

The Effect of the Fun Learning Method on Reading Comprehension of Short Story Texts among Fourth-Grade Students

Sri Kholidah^{1*}, Rahmad Kartolo², Sutikno³

^{1,2,3}Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia

Correspondence Authors: srikholidah394@gmail.com

Article history: Received June 30, 2026; revised July 24, 2026; accepted July 31, 2026

This article is licensed under a Creative Commons Attribution 4.0 International License



ABSTRACT

This research was motivated by the low learning outcomes in reading comprehension of short stories among fourth-grade students at SD Negeri 114 Pagaran Sigatal. The use of monotonous and conventional teaching methods makes students passive and unenthusiastic during the reading comprehension process. To address this issue, this study investigated the effects of the Fun Learning method on students' reading comprehension outcomes. This quasi-experimental research used a control group pre-test post-test design involving 50 students, consisting of 25 students in the experimental class and 25 in the control class. The pre-test results showed that the average score of the experimental class was 69.2, while that of the control class was 69.72. After the treatment, the post-test average score of the experimental class increased to 80.2, while the control class only reached 75.4. The maximum score in the experimental class increased from 75 to 95, and the minimum score increased from 55 to 70. In contrast, the maximum score in the control class reached only 85, and the minimum was 68. The hypothesis test using the t-test showed that the t-value (2.668) was greater than the t-table value (1.677) at the 0.05 significance level, indicating that H_0 was rejected and H_a was accepted. This means that the Fun Learning method significantly improves students' learning outcomes. Furthermore, this method increased students' active participation, stimulated enthusiasm, and strengthened collaboration through singing and guessing-game activities. The advantage of this method lies in its ability to create an enjoyable learning atmosphere, motivate students to engage actively, and enhance their ability to comprehend texts more deeply. Therefore, the Fun Learning method is a worthy alternative instructional strategy to improve learning outcomes, particularly in reading comprehension skills, at the elementary school level.

Keywords: Instructional Method, Fun Learning, Reading Comprehension, Short Story Texts

I. INTRODUCTION

Reading comprehension in the early years of schooling plays a pivotal role in shaping students' subsequent academic trajectories. In primary education, the subject of Bahasa Indonesia is designed to develop basic literacy and cultivate the ability to understand, interpret, and appreciate texts, including literary forms such as short stories. At the fourth-grade level, students are expected to progress from learning to read to reading to learn, using texts as a source of information, values, and enjoyment. However, this ideal is often not realized in classroom practice (Suyanto et al., 2025).

Preliminary observations and pre-survey data at SD Negeri 114 Pagaran Sigatal revealed substantial challenges in students' mastery of reading comprehension of short story texts. Daily test scores in Bahasa Indonesia for short story comprehension indicated that only 39.3% of students reached the school's KKM of 75, while 60.7% failed to meet this standard. These quantitative figures were corroborated by qualitative observations: many students appeared disengaged during reading lessons, exhibited difficulty identifying main ideas and key details, and struggled to respond to comprehension questions accurately and coherently.

Interviews with the classroom teacher further highlighted several underlying issues. First, students tended to be passive; they rarely volunteered answers or asked questions, and many were reluctant to express their views. Second, off-task behaviors, such as talking with peers about unrelated matters or not completing assignments on time, were relatively common. Third, the instructional approach was predominantly teacher-centered, relying heavily on lectures and direct explanations. The teacher typically reads or explains the text, while students listen and then answer questions from the textbook, with limited opportunities for interaction, exploration, or creative response (Wawointana et al., 2025).

Such instructional practices create a learning environment that is monotonous, cognitively undemanding for many students, and affectively unengaging. When reading is experienced as a series of repetitive tasks with little room for enjoyment or self-expression, students may perceive reading comprehension as difficult, boring

or irrelevant. Over time, this can lead to reduced motivation, weaker engagement, and persistently low achievement in reading-related tasks (Una et al., 2025).

From a theoretical perspective, learning outcomes are influenced by a complex interplay of internal factors (such as interest, motivation, and cognitive ability), external factors (such as family support, school environment, and classroom climate), and learning approaches and methods. Even when internal and external conditions are reasonably supportive, an inappropriate or uninteresting instructional method can depress students' performance. Conversely, a method that can stimulate curiosity, foster interaction, and create positive emotional experiences has the potential to enhance learning outcomes, particularly in domains that require active mental processing, such as reading comprehension (Niketa Sunil Kelkar, 2025).

