Contextualizing extrinsic and intrinsic elements of short stories in Indonesian textbooks for primary school level

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Cover Page Footnote

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Kontekstualisasi elemen ekstrinsik dan intrinsik pada cerita-cerita pendek dalam buku teks pelajaran bahasa Indonesia untuk tingkat sekolah dasar

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KEYWORDS	ABSTRACT
contextualizing, intrinsic, extrinsic, short story, textbook	The objective of this study is to look at learning indicators and contextualize extrinsic and intrinsic components in three Indonesian language textbooks for elementary school students. This study employs a qualitative research approach with a content analysis design to attain this purpose. The findings show that textbooks only use one learning indicator for each short story, although intrinsic (themes, characters, and messages) and extrinsic (social values, moral values, cultural values, and religious values) elements have been effectively balanced in the story. short. Although the results of this study do not represent any analysis of short story content in all primary school textbooks, they are highly valuable for students, instructors, and schools when selecting textbooks and short story content to utilize as teaching resources.

KATA KUNCI	ABSTRAK
kontekstualisasi, intrinsik, ekstrinsik, cerita pendek, buku teks	Penelitian ini bertujuan untuk menganalisis indikator pembelajaran dan mengkontekstualisasikan komponen ekstrinsik dan intrinsik dalam tiga buku teks pelajaran bahasa Indonesia untuk siswa sekolah dasar. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan desain analisis isi. Temuan penelitian ini menunjukkan bahwa cerita pendek dalam buku teks hanya menggunakan satu indikator pembelajaran untuk setiap tema, meskipun unsur intrinsik (tema, karakter, dan pesan) dan ekstrinsik (nilai sosial, nilai moral, nilai budaya, dan nilai agama) telah terakomodasi dengan baik dalam setiap bahan ajar dalam bentuk cerita pendek. Meskipun hasil penelitian ini tidak mewakili analisis konten cerita pendek di semua buku teks sekolah dasar, namun hasil penelitian ini sangat penting bagi siswa, guru, dan sekolah ketika memilih buku teks dan konten cerita pendek yang akan digunakan sebagai sumber pengajaran.

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Introduction

Short stories in textbooks continue to be developed and maintained in the context of primary education in Indonesia as a tool that is thought to be effective in conveying moral values in education (Sholehhudin et al., 2020; Auladi et al., 2019) . Short story writers, on the other hand, frequently overlook the meaning and moral messages in their stories (Wakil, 2016; Hegel, 2020). Whereas the primary goal of conveying short stories in reading materials is to entice student readers to understand, absorb, and apply the moral messages embedded in the short stories (Fahrannisa et al., 2021). The demonstration of short stories in primary school reading textbooks is typically based solely on the appropriateness of the concepts set in the textbook. These concepts are frequently unrelated to the moral lesson that will be communicated as a learning criterion in the elementary education curriculum (Tanguay, 2020).

The discrepancy between the topics in the textbook and the substance of the messages in the short stories has long been a source of contention (Huntley & Terrell, 2014). When teachers are provided the chance to evaluate the material of short stories before using the book as the primary source of subject matter, this issue becomes critical (Keles & Yazan, 2020). Elementary school teachers must pay close attention to the quality of short stories in textbooks to ensure that it aligns with learning objectives and standard curriculum (Chu, 2017). When there is a significant disparity between these components, teachers will advise students not to use the book and instead to use a different textbook. Of course, their choice is a book that can change the relationship between the various components.

Schools, educators, and reviewers must pay close attention to the extrinsic and intrinsic attributes of short stories when evaluating the quality of a short story in a textbook. These are standard guidelines that are widely used to evaluate the feasibility and acceptability of a short story, as well as other works of literature.

In a broad sense, the extrinsic component of literary works is concerned about things that cannot be discovered within the narrative on its own (Antonioli et al., 2016). It is not the content that is important, but the pieces of information that support and surround the narrative. This might discuss the author; motivation, personal experiences, etc.; it might discuss the real situation; previous, present, or future potential, and several other factual support. The writer's life experience also affects the story's configurations and storyline. The author's circumstance and what the writer was undergoing at the time as well influenced the narrative's creation. He or she would be able to interpret the plot in greater depth because they have been in a similar circumstance.

