THE EFFECT OF USING DIGITAL CHILDREN'S LITERATURE ON *STORYBOOKSCANADA.CA* TO STUDENTS' VOCABULARIES AND ENGLISH ABILITY AT SMAN 5 PADANG

THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed.) in English Language Education

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ABSTRACT

Andricos, A. R., (2023). The Effect of Using Digital Children's Literature on *Storybookscanada.ca* to Students Vocabularies and English Ability at SMAN 5 Padang. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Digital children's literature is one of the media that can be used in learning as a way to improve EFL students' vocabulary and English language skills. This study aims to determine whether the use of digital children's literature *Storybookscanada.ca* has a good effect in improving the vocabulary and English language skills of EFL secondary students. A collection of digital children's literature stories from *Storybookscanada.ca* was used in this experimental study. This study used quasi-experimental research design and quantitative approach. The population of this study is EFL students, especially secondary students in XI Phase F, SMAN 5 Padang in the academic year 2023/2024. The sample in this study was selected by cluster random sampling. It consists of 63 students from two classes, XI Phase F1 as a sample for the experimental class of 33 students and XI Phase F2 as a sample for the control group class of 30 students. Data was collected through questionnaire, pre-test and post-test. The questionnaire of vocabulary level knowledge was used to measure the level of students' vocabularies by likert scale. Meanwhile, the English ability pre-test and post-test to measure students' English ability used multiple choice tests. The English ability in this study refers to the ability to listen, read, and write. In addition, daily treatment was conducted in the experimental class using 10 stories with a total of 20 parts to improve students' vocabulary and English skills. Based on the results, the experimental class's vocabulary level knowledge before treatment was 303.84, and students' vocabulary level knowledge after treatment was 379.57, while the experimental class pre-test score for English ability was 62.33, and the post-test score was 75.51. In contrast, for the control group, they did not experience much change in their pre-test and post-test results which were for vocabulary level from 300.03 to 302.8 and for English ability from 60.73 to 59.06. The improvement of experimental class's vocabulary level knowledge and English ability were statistically significant and the improvement of control class's vocabulary knowledge and English ability were statistically insignificant. This proves that the use of digital children's literature can be a solution in enriching vocabulary level knowledge and improving English ability of EFL secondary students at SMAN 5 Padang.

Key words: Digital Children's Literature, *Storybookscanada.ca*, Vocabularies, English Ability

ABSTRAK

Andricos, A. R., (2023). Pengaruh Penggunaan Sastra Anak-Anak Digital pada *Storybookscanada.ca* terhadap Kosakata dan Kemampuan Bahasa Inggris di SMAN 5 Padang. Skripsi. Padang: Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Sastra anak digital merupakan salah satu media yang dapat digunakan dalam pembelajaran sebagai salah satu cara untuk meningkatkan kosakata dan kemampuan berbahasa Inggris siswa EFL. Penelitian ini bertujuan untuk mengetahui apakah penggunaan sastra anak digital Storybookscanada.ca memberikan pengaruh yang baik dalam meningkatkan kosakata dan kemampuan bahasa Inggris siswa sekolah menengah EFL. Kumpulan cerita literatur anak digital dari Storybookscanada.ca digunakan dalam penelitian eksperimental ini. Penelitian ini menggunakan desain penelitian kuasi eksperimen dan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas XI IPA SMAN 5 Padang tahun ajaran 2023/2024. Sampel dalam penelitian ini dipilih secara cluster random sampling. Terdiri dari 63 siswa dari dua kelas, yaitu kelas XI IPA 1 sebagai sampel untuk kelas eksperimen yang berjumlah 33 siswa dan XI IPA 2 sebagai sampel untuk kelas kelompok kontrol yang berjumlah 30 siswa. Data dikumpulkan melalui kuesioner, pre-test dan post-test. Kuesioner tingkat pengetahuan kosakata digunakan untuk mengukur tingkat kosakata siswa dengan skala likert. Sementara itu, pre-test dan post-test kemampuan bahasa Inggris untuk mengukur kemampuan bahasa Inggris siswa menggunakan tes pilihan ganda. Kemampuan bahasa Inggris dalam penelitian ini mengacu pada kemampuan mendengarkan, membaca, dan menulis. Selain itu, perlakuan harian dilakukan di kelas eksperimen dengan menggunakan 10 cerita dengan total 20 bagian untuk meningkatkan kosakata dan kemampuan bahasa Inggris siswa. Berdasarkan hasil penelitian, tingkat pengetahuan kosakata kelas eksperimen sebelum perlakuan adalah 303,84, dan tingkat pengetahuan kosakata siswa setelah perlakuan adalah 379,57, sedangkan skor pre-test kelas eksperimen untuk kemampuan bahasa Inggris adalah 62,33, dan skor post-test adalah 75,51. Sebaliknya, untuk kelompok kontrol, mereka tidak mengalami banyak perubahan pada hasil pre-test dan post-test mereka, yaitu untuk tingkat kosakata dari 300,03 menjadi 302,8 dan untuk kemampuan bahasa Inggris dari 60,73 menjadi 59,06. Peningkatan pengetahuan tingkat kosakata dan kemampuan bahasa Inggris kelas eksperimen secara statistik signifikan dan peningkatan pengetahuan kosakata dan kemampuan bahasa Inggris kelas kontrol secara statistik tidak signifikan. Hal ini membuktikan bahwa penggunaan sastra anak digital dapat menjadi solusi dalam memperkaya pengetahuan kosakata dan meningkatkan kemampuan bahasa Inggris siswa kelas XI SMAN 5 Padang.