Against this backdrop, the Fun Learning method has emerged as a promising alternative. Fun Learning refers to an instructional approach that purposefully embeds joy, playfulness, creativity, and interaction into the learning process. Instead of viewing learning as a serious and stressful obligation, Fun Learning presents it as an enjoyable and meaningful activity in which students are eager to participate. The key principles of Fun Learning include: (1) creating a safe, warm, and supportive classroom atmosphere; (2) employing varied and attractive activities such as games, songs, storytelling, and dramatization; (3) promoting active participation and collaboration; and (4) connecting learning tasks to students' interests and experiences (Wahyuni et al., 2025).

In the context of reading comprehension of short story texts, Fun Learning can be operationalized through activities such as singing a song related to the story theme, playing guessing games where students infer words or scenes from non-verbal clues, dramatizing selected scenes from the story, and working in small groups to construct story maps or mind maps. These activities integrate the cognitive, affective, and social dimensions of learning. Students are not merely asked to recall information from the text; they must interpret the content, express meaning through gestures and performance, negotiate understanding with peers, and reflect on the moral or message of the story.

Importantly, Fun Learning is not synonymous with unstructured play. Rather, it is a structured pedagogical approach in which playful and enjoyable activities are carefully aligned with specific learning objectives and assessment criteria to enhance learning. In this study, Fun Learning was deliberately designed to support the development of key comprehension skills: identifying characters and their traits, understanding plot sequences, determining main ideas and supporting details, and grasping the moral values embedded in short stories. The enjoyment derived from singing and playing guessing games is intended to lower affective barriers to learning, such as anxiety and boredom, thereby enabling deeper cognitive engagement with the text (Ma & Xu, 2025). The theoretical rationale for Fun Learning is supported by insights from educational psychology and neuroscience. When learning occurs in a positive emotional climate, with feelings of enjoyment and interest, the limbic system is activated in ways that facilitate attention, memory consolidation, and motivation. In contrast, when learning is associated with fear, stress, or monotony, students may experience cognitive and emotional disengagement, limiting their capacity to process and retain information. For young learners, who are naturally inclined toward play and exploration, aligning instructional activities with their developmental characteristics is crucial.

Despite its theoretical and intuitive appeal, the effectiveness of Fun Learning must be validated empirically, especially in specific subject areas and educational contexts. Most prior studies in Indonesian primary education have focused on other active learning models, such as problem-based or cooperative learning, and in subjects such as science and mathematics. Rigorous research examining Fun Learning in Bahasa Indonesia reading comprehension is still needed, especially with robust designs that include control groups and pre-test–post-test comparisons.

The present study responds to this need by investigating the effect of the Fun Learning method on fourth-grade students' reading comprehension of short story texts at SD Negeri 114 Pagaran Sigatal. Using a quasi-experimental control group pre-test–post-test design, this study compared the learning outcomes of students taught through Fun Learning with those taught through conventional methods. The central research question is: "Does the application of the Fun Learning method significantly improve students' learning outcomes in reading comprehension of short story texts compared to conventional instruction?"

The objectives of this study are twofold. First, to describe the implementation of Fun Learning in teaching reading comprehension of short stories to fourth-grade students. Second, to determine the extent to which the Fun Learning method improves students' reading comprehension outcomes, as reflected in their test scores before and after the intervention. The findings are expected to provide theoretical contributions to the literature on innovative language teaching methods and practical implications for teachers and schools seeking to enhance literacy instruction and student engagement in reading.

In summary, this study is situated at the intersection of concerns about low reading comprehension outcomes, critiques of traditional teacher-centered pedagogy, and the search for more engaging and student-centered instructional approaches. By focusing on Fun Learning and its impact on short story comprehension in a real classroom setting, this study aims to generate evidence-based recommendations that can support the improvement of teaching and learning practices in Indonesian primary schools.

II. METHODS

A. Research Design and Approach

This study employed a quantitative approach with a quasi-experimental design, specifically a control group pre-test–post-test design. Two intact classes were selected for this study: one as the experimental group receiving the Fun Learning treatment, and the other as the control group receiving conventional instruction. Both groups were administered the same pre-test before the intervention and the same post-test after the intervention (Sugiyono, 2017).

The design can be represented as follows:

Experimental group: $O_1 - X - O_2$

Control group: $O_1 - - - O_2$

Where O_1 denotes the pre-test, O_2 denotes the post-test, and X denotes the Fun Learning treatment. This design enabled a comparison of learning gains between the experimental and control groups while controlling for initial differences through baseline measurements.

B. Population and Sample

The study population consisted of all fourth-grade students at SD Negeri 114 Pagaran Sigatal, Mandailing Natal Regency, in the 2025–2026 academic year. The fourth grade was composed of two classes with a total of 50 students. Given that the population size was relatively small (less than 100), all students were included as research subjects.

The sample comprised 50 students divided into two groups: 25 students in Class IV B as the experimental group and 25 students in Class IV A as the control group. The sampling technique used was purposive sampling based on administrative and pedagogical considerations, including class homogeneity and schedule feasibility. The two classes were considered comparable in terms of student characteristics and prior academic standing (Arikunto, 2017).

C. Variables and Operational Definitions

The study involved two main variables:

Independent Variable (X): Fun Learning method

The Fun Learning method is an instructional approach that integrates joyful, interactive, and varied activities into the teaching–learning process. In this research, Fun Learning included learning through singing, playing guessing games, storytelling, and group-based activities designed to support reading comprehension of short story texts. The treatment was implemented across several lessons in the experimental classes.

Dependent Variable (Y): Learning outcomes in reading comprehension of short story texts

Learning outcomes refer to students' cognitive achievement in understanding short story texts in Bahasa Indonesia, as measured by their essay-type test scores. The outcomes were quantified through pre- and post-test scores, with reference to the school's KKM of 75 and categorical grading (A, B, C, D, E) (Creswell, 2021).

D. Instrumentation

The primary data collection instrument was an essay-style reading comprehension test in essay form. The test items were developed based on the curriculum competencies for fourth-grade Bahasa Indonesia, focusing on reading and understanding short stories. The test blueprint included indicators such as understanding the meaning and structure of short stories, drawing conclusions based on the text, analyzing characters and conflicts, and evaluating linguistic features.

The initial pool of items was subjected to validity and reliability testing. Item validity was assessed using item–total correlation (r) with a sample of 25 students and a significance level of $\alpha = 0.05$, yielding a critical r -table value of 0.396. Items with $r_{count} \geq 0.396$ were considered valid and retained; items with $r_{count} < 0.396$ were discarded. The analysis showed that items 1, 2, 3, 4, 6, 8, 9, 10, 12, and 15 were valid, whereas items 5, 7, 11, 13, and 14 were invalid and excluded (Miles, M. B., & Huberman, 2014).

Reliability was examined using Cronbach's alpha. The computation yielded an alpha coefficient of 0.524, which exceeded r_{table} (0.396) for 25 respondents, indicating that the instrument possessed acceptable internal consistency and was reliable for measuring students' reading comprehension skills.

E. Data Collection Procedures

Data collection followed several stages:

Preparation

The researcher obtained permission from the school, coordinated with the classroom teacher, and prepared the lesson plans, learning materials, and assessment instruments. The schedule for pre-testing, intervention, and post-testing was arranged in consultation with the school authorities.

Pre-test Administration

Both the experimental and control classes were given the same pre-test prior to the intervention. The pre-test aimed to measure students' initial ability in reading comprehension of short story texts and to ensure that the two classes were comparable at the baseline.

*Implementation of Instruction**Control Group (Conventional Method):*

In the control class, instruction proceeded using the teacher's usual methods, primarily through lectures and textbook-based activities. The teacher explained the content of the short story, asked students to read and answer questions, and provided clarifications as needed. Student participation is largely limited to answering questions and completing written tasks.

Experimental Group (Fun Learning Method):

In the experimental class, the researcher implemented the Fun Learning method through a series of structured activities. The general sequence included the following:

Introduction and motivation using ice-breaking and brief discussions to connect students' experiences with the story theme.

Guided reading of a short story text, followed by group discussion.

Singing a song related to the story content using a familiar tune (e.g., "Pelangi") to help internalize key ideas.

Group-based guessing game ("tebak gaya"), in which one student acted out scenes or concepts from the story while peers guessed their meanings. Incorrect responses led to repeated singing, reinforcing the content in a playful manner.

Group tasks such as constructing mind maps, summarizing story content, and identifying characters, setting, and plot elements.

Presentation of group work and brief class reflections.

These activities were conducted over multiple meetings with constant alignment to the reading comprehension objectives.

Post-test Administration

After the instructional period, both groups were given the same post-test, consisting of the validated essay items. The post-test measured students' reading comprehension performance following conventional or Fun Learning instruction.

Documentation

Supporting data, such as class lists, previous test scores, and relevant school records, were collected through document analysis to contextualize the findings.

F. Data Analysis Techniques

Data analysis was conducted using descriptive and inferential statistics, assisted by SPSS 20.

Descriptive Statistics

For both the experimental and control groups, the following were calculated for pre- and post-test scores: total score, minimum and maximum scores, mean, and distribution across grade categories. These statistics provide a general overview of students' performance before and after the intervention.

*Assumption Testing**Normality Test:*

The Kolmogorov-Smirnov test was used to examine whether the distribution of scores in each group approximated normality. The criterion was that if the significance value ($p \geq 0.05$), the data were considered normally distributed.

Homogeneity Test:

The homogeneity of variance between the experimental and control groups was tested using Levene's test. If the significance value (p) was ≥ 0.05 , the variances were considered homogeneous, justifying the use of parametric tests.

Hypothesis Testing

The research hypothesis posited that the Fun Learning method would have a significant effect on students' reading comprehension outcomes. An independent samples t-test was employed to compare the mean post-test scores of the experimental and control groups. The decision rule was:

If $t_{count} > t_{table}$ at $\alpha = 0.05$, then H_0 (no significant effect) is rejected, and H_a (significant effect) is accepted.

If $t_{count} \leq t_{table}$, H_0 is accepted.

Additionally, pre- and post-test means within each group were compared descriptively to assess learning gains.

Ethical considerations, although minimal in this context, included obtaining school permission, respecting students' anonymity in reporting, and ensuring that both groups received curriculum-aligned instruction without disadvantage.

v.

III. RESULTS AND DISCUSSION

A. Descriptive Statistics

A pre-test was administered to both the experimental and control classes to assess their initial reading comprehension ability. The results are summarized as follows.

Table 1. Pre-test Scores of Control and Experimental Classes

Statistic	Control Class	Experimental Class
Number of students	25	25
Total score	1743	1730
Minimum score	61	55
Maximum score	77	75
Mean score	69.72	69.20

The table shows that both classes started with a relatively similar baseline. The difference in mean scores between the control (69.72) and experimental (69.20) groups was minimal, indicating comparable initial reading comprehension levels. The maximum and minimum scores also fall within a similar range, supporting the assumption of initial equivalence.

B. Post-test Scores of Control and Experimental Groups

After the instructional period, both groups completed the post-test. For the control group, which received conventional instruction, the descriptive statistics were as follows:

Table 2. Pre-test and Post-test Scores of the Control Class

Statistic	Pre-test	Post-test
Total score	1743	1885
Minimum score	61	68
Maximum score	77	85
Mean score	69.72	75.40

These data show that conventional instruction improved reading comprehension. The mean score increased from 69.72 to 75.40, the minimum score rose from 61 to 68, and the maximum score increased from 77 to 85. Thus, students in the control class benefited from exposure to the same content, even without the Fun Learning approach.

For the experimental class, which received the Fun Learning treatment, the descriptive statistics were:

Table 3. Summary of Pre-test and Post-test Scores of the Experimental Class

Statistic	Pre-test	Post-test
Total score	1730	(sum implied by mean 80.2×25)
Minimum score	55	70
Maximum score	75	95
Mean score	69.20	80.20

The experimental group also showed marked improvement. The mean score increased from 69.20 to 80.20, representing a gain of approximately 11 points, which was larger than the gain in the control group (approximately 5.68 points). The minimum score increased from 55 to 70, and the maximum score climbed from 75 to 95, indicating that not only did weaker students improve, but high-achieving students also reached higher performance levels.

Overall, the descriptive results suggest that while both instructional approaches improved student outcomes, the Fun Learning method produced greater gains in reading comprehension.

C. Assumption Testing

Prior to hypothesis testing, the data were subjected to normality and homogeneity tests.

The Kolmogorov–Smirnov test for normality indicated that both groups' post-test scores were normally distributed (significance values ≥ 0.05), fulfilling the assumption for parametric testing.