A short story includes qualities and characteristics that set it apart from other types of literature. Such components and traits necessitate a close examination by the reader. When evaluating a short narrative in a language school, readers should concentrate on the components and aspects. The components that should be highlighted during the reading and discussion stages of a short tale are presented in this section. To begin, a short story's primary components are point of view, character, storyline, setting, topic, and style. The series are always termed as intrinsic elements of short story. When discussing point of view, it is important to distinguish between

two types of viewpoints: internal point of view (where the viewer is inside the tale) and external point of view (where the viewer is outside the story). It is also vital to distinguish between the inside perspective, which involves peering into a character's mind, and the outside view, which involves monitoring a character's outward conduct. Extrinsic elements are a phrase used to describe the latter (Al Alami, 2016).

Dinneen and O'Connor (2008) view that intrinsic elements are elements that are in the body of a literary work. Without an intrinsic element, a literary work will not be formed properly. In other words, intrinsic elements are the basic foundation of literary works. Every literary work, whether in the form of prose, poetry, or drama, has intrinsic elements in it. However, each form of literary work has its form of intrinsic elements. For a short story, the intrinsic elements consist of theme, character, plot, setting, character or character, language style, point of view, and message. Furthermore, elements are elements or factors that exist outside of a literary work that affects the birth and existence of a literary work and makes it easier to understand the literary work. This element makes a literary work has value and is tied to its relationship in society. These factors include the author's biography, religion, and philosophy adopted by the author, history, and the socio-economic conditions of the people behind the creation of literary works. With these factors, literary connoisseurs can feel more ownership of the literary work.

Related to extrinsic elements in short stories, Kazantseva and Szpakowicz (2010) argue that this element consists of the community background, the author's background and the values contained in the short story (moral, social, religious and cultural values). The background contains things that have historically influenced the short story, for example; ideological, political, social and economic conditions of society. The author's background contains the author's understanding and motivation to write, for example; literary genres, psychological conditions, biographies. While the value consists of the values contained in a story (religious, social, cultural, moral values).

Apart from the intrinsic elements of short stories, the most important component is the intrinsic elements of a short story. Character, setting, plot, conflict, and theme are among the five intrinsic elements of a well-written and captivating short story (Locher et al., 2019). Characters are people or, in some cases, animals who play a role in the plot of a short story or other work of literature. They help to convey the narrative's message through the characters' behavior, attitude, and appearance. The section of a story that characterizes what happens in a specific location, which is also linked to the setting, is known as a scene. The setting is the time and place where a specific element of the story occurs. It contains all of the relevant information, such as the time and location.

While creating a work of literature, the writer may portray his or her own life. The storyline may characterize the historical context. A timeframe can also be used to demonstrate this. The historical context can be the narrative's setting's history or past. This can demonstrate the progression or improved performance of a specific thing or situation. Characterizing the historical context may be used to send the messages to readers (Brown, 2021), causing people to identify the error and repair the poor experience. The writer's life may well be linked to the cultural context in the

story. For instance, the writer's belief systems could be incorporated into the narrative. It could depict the author's life or a cultural phenomenon in the country or area where he or she lived. The ethnic background may also pertain to the story's configuration and plot. It is determined by the setting of the story.

Several research have been carried in the framework of short stories found in elementary school textbooks. Several of these studies, in general, investigate cultural values in different regions (Sholehhudin et al., 2020; Rezaei & Naghibian, 2018; Imada, 2012). In the meantime, in the Indonesian context, many short story studies in textbooks concentrate more on indigenous knowledge systems in the selection of Indonesian social traditions from various ethnicities (Anggraini, 2017; Candrawati et al., 2014). Even though the extrinsic and intrinsic features of short stories are a crucial component of short stories, this investigation has still been rarely conducted, so the proportion of short stories in elementary school textbooks has not been thoroughly investigated. Even though some researchers have looked into this aspect, (Novida et al., 2021; Sufanti et al., 2021), their research did not go into detail about the two elements of the short story. In contrast to previous studies, this report deals with the application of the two components of short stories in textbooks which are used as educational materials by students and teachers at the primary school level in Indonesia.

This study investigates the use of extrinsic and intrinsic elements in three Indonesian language textbooks containing ten short stories, which are widely used throughout the country. This research benefits schools, teachers, students, and other stakeholders with a detailed description of the framework of the short story and the significance contained within it. Since this information contributed by this research is current and supported by scientific steps, the findings of this research are indeed very advantageous for textbook writers, schools, and teachers seeking to upgrade the quality of short stories inserted in textbooks.

Briefly, the study aims to depict the extrinsic and intrinsic elements of short stories and explain how the short story contents can build students' characters.

Method

The study used a qualitative approach with a content analysis design. The purpose of the content analysis study would provide a complete explanation of the extrinsic and intrinsic components of ten short stories encountered in three primary textbooks extensively used in Indonesia. The research data were extrinsic and intrinsic elements from ten short stories collected using a content analysis device, Since the purpose of this research is to determine the pattern of extrinsic and intrinsic components contained in short stories, content analysis has been performed using the most recent theory to achieve the proper data pattern.

This research was conducted from August to November 2021 by involving a research team consisting of one lecturer and three students in the Master Program in Indonesian Language and Literature at Universitas Prima Indonesia, Medan. The subjects of this qualitative research were chosen by applying inclusion criteria to three widely used textbooks published by Ministry of Education and Culture, Republic

of Indonesia, published in 2018, each of which contained some short stories and there were 10 short stories being analyzed in this research. The books are textbooks widely used throughout Indonesia suggested by Kemdikbud. The first book is entitled Selamatkan Mahluk Hidup, written by Anggi St Anggari, Afriki, Dara Retno Wulan, Nunik Puspitawati, Leli Mifthachul Khasanah, dan Santi Hendriyeti. The second book is entitled Menuju Masyarakat Sejahtera, written by Ari Subekti, Diana Puspa Karitas, Fransiska Susilawati, Heny Kusumawati. The third book is entitled Menjelajah Angkasa Luar which is written Ari Subekti, Diana Puspa Karitas, Fransiska Susilawati, Heny Kusumawati. Thematic theory analysis, which is one of the most common forms of analysis in qualitative research, was used to collect primary data for this qualitative study by exploring the short stories contained in the textbooks. It focused on identifying, analyzing, and interpreting meaning structures in qualitative data.

Even though there are currently several qualitative research designs for exploring text in the form of documents, the thematic choice of analysis chosen in this study was thought to be capable of exploring patterns of extrinsic and intrinsic elements in short stories better than other qualitative research designs. This analysis could explore and interpret the data more deeply, in addition to implementing more systematic steps. The data analysis steps involved collecting data, reducing data, categorizing data, analyzing data, interpreting data, and drawing conclusions to find meaning and patterns of extrinsic and intrinsic elements of short stories, as well as the application of students' character building. This research design was expected to provide a clear description of the short stories contained in the textbook and assist stakeholders in selecting a good textbook.

Results

As previously indicated, the point of the study is to explore the contextual relevance of short story learning indicators in primary school textbooks, as well as to assess the intrinsic and extrinsic factors found in 10 short stories.

The Learning Indicators of Short Story Teaching

From the results of observations and data analysis carried out on indicators of learning achievement, the author of the book only mentions one indicator out of twenty short stories written in textbooks. The indicator is freely translated as "students are able to trace the speech and actions of characters in short stories and understand the plot of fictional stories". The indicators presented in each theme are the same, both in form, meaning, and scope.

Intrinsic Elements of Short Stories

The summary of observations of the intrinsic elements obtained from 20 short stories in the textbook is presented in the table below. The study only looked at the three most significant parts of a short tale, namely the topic, characterizations, and the message delivered by the short narrative, out of the nine fundamental elements found in a short story.

Table 1. Intrinsic elements of short stories

Theme	Characters	Message
Orbital order of the solar system	1. Tiara: a child who wants to know why the earth doesn't collide with other planets 2. Tiara's father: a father who is very patient in answering and explaining his daughter's curiosity	We should be grateful for the greatness and power of God
Use of sidewalks properly	1. Deo: A child who had an accident while riding a bicycle on the sidewalk and admitted his mistake. 2. Arsyad: one of Deo's friends, who helped Deo when he fell 3. Mother: a mother who patiently educates and advises Deo	Using public facilities properly
Love pets	1. Rina: an elementary school student who is sad when her cat goes missing 2. Irma: Rina's sister who loves her sister, is very smart to find solutions to Rina's problems 3. Blacky: a black cat, Rina's favorite pet who left the house	Asking friends for help in times of trouble, using technology to solve problems
Honesty	1. Wina: practice cheating in exams, admit and regret his actions 2. Tera: a Wina's friend who reminds Wina that cheating is a bad thing 3. A woman teacher: a teacher who is Wise and appreciates Wina's honesty	Please speak honestly
Utilizing technology	1. Rino, uses technology to help her with her schoolwork	Use technology to solve problems
Help others in an urgent condition	1. Arya: a child who imitates and imitates his father's attitude 2. Arya's father: Patient, understanding and helpful 3. A girl who has stomachache 4. 4. A patient mother comforts her sick child	Be willing to help others even in a very limited time
Night sky view	1. Gita: a little girl who enjoys adventures in the mountains 2. Father: a man who is patient to explain the stars in the sky	Always feel grateful for the greatness of God
Telescope	1. Dimas: a child who likes to watch the stars and wants a pair of binoculars 2. Uncle Dodi: a kind uncle gave a gift of binoculars to Dimas 3. Mother: Supports Dimas' desire to have a pair of binoculars	Make good use of gifts
Full moon	1. Banu's grandfather: Passionate about telling stories to children 2. Andi and Bayu: Brothers who like to play on gadgets finally become fond of listening to Grandpa's stories	The fun is not only on the device, you can also enjoy the beautiful full moon with friends and grandfather
Various Ideals	1. Andi: carry out child journalist activities 2. Nadi, Umar, Amir, Syahdan: Belitung children who have various ideals	Achieve your dream to build your hometown

The essential features discovered in 10 short stories included in Indonesian grade 6 elementary school textbooks are described in Table 1. As previously said, this study focuses solely on the three key inherent parts of a short tale, namely the choice of topic, character, and message in the story. The first short story is about the natural order, which is symbolized by the solar system's order. A child wonders why space objects revolve regularly yet does not crash in this story's interaction between a father and son. The father conveyed the perfection of God's creation patiently and

compassionately. This is in keeping with the moral theme of the story, which is that every human being should always be grateful for God's creation for the sake of human existence.

The use of walkways on the highway is the focus of the second short story. Two children and a woman are the major characters in this novel. This story depicts a toddler riding a bicycle on a highway's sidewalk, which pedestrians should utilize. The youngster fell, but he was rescued by another boy. A patient mother of a child instructs her child to be able to play bicycle in its proper location without disturbing other walkers. This story conveys two moral teachings, one of which is that youngsters must be willing to aid their friends in times of need. The second point is that we need to be able to identify which facilities are appropriate for us to utilize and which ones we should avoid.

The third short story's theme is to build a pet-loving mindset. Rina, Irma, and their favorite cat 'Black' are the primary protagonists in this novel. This short story depicts a child's devotion to his pet cat, which he treats as if it were his sibling. She was heartbroken when she misplaced her beloved cat and urged her brother to locate her and return her. This narrative also illustrates the usage of social media to assist solve difficulties using technology. The key theme given in this story is a child's attitude and behaviors when he gets into difficulties, which include revealing his problem to someone who is able to help him, using technology to solve problems, and loving pets as if they were humans.

Honesty is the subject of the fourth short story. Wina, Tera, and a teacher are the primary protagonists in the novel. This story depicts how a child uses cheating to answer exam problems. When the instructor clarifies his behavior, the youngster accepts responsibility for his acts and vows not to repeat them in the future. The instructor, on the other hand, can comprehend the situation and admonish the child not to repeat his acts in the future. The positive aspect of this teacher's attitude is that he appreciates the child's honesty in the story. The moral message provided in this narrative is to foster honesty in pupils at a young age so that when they grow up, they will be honest people.

The main characters of the story in the fifth to tenth short stories are always youngsters who are adapted to the age of pupils in grade 6 primary school, like the short stories described above. Furthermore, each short story must have a unique topic and message, with a focus on developing children's character to improve their conduct and attitudes. The core parts of the 10 short stories follow the same structure, although the content varies according to the topics outlined in the Indonesian language instruction program's syllabus and outlines.

Extrinsic elements of short stories
The following table summarizes the extrinsic components found in 10 short stories from textbooks. This study only looks at four of the ten extrinsic aspects in short stories: social values, moral values, cultural values, and religious values. These four factors are essential to be investigated and are closely related to the learning objectives.

Table 2. Extrinsic elements of short stories

Values implied in short stories			
Social values	Moral values	Culture values	Religious values
-	-	Get used to having dinner with parents with children	Grateful for all God's gifts
Helping friends when they are in trouble	Obey the rules for using public roads	Enabling sidewalks for pedestrians	-
Help each other if there are experiencing difficulties or difficulties	Respect elders	Good habits to help restore someone else's lost property	Loving animal is an expression of gratitude to God
Willing to put the sick first inline	obey the advice of parents	Getting used to being orderly inline	-
Remind friends if they make a mistake	Tell the truth to the teacher / parent	-	Honesty is part of religious teachings
Helping each other in difficulties	Don't interrupt parent's conversation	Feel proud because I can preserve the traditional house	Thank God because we can enjoy the beauty of the stars
-	-	-	Thank God, because humans have been given reason to study the heavenly bodies
Entertaining a friend who has just lost a family member	Listening and carrying out parental orders	Get used to listening to parents' stories during the full moon	Thank God for the beautiful full moon
Playing together with village friends	Respect the residents in a new place	Welcoming newcomers warmly	Grateful for the beauty of Indonesia's beaches

Table 2 reveals that nine short stories in Indonesian sixth-grade elementary school textbooks also explicitly contain the main extrinsic features of diverse short stories. These four elements are not present in every short narrative. Social values, moral values, cultural values, and religious values are examples of extrinsic factors. The content of these values is found uniformly in each of the ten short stories examined, with the following distribution: Social values, moral values, cultural values, and religious values. There are social values in seven short stories, moral values in seven short stories, cultural values in seven short stories, and moral values in seven short stories. religious beliefs and values.

The following characteristics can be seen in extrinsic values in short stories. Generally, social values highlight the willingness to serve those in need and the commitment to provide compassion and support to the bereaved. Depending on the level of student cognition, short story authors use a variety of general examples in the form of simple narrative illustrations to implant societal values in students. This is intended so that children can understand and emulate social behavior after reading the short stories.

The moral principles in the table above emphasize to pupils the necessity of following the regulations that have been established to help build their character, such as following traffic rules on the highway to avoid accidents. In addition to following the regulations, the moral principles in this short story underline the importance of respecting parents by following their advice and suggestions. These moral ideals are also expressed in numerous narratives about children's daily lives so that they can comprehend and apply them in their own lives.

The necessity of recognizing, conserving, and promoting cultural values is emphasized in these short stories. A variety of illustrations in the form of stories demonstrate the importance placed on cultural values such as the necessity to dine with other family members, to become accustomed to helping others, and to welcome newcomers with open arms. The substance of this narrative reflects the author's delight in Indonesian culture and traditions. The images in the story are a representation of Indonesian culture, which encompasses many positive qualities, in addition to carrying out normal duties.

Religious values are also present in the short stories in this textbook. The religious values presented in this short story are about having the attitude of always respecting God's creation, admiring God's greatness, being grateful to God for the bounty of the Indonesian earth, and preserving God's work in the form of flora and wildlife. The goal of emphasizing religious values is to help pupils develop their character and personality by instilling religious ideals in them. Students are supposed to be able to imitate the characters in short stories who always praise and thank God for his greatness by integrating these principles in textbooks.

Discussion

The results of this study have provided answers to and expanded on the research topics that were posed. The findings of this investigation revealed a number of fascinating facts to consider. The conclusions of this study highlight the indications employed in the learning process when short stories are the subject matter, the intrinsic value found in textbook short stories, and the extrinsic value discovered in the 10 short stories that are the subject of this study.

In the short story material in this textbook, there is only one indicator. This reality is diametrically opposed to the goal of using short stories as a teaching tool. Some study indicators should be included in textbooks (You, 2016) so that teachers and students can construct knowledge activities in short tales based on the indicators. A short tale should ideally include three or four learning indicators that can help teachers and students dig deeper into the learning outcomes that must be reached through teaching and learning activities (Pardo et al., 2017). A learning indicator must be clearly indicated in the content presentation because it is the first evidence that a student is practicing the skill that will lead to the desired performance outcome. It isn't everything that teachers and students want to see, but it is the most significant item to see at any given time during the learning process (Arthur et al., 2013) .