Kata kunci: Sastra Anak Digital, Storybookscanada.ca, Kosakata, Kemampuan Bahasa Inggris

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is an essential thing in our life because it helps us to communicate and have interactions with others. It is conveyed in the form of expressions as a mean of communication in various activities. In the delivery of language, each country has and uses its own language which is often used is English. English is the main language used by people from various countries to communicate. This language is also considered very important for developing science, commerce, and technology. In other words, the position English language as an international language and the unifying language in various countries. Therefore, people in other countries that were once British colonies, such as Malaysia, the Philippines, Brunei Darussalam, and others, learn English as the second language besides their official languages. Meanwhile, in Indonesia, the English language position as the foreign language which is taught in schools starting from elementary, secondary students, and varsity. English learning is carried out to achieve the ability to communicate using English as the foreign language in Indonesia.

In learning English, there are 4 basic skills that must be learned and mastered. These skills consist of listening, reading, writing, and speaking. They are interconnected and useful for each other. As the result, students in schools learn and expected to master these four skills. Umma and

Ponnambala (2001: 94) support the idea that students' ability to communicate in the target language is influenced by mastery of language skills. Speaking and writing are part of linguistic production, while listening and reading, which are sequential processes, are part of linguistic understanding.

The four language skills can be mastered by the ability to master language components, one of which is vocabulary. Vocabulary is considered as an important part of the language because it helps learners develop language skills (Lado, 1979:50). As Richard and Rodgers (2001) point out, vocabulary is the most important part of language skills because it determines how well students write, read, speak, and listen. Therefore, mastery of vocabulary is very influential on overall language skills. Thornbury (2002:27) found that there is difficulty learning vocabulary in the classroom. Students often have difficulty in understanding and memorizing the new vocabulary acquired. They often forget some new words taught by the teacher, and sometimes they can't remember how to remember them. This shows that students who do not master vocabulary tend to refuse English lessons. Language teachers should consider how to make class activities interesting and fun so that students can successfully learn vocabulary. Thus, teachers can increase students' interest in learning vocabulary. This vocabulary will build and develop the four language skills above.

However, in practice at school, students still experience difficulties in mastering these four skills and vocabulary as an important component of language. Problems with learning English for foreign language students were identified by Effendi Gultom (2016: 1239). The problems found in learning foreign languages are class size, time allocation, lack of practice, and the classroom setting. In one classroom, there are thirty to forty students. No matter which strategy is taken when teaching English, the results will not be satisfactory. In addition, more time should be chosen and language classes should be conducted more frequently. This is because teaching English basically prohibits new skills. As a result, having enough time to practice every day is very important so students will not easily forget lessons. In small classes, each student will have ample opportunity to practice and use the language. Without sufficient practice, it is practically impossible for students to use the language fluently. In other words, language learning requires a lot of practice; without sufficient practice, students can't use the language fluently. In fact, the students could not speak English well. In addition, the classroom must be designed in a way that allows each student to see another directly. There are two types of classroom seating arrangements; semicircular and u-shaped.

Anna Maghfiroh (2016: 8) also identified the problem of forming foreign language characters among students. The use of the Indonesia language dominantly is the first problem. Furthermore, students lack motivation to learn and master English because they feel ashamed and fear

making mistakes. This is also related to creating an ideal environment for learning a foreign language for students who are not used to it. Lastly, program studies do not provide enough time to practice and learn English.

Mastering various languages, especially foreign languages such as English, is essential for building speaking, reading, writing, vocabulary and listening skills. It can be done by digital children's literature. Digital children's literature refers to literary works aimed specifically at children in digital format. It includes various types of literary works that can be accessed via electronic devices such as computers, tablets, or smartphones. There are some forms of digital literature for children that can be found such as picture stories, e-books, graphic novels, interactive story apps, educational games, and other multimedia content designed to entertain, educate and stimulate children's imagination (Ertem, 2018: 102). Suzzete and Serafini (2013: 402) stated that the use of technology and interactivity makes digital children's literature unique. It enhances children's reading experience and participation in stories. Some examples of websites that offer accessible children's stories are *Storybooks Canada, Prathambook, Storynory, Free Kids Books, Children's Storybooks, Oxford Owl and Digital Books*. The development of children's skills in listening, writing, reading, and speaking skills in their mother tongue and foreign language education can be developed through stories, because stories help in increasing children's imagination and memory (Cigerci and Gultekin, 2017:253).

Many researchers have conducted research on the use of digital children's literature as a medium in the teaching and learning process. The first is Cetin (2020) investigated how digital short stories help students learn to listen in the English department of a university. In his research, he found that using digital short stories had a significant effect on listening skills. The results also showed that the digital short stories encouraged students to become more engaged and involved during the phase of treatment. The participants also liked the use of this material in foreign language classes. Therefore using digital children literature can improve students' skills especially listening.

In a similar study, Anuradha (2020) conducted an experimental study on the use of digital short stories to teach English. This shows that children's communication skills have been improved by using digital literature. In addition, it also shows improvement in story development and students' vocabulary. According to Ellis and Brewster (2002:2), many stories have naturally repeated structure and key vocabulary. This helps children remember details and predict the next scene of the story. Furthermore, According to Laeli et al. (2020), using digital reading texts is very effective in helping students improve their reading skills in the digital-based information age. In this study, the teachers indicated that they liked reading digital texts.

The fourth is research by Asnita and Marlina (2022) examined the effect of using English Children's Literature to vocabularies and reading

anxiety. It was conducted at English department UNP. The researchers investigated that using English children's literature can improve students' vocabularies and make the students reduce their anxiety in reading.

The newest research that has examined about using digital children's literature is the impact of using storynory.com to listening anxiety by Ahwida and Marlina (2023). It was conducted for EFL college students at English Department UNP. The results showed that digital children's literature especially on storynory.com helped the students reduce their anxiety while listening. This shows that the use of digital literature for children is an effective tool that has a positive effect and can help EFL students at the UNP English Department reduce their listening anxiety.

Digital children's literature has been investigated by several researchers. However, there are still limited studies about the effect of using digital children's literature especially in EFL students at secondary school levels. Therefore, in this study, the researcher conducted a research entitled: ***"The Effect of Using Digital Children's Literature on Storybookscanada.ca to Students' Vocabularies and English Ability at SMAN 5 Padang.***

B. Identification Problems

Based on the background above, the researcher can be identified the problems of this research:

1. The vocabulary level knowledge of EFL secondary students at SMAN 5 Padang

2. The EFL secondary students' English ability in listening, reading, and writing at SMAN 5 Padang.
3. The effect of using digital children's literature on *storybookscanada.ca* to students' vocabulary level knowledge at SMAN 5 Padang.
4. The effect of using digital children's literature on *storybookscanada.ca* to students' English ability at SMAN 5 Padang.

C. Limitation of the Problem

The researcher limited the study on using digital children's literature on *storybookscanada.ca* to students' vocabularies and English ability at the second year of SMAN 5 Padang. Vocabulary level knowledge is used as limitation in this study. Meanwhile for English ability in this research is limited to listening, reading, and writing skills.

D. Formulation of the Problem

According to the background that has been stated, in general, the researcher formulates the problem as "Does use of the digital children's literature on *Storybookscanada.ca* affect towards students' vocabularies and English ability at SMAN 5 Padang?"

E. Research Questions

The research focused on "Is there any significant effect on students' vocabulary level knowledge and students' English ability after using digital children's literature on storybookscanada.ca?"

F. Purpose of the Study

The purpose of this research to find out the effect of using digital children's literature on *Storybookscanada.ca* to EFL secondary students' vocabulary level knowledge and English ability at SMAN 5 Padang.

G. Significant of the Study

The finding of this study is expected to give theoretical and practical significance. Theoretically, the result of this study can enrich the language teaching strategy. In addition, it can provide information and knowledge about enriching vocabulary and improving English ability using digital children's literature especially *storybookscanada.ca*. Practically, it is expected to give the contribution to increase students' motivation and achievement in language learning and for teachers, it can be used as a media and strategy for teaching in the classroom.

H. Definition Of Key Terms

There are some terms that used in this research. This study includes the clarification of those terms to clarify the meaning as follows:

1. Digital children's literature

   Digital Children's literature in this study is stories that are created for readers in the form of pictures books.

2. Vocabulary

   In this research, vocabulary is the list of words and the level knowledge that students use when reading picture books.

3. *Storybookscanada.ca*

   Storybookscanada.ca is a web-based children's digital literature featuring multilingual audiovisual stories to improve students' vocabularies and English ability.

4. English ability

   English ability means the full mastery of language skills, which include listening, reading, and writing.