Levene's test showed that the variances of the two groups were homogeneous ($p \geq 0.05$), indicating that the dispersion of scores was comparable between the control and experimental groups.

These results justify the use of an independent samples t-test to compare the mean post-test scores..

D. Hypothesis Testing

The core hypothesis of the study was that the Fun Learning method has a significant effect on students' learning outcomes in reading comprehension of short story texts. An independent samples t-test comparing the post-test means of the experimental and control groups yielded a tcount value of 2.668. The corresponding ttable value at $\alpha = 0.05$ with the appropriate degrees of freedom was 1.677.

Because tcount (2.668) > ttable (1.677), H_0 is rejected, and H_a is accepted. This statistical evidence confirms that there is a significant difference in post-test scores between students taught with Fun Learning and those taught with conventional methods, in favor of the Fun Learning group. In other words, the Fun Learning method significantly improved students' reading comprehension of short story texts.

E. Discussion

The findings demonstrate that the Fun Learning method is more effective than conventional instruction in enhancing fourth-grade students' reading comprehension of short stories. The experimental group experienced a larger increase in mean scores and higher maximum scores, indicating both a general upward shift in performance and the potential for students to reach very high levels of achievement (up to 95 points).

Several pedagogical mechanisms can explain these effects. First, Fun Learning increases student engagement by incorporating enjoyable activities such as singing and guessing games. Engagement is a critical precursor to learning; students who are mentally and emotionally involved in classroom activities are more likely to pay attention, process information deeply, and remember the content.

Second, the combination of verbal and non-verbal modalities—reading, singing lyrics related to story content, and acting out scenes—supports multi-sensory learning. When students express their understanding through movement and performance, they reinforce their comprehension through multiple channels, aiding memory retention and conceptual clarity.

Third, Fun Learning promotes collaborative learning. In group-based tasks, students discuss story content, negotiate meaning, and correct misunderstandings. This social construction of knowledge strengthens comprehension and encourages the use of language in meaningful contexts. It also builds confidence; students who might be hesitant to answer individually can participate more comfortably in small-group discussions and performances.

The control group's improvement indicates that even conventional teaching can yield learning gains when content is appropriately presented and assessments are aligned with objectives. However, the smaller gain suggests that passive reception and solitary textbook work are less effective in fostering deep comprehension than interactive and student-centered methods.

In conventional classes, students may rely heavily on teachers' explanations and have fewer opportunities to internalize content through active processing. They may also be less motivated, particularly if they find the tasks repetitive or unrelated to their interests. The affective climate of conventional instruction may thus be less conducive to sustained attention and higher-order thinking.

By contrast, in the Fun Learning environment, the boundaries between learning and play are intentionally blurred. Students may perceive tasks as enjoyable challenges rather than as burdensome obligations. This positive emotional association likely enhances intrinsic motivation, making students more willing to persevere with difficult texts and questions.

These findings align with constructivist and socio-constructivist theories, which argue that learners build understanding through active engagement and social interaction. Fun Learning provides rich opportunities for learners to construct meaning, test interpretations, and receive immediate feedback from peers and teachers.

From a neuroscience-informed perspective, the enjoyable and low-stress environment created by Fun Learning activities may activate the limbic system in ways that support learning. Reducing anxiety and boredom allows more cognitive resources to be allocated to comprehension processes, such as inference-making, integration of information, and evaluation of story messages.

Moreover, the study confirms that methods designed to address not only the cognitive but also the affective and social dimensions of learning can produce measurable improvements in academic outcomes. By making reading a pleasurable, shared experience, Fun Learning helps cultivate positive attitudes toward reading that are likely to support continued literacy development beyond the specific lessons in this research.

The results suggest several practical implications for teachers and schools.

First, primary-level Bahasa Indonesia teachers should consider integrating Fun Learning strategies into their reading comprehension lessons, particularly for literary texts such as short stories that naturally lend themselves to dramatization, storytelling, and imaginative play.

Second, teacher professional development programs should include training on how to design and implement Fun Learning activities that remain focused on curricular objectives. Fun activities must be structured and purposeful, with clear links to comprehension skills rather than being treated as mere entertainment.

Third, schools can support the adoption of Fun Learning by providing time and resources for teachers to collaboratively develop materials, share best practices, and reflect on their experiences. Classroom layouts and schedules may also need to be adjusted to accommodate more movement, group work, and performance activities in the future.

