

REFERENCES

- Abrams, M. H. (1999). *A glossary of literary terms* (7th ed.). Heinle & Heinle.
- Al-Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: A comparative study. *Language Learning & Technology*, 5(1), 202–232. <https://www.lltjournal.org/item/95>
- Amalia, P. A. (2023). Penelitian dan pengembangan buku cerita berbahasa Inggris dengan internalisasi pendidikan karakter menggunakan metode dialogic. *Sebatik*, 27(1). <https://doi.org/10.46984/sebatik.v27i1.2022>
- Azisah, R., Sanjani, A., & Asnidar, A. (2017). The effectiveness of used short stories to improve the students' vocabulary mastery. *Professional Journal of English Education*, 15, 15–21. <https://doi.org/10.32996/jweep>
- Borg, W. R., & Gall, M. D. (1989). Educational research: An introduction. *British Journal of Educational Studies*, 32(3).
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5–51.
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing. <https://www.coe.int/en/web/common-european-framework-reference-languages>
- Dang Thi Kim Chung, M. A. (2023). The efficacy of visual aids in enhancing vocabulary acquisition in EFL classes. *International Journal of Social Science and Humanities Research*, 6(10). <https://doi.org/10.47191/ijsshr/v6-i10-80>
- Farzaneh, N., & Nejadansari, D. (2014). Students' attitude towards using cooperative learning for reading comprehension. *Theory and Practice in Language Studies*, 4(2), 287–292. <https://doi.org/10.4304/tpls.4.2.287-292>
- Ghazanfari, M., Hemmati, F., & Rastegar, R. (2014). The impact of illustrations on EFL learners' comprehension and recall of short stories. *The Reading Matrix: An International Online Journal*, 14(1), 80–95. <https://www.researchgate.net/publication/270846735> The Impact of Illustrations on Recall of Short Stories

- Hananuraga, R. (2022). Peranan pendidikan bahasa Inggris bagi perkembangan ilmu lainnya. *ENGGANG: Jurnal Pendidikan, Bahasa, Sastra, Seni, dan Budaya*, 2(2), 273–286.
- He, X., & Godfroid, A. (2019). Choosing words to teach: A novel method for vocabulary selection and its practical application. *TESOL Quarterly*, 53(2), 348–371. <https://doi.org/10.1002/tesq.483>
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2005). *Instructional media and technologies for learning*. Pearson. <https://doi.org/10.1177/1529100618772271>
- Hyland, K. (2004). *Genre and second language writing*. University of Michigan Press.
- Maru'ao, N. (2020). Penerapan pembelajaran inovatif dalam meningkatkan pembelajaran bahasa Inggris. *Warta Dharmawangsa*, 14(2). <https://doi.org/10.46576/wdw.v14i2.622>
- Mayer, R. E. (2005). *The Cambridge handbook of multimedia learning*. Cambridge University Press.
- Merç, A. (2013). The effect of comic strips on EFL reading comprehension. *International Journal on New Trends in Education and Their Implications*, 5(1), 54–64. <https://ijonte.elapublishing.net/arsiv/1181>
- Misriandi, M., & Hendrawan, R. (2023). Pengaruh literasi membaca cerita pendek terhadap penguasaan kosakata bahasa Indonesia siswa sekolah dasar. *Atmosfer: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(1), 1–10. <https://pbsi-upr.id/index.php/atmosfer/article/view/788>
- Nanda, D. W., & Azmy, K. (2020). Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible solutions. *Englisia: Journal of Language, Education, and Humanities*, 8(1), 12–24. <https://doi.org/10.22373/ej.v8i1.6639>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nazara, P. (2019). Short stories in English language teaching. *Jurnal Pendidikan Bahasa dan Sastra*, 19(1), 13–25. <https://files.eric.ed.gov/fulltext/EJ1266152.pdf>
- Nguyen, T. T., & Pham, H. T. T. (2024). The effectiveness of using visual aids in teaching English vocabulary to Vietnamese young learners: An

experimental study. *English Education and Applied Linguistics Journal (EEAL Journal)*, 7(3), 149–162.
<https://doi.org/10.31980/eealjournal.v7i3.2483>

Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.

Paivio, A. (1990). *Mental representations: A dual coding approach*. Oxford University Press.

Pardede, P. (2011). Using short stories to teach language skills. *Journal of English*.

Ristyani, N., Nurhayati, & Husnussalam. (2019). Instructional media used in teaching English.

Riyati. (2020). Tingkatan kesulitan belajar bahasa Inggris pada siswa kelas XI SMA 1 Jambi.

Safrina, R., Marlina, L., & Refnaldi. (2021). The correlation between students' motivation and their speaking ability. *Journal of English Language Teaching*, 10(1), 94–103. <https://doi.org/10.24036/jelt.v10i1.111777>

Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329–363.
<https://doi.org/10.1177/1362168808089921>

Somers, J. (2018, February 28). Anthology: Definition and examples in literature. *ThoughtCo*. <https://www.thoughtco.com/anthology-definition-4159516>

Tomlinson, B. (2003). Developing principled frameworks for materials development. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 107–129). Continuum.

Ware, C. (2008). *Visual thinking for design*. Morgan Kaufmann.