In terms of the inherent features of short tales examined in this study, the writers have covered all of the bases in terms of emphasizing the meaning and purpose of short stories. Themes, characters, and messages (Bloemert et al., 2019), which are the key intrinsic aspects of short tales are explored in this textbook as elements and purposes of short stories. While other studies only cover one or each of the above parts in their topic of study (Hezam, 2018; Culajara, 2016), this study has thoroughly and comprehensively discussed the themes, characters, and messages of short stories, resulting in more comprehensive findings than previous studies on the same issue. The compatibility of the intrinsic components (themes, characters, messages) with the

learning indicators (Lala et al., 2014) provided in the lesson syllabus is the second important feature of the intrinsic elements in this story. This compatibility is critical for both teachers and students, as well as book authors, in order to establish a link between teaching materials, indicators, and learning objectives when using short tales as teaching materials (Şentürk & Kahraman, 2017). The intrinsic component content in the short stories examined in this textbook has met the requirements of a variety of narrative theories. The material's story characters, themes, and messages have been tailored to the learning objectives and degree of student cognition.

The main values of moral values, social values, cultural values, and religious values are studied in the extrinsic parts of short stories in this study. As implied by narrative theory, these values have previously been investigated by a number of scholars who focus on short stories (Novida et al., 2021; Ceylan, 2016; Hulya, 2015; Bieling, 2014; Nurfuadah, 2018). These studies, on the other hand, only look at the implications of each of these values in a few short stories. They do not examine and debate the worth of short stories from a single source, such as the textbooks examined in this study. Despite the fact that these four values have various emphasis aims (Antonioli et al., 2016), they must be examined in depth because each value has a relationship with another in one short story's content. This feature distinguishes the findings of this study from those of earlier research.

The inclusion of short story learning indicators in textbooks was one of the outcomes in this study that was unpredicted. Primary school textbook authors only remark one learning indicator for all short stories, conferring to research findings. Moreover, the learning indicators described above do not characterize the goals of short story learning, which are often verbalized by social, moral, cultural, and religious values (Şentürk & Kahraman, 2017). More indications, which are tuned to the values of goodness contained in short stories or at least based on intrinsic and extrinsic factors (Antonioli et al., 2016), should be used by book authors.

Even though this study determined and conducted the analysis in accordance with content analysis theory, it still has substantial restrictions. To begin with, the quantity of short stories examined is insufficient to replicate all short stories included in Indonesian textbooks. Second, this research emphasizes exclusively the substance of short stories from books that are widely available and used in primary classrooms. Short story writers, book writers, and the government should all be involved in this study to acquire a better understanding of the demand for short tales as instructional resources in elementary schools.

The latest findings are highly beneficial in demonstrating the structure and presence of short stories as teaching materials in elementary school textbooks. This is crucial because, by evaluating learning indicators and the intrinsic and extrinsic features of short tales, this information can be utilized as a foundation and guide in evaluating material and short stories being included in textbooks. Aside from being valuable for students, writers, short story authors, and Indonesian curriculum designers, the results of this study can also be used by schools to help them decide which textbooks to employ in their classrooms.

Conclusions

Contextualizing short stories as teaching materials is a fascinating issue that requires further investigation. The intrinsic and extrinsic features of short tales were investigated in this study, as well as the indicators employed by short stories as teaching resources in primary schools. Short stories in elementary school textbooks have generally met the criteria for intrinsic (themes, characters, and messages) and extrinsic (social, moral, cultural, and religious values) aspects. Learning markers, on the other hand, are not explicitly articulated in each subject. The purpose of this study was to characterize the type and presence of short stories in textbooks as teaching materials so that students, teachers, and schools may make informed decisions about which short tales to use as teaching materials. The methodologies used in this study were extremely effective in fulfilling the research's broad aims.

Whereas the number of short story objects in this study is restricted and therefore does not reflect all short tales in all Indonesian textbooks, the findings also provide a comprehensive view of the indicators and intrinsic/extrinsic aspects found in short stories. Other research, particularly those related to the number of short story items studied and textbooks used at different levels of schooling, are needed to supplement the limitation of the study. Teachers and schools should constantly pay attention to the content of intrinsic and extrinsic aspects before deciding on short stories as teaching materials, according to the findings of this study. The findings of this study indicate the previously unknown content of intrinsic and extrinsic factors in short stories in elementary school textbooks.

Acknowledgments

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