Finally, given that the sample in this study is limited to one school, further research in different settings, including rural and urban schools with diverse student populations, would be valuable for exploring the generalizability of the findings.

IV. CONCLUSIONS

This study examined the effect of the Fun Learning method on fourth-grade students' reading comprehension of short story texts at SD Negeri 114 Pagaran Sigatal. Using a quasi-experimental control group pre-test-post-test design, the research found that both the experimental and control groups improved their reading comprehension scores, but the improvement was significantly greater in the experimental group taught using Fun Learning. The experimental group's mean score increased from 69.20 to 80.20, with the maximum score reaching 95 and the minimum score increasing from 55 to 70. The control group's mean also increased from 69.72 to 75.40, but with a smaller gain. An independent samples t-test yielded $t_{count} = 2.668$, which exceeded $t_{table} = 1.677$ at the 0.05 significance level, leading to the conclusion that the Fun Learning method had a significant positive effect on students' learning outcomes. Beyond quantitative improvements, classroom observations indicated that Fun Learning enhanced students' active participation, enthusiasm, and cooperation. Activities such as singing, guessing games, and collaborative discussions transformed reading lessons into enjoyable and meaningful experiences. These changes suggest that Fun Learning not only improves cognitive outcomes but also supports affective and social development.

Funding Statement

"No external funding was received for this study."

Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open access policies, where applicable.

Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, DOI (Digital Object Identifier), or contact details.
3. Data Availability: Indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.
4. Data Licensing: If the data are open, specify the applicable license (e.g., Creative Commons).

Examples of Data Access Statements:

1. Open Data:
 - "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
2. Restricted Data:
 - "The data that support the findings of this study are available upon request from the corresponding author. Due to privacy concerns, the data are not publicly available."
3. No Data Available:
 - "No datasets were generated or analyzed during the current study."
4. Conditional Access:
 - "The data supporting this study are available under restricted access and can be obtained upon reasonable request from the corresponding author and with the permission of the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

ACKNOWLEDGEMENTS

The author thanks all people and institutions in most cases, sponsors, and financial support acknowledgments.

REFERENCES

- [1]. Arikunto, S. (2017). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2017.
- [2]. Creswell, J. W. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. SAGE Publications.
- [3]. Ma, L., & Xu, L. (2025). Critical Thinking and Engagement in Foreign Language Learning: Mediation of Enjoyment, Anxiety, and Boredom and Moderation of Achievement Level. *International Journal of Applied Linguistics*, 35(2), 643–658. <https://doi.org/10.1111/ijal.12647>
- [4]. Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.)*. SAGE Publications.
- [5]. Niketa Sunil Kelkar. (2025). An Analysis of Factors Affecting Student Motivation Inside Modern Classroom Learning Environments. *International Journal of Research & Technology*, 13(4), 851–859. <https://doi.org/10.64882/ijrt.v13.i4.865>
- [6]. Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif dan Kualitatif dan R&D*. Bandung: CV. Alfabeta.
- [7]. Suyanto, E., Samhati, S., & Lilis Aisyah, N. (2025). The Enhancement of High School Students' Reading Comprehension in Exploring Textual Textual Idea Using Assessment Assessment Approach. *Forum for Linguistic Studies*, 7(11). <https://doi.org/10.30564/fls.v7i11.10987>

- [8]. Una, S., Arisman, R., Irsawati, S., & Rista, R. (2025). Self-Concept on Learning English Reading Comprehension of Sophomore Secondary School Students. *Journal of Education and Teaching (JET)*, 6(3), 670–684. <https://doi.org/10.51454/jet.v6i3.624>
- [9]. Wahyuni, S., Darmansya, Zen, Z., & Zuwirna. (2025). "Dick and Carey Instructional Model and Creativity: Their Impact on Elementary Students' Learning Outcomes. *Jurnal Penelitian Pendidikan IPA*, 11(10), 171–176. <https://doi.org/10.29303/jppipa.v11i10.11900>
- [10]. Wawointana, Z., Barustyawati, A. A. S., & Armawan, I. K. (2025). The Most Frequently Asked Questions and Answers During Job Interviews at Hotels in Bali. *EDU SOCIETY: JURNAL PENDIDIKAN, ILMU SOSIAL DAN PENGABDIAN KEPADA MASYARAKAT*, 5(2), 1242–1254. <https://doi.org/10.56832/edu.v5i2.1493>