar with or related to their daily routines. They can ask for information or give simple explanations, although they may still be limited in their vocabulary and ability to communicate in more complex situations.

### 2.5.3 Application of A2 Level in Short Story Anthology

The application of A2 level in the short story anthology aims to provide English learning materials that are suitable for the abilities and needs of beginner learners. At this level, learners are expected to understand simple sentences,

respond to basic information, and express everyday needs using common grammar structures and vocabulary. Therefore, the short stories designed for A2 level use simple sentences, familiar topics such as family, school, work, or hobbies, and are complemented with illustrations and audio to help learners understand the content more effectively.

Basic grammar, such as the present simple, past simple, and basic modal verbs (can, must), as well as prepositions and simple questions or commands, is commonly featured in these stories. Additionally, the anthology is designed to be interactive, featuring audio and visual elements. Learners can read while listening to the narration and viewing the illustrations, making the learning process more engaging and easier to understand. This approach is known as multimodal learning, which has been proven effective in improving comprehension and learning motivation, especially for beginners who still require frequent repetition and visual support.

Several studies also demonstrate that short stories tailored to the A2 level facilitate learners' understanding of grammar and vocabulary within daily contexts, making the learning process feel more natural and meaningful. As explained by Akintunde and Iwuagwu (2024), simple and relatable stories enable learners to acquire grammar more flexibly. Research by Kodriyah et al. (2025) also confirms that the use of interactive storytelling significantly enhances vocabulary acquisition and learner engagement among beginner-level English students. The British Council (2023) also states that short stories designed explicitly for A2 learners can help improve reading skills, expand vocabulary, and gradually build a better understanding of sentence structures.

Thus, the implementation of A2 level in this short story anthology not only supports learners in grasping the material more easily but also helps build their confidence and motivation to use English in their everyday lives.

## **2.6 Theoretical Steps in Developing Interactive Short Story Anthology**

### **2.6.1 Stages of Product Development**

The process of developing a book typically follows a systematic set of stages widely recognized in the fields of writing and publishing. Referring to Slamet et al.

(2019), the study outlines several important steps that must be taken, including determining the theme, collecting materials and references, creating an outline, drafting the manuscript, editing and revising, designing layout and visuals, validating the product through expert or user testing, and finally publishing or implementing the product. These steps are summarized as follows:

- a) Determining the Theme/Topic: Selecting a central issue or focus for the book according to the needs of the target audience;
- b) Collecting Materials/References: Gathering relevant literature and information to support the accuracy and credibility of the content;
- c) Creating an Outline: Designing the structure of the book and the logical flow of chapters;
- d) Writing the Draft: Developing the manuscript based on the previously created outline;
- e) Editing and Revision: Improving the content through careful reviewing, editing, and refining of the draft;
- f) Design and Layout: Organizing visual elements such as the layout, illustrations, and cover design;
- g) Trial/Validation: Conducting product testing with experts or prospective users to gather feedback and ensure its appropriateness;
- h) Publication or Implementation: Distributing the final version of the product to users or making it publicly available.