

**THE EFFECT OF USING DIGITAL CHILDREN'S LITERATURE OF
STORYNORY.COM WEBSITE ON EFL COLLEGE STUDENTS'
VOCABULARIES AND READING ANXIETY AT UNP**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
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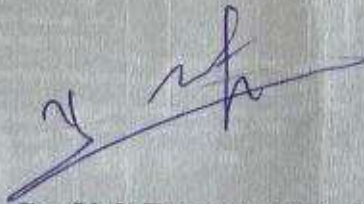
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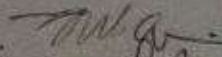
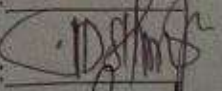

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ABSTRACT

Gumay, Qaula Harisya (2024). The Effect of Using Digital Children's Literature of *Storynory.com* Website on EFL College Students' Vocabularies and Reading Anxiety at UNP. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Children's digital literature is a platform that can be used as an innovative learning media, especially for reading. The purpose of this study is to examine whether the use of digital children's literature from the *storynory.com* website can increase vocabulary and reduce reading anxiety in EFL college students or not. Quasi-experimental was used as a research design in this study with quantitative methods. The populations of this research were students of Introduction to Literature classes, English Department, FBS, Universitas Negeri Padang (UNP). Then, using a cluster random sampling technique, the researchers selected two classes in the Introduction to Literature course for the 2022/2023 academic year at the English Department, FBS, UNP as an experimental class and a control class. The data in this research was gathered from the outcomes of the pre-test, post-test and questionnaire. Researchers chose 100 vocabulary words from a selection of 15 stories available on the *storynory.com* website for vocabulary test and 20 statements for the reading anxiety questionnaire. The results of this research show an increase in vocabulary knowledge in the post-test score of 0.23 and there was a decrease in reading anxiety level by 0.49 in experimental class after using *storynory.com*. This provides evidence that incorporating children's digital literature in the learning process, especially as a reading medium, can have a positive influence on increasing vocabulary knowledge and reducing reading anxiety levels of EFL students at UNP.

Keywords: digital children's literature, vocabulary, reading anxiety

ABSTRAK

Gumay, Qaula Harisya (2024). Pengaruh Penggunaan Literatur Anak Digital dari Situs *Storynory.com* terhadap Kosakata dan Kecemasan Membaca Mahasiswa EFL di UNP. Thesis. Padang: Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Literatur anak digital merupakan sebuah platform yang dapat digunakan sebagai media pembelajaran yang inovatif, terutama untuk membaca. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan literatur anak digital pada situs *storynory.com* dapat meningkatkan pengetahuan kosakata dan mengurangi kecemasan membaca pada siswa EFL atau tidak. Kuasi-eksperimental digunakan sebagai desain penelitian dalam penelitian ini dengan metode kuantitatif. Populasi dari penelitian ini adalah mahasiswa kelas *Introduction to Literature*, Jurusan Bahasa dan Sastra Inggris, FBS, Universitas Negeri Padang (UNP). Kemudian, dengan menggunakan teknik *cluster random sampling*, peneliti memilih dua kelas pada mata kuliah *Introduction to Literature* untuk tahun ajaran 2022/2023 di Jurusan Bahasa Inggris, FBS, UNP sebagai kelas eksperimen dan kelas kontrol. Data dalam penelitian ini dikumpulkan dari hasil pre-test, post-test dan kuesioner. Peneliti memilih 100 kosakata dari 15 cerita yang tersedia di situs *storynory.com* untuk tes kosakata dan 20 pernyataan untuk kuesioner kecemasan membaca. Hasil dari penelitian ini menunjukkan adanya peningkatan kosakata pada skor post-test sebesar 0,23 dan terjadi penurunan tingkat kecemasan membaca sebesar 0,49 pada kelas eksperimen setelah menggunakan *storynory.com*. Hal ini memberikan bukti bahwa memasukkan literatur digital anak-anak dalam proses pembelajaran, terutama sebagai media membaca, dapat memberikan pengaruh positif dalam meningkatkan pengetahuan kosakata dan mengurangi tingkat kecemasan membaca mahasiswa EFL di UNP.

Kata kunci: literatur anak digital, kosakata, kecemasan membaca

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CHAPTER I

INTRODUCTION

A. Background of the Problem

At this time, acquiring proficiency in English holds significant importance as it serves as a global language. Therefore, English is set to be one of the subjects in Indonesian schools in order to improve the ability of Indonesian children to speak English. Mastering English is not easy for Indonesian students. This is one of the challenges for students because students have to learn a new language other than their mother tongue. In addition, students must also acquire proficiency in the four fundamental English skills, including listening, reading, writing, and speaking.

Before students are proficient in English, students must know and master some vocabulary in English. Learning to know a lot of vocabulary is the main capital in English such as for constructing sentences, for speaking, and for other abilities. According to Andricos & Marlina (2023), It is essential for students learning a foreign language to have an extensive vocabulary (p.804). One way to increase vocabulary is by reading. By reading a lot, the more vocabulary students will get. For that, the teacher should possess the capability to make students read diligently. However, the fact is that Indonesian children's reading interest is currently very low and students feel anxiety while reading.

Based on research in 2016, Indonesia is placed 60th out of 61 countries, which indicates that its citizens have very little interest in reading (Central

Connecticut State University, 2016). Then, data obtained from Herfanda (2018) shows that UNESCO in 2014 also proves that Indonesian people's interest in reading is very low, this is shown by Indonesia's ranking which is second from the bottom or around 0.001% regarding world literacy, therefore, it is really concerning that Indonesians are not reading as much (p.2). The fact that Indonesian society's reading interest is low, especially among students, is a challenge for teachers. In addition to low reading interest, students' reading anxiety level is also high. When asked to read, especially texts in English, students felt anxious because they were worried that they would pronounce words incorrectly and be unable to comprehend what was being read aloud. For this reason, teachers must be able to provide or give students with new media other than books or scientific literature so that students are interested in reading and are not anxious while reading. As said by Yuliani & Marlina (2023) that in the language classroom, teachers should choose appropriate reading materials that keep students from feeling anxious, stressed or bored while reading texts (p.1114).

The first factor that causes students to be uninterested in reading is the monotonous reading text. Teachers always provide scientific literature to students, even though teachers do not have to provide it. Many types of reading texts can be used as interesting learning material for students, one of which is children's literature. According to Novasyari (2019), children's literature should be integrated into the teaching and learning process because children's literature can improve the student's knowledge about characters,

culture, peoples' lives, etc. (p.9). Besides that, children's literature also can be used in developing children's psychology.

Other factors that can affect students' interest in reading are gadgets or the internet. Currently, Indonesian children are very much influenced by gadgets and the internet. According to Sayekti (2015), nowadays children spend more time watching television and playing gadgets, this is what makes them individualistic (p.221). This is what makes children busy with their gadgets and makes them bored, lazy, and anxious to read books. Teachers can take advantage of this phenomenon to use technology as well as learning media. Because technological development has significantly influenced people's lives today, especially in education (Pudjiati & Fitria, 2022, p.33). So, teachers can present a new solution to this phenomenon by combining reading media with technology or teachers can use digital children's literature as interesting new reading material for students.

There is a lot of digital children's literature available on the internet, one of which is *Storynory.com*. *Storynory.com* is a children's digital literature platform that has been around since November 2005. Using *Storynory.com* in the educational process is possible, because as said by Asmini (2012) that children's literature can be a fun and useful tool for teaching students languages. (p.4). In other words, digital children's literature like *Storynory.com* can be used as a suitable medium for learning, especially for reading. Because literature is the best medium that provides pleasures and understanding (Lukens, 2007, p. 10).

There are several studies that are relevant to teaching media that influence vocabulary mastery and students' reading anxiety. First, based on a study done by Destiana et al (2020) entitled “Improving Students’ Vocabulary Mastery Through Crossword Puzzles at the First Grade of SMPN 14 Bandar Lampung”. After using crossword puzzles, pupils' vocabulary mastery increased as a result of this study, so the researcher recommends the application of crossword puzzles to the instruction and acquisition of vocabulary.

The second is a study conducted by Haviza & Marlina (2022) entitled “The Use of Anecdote Stories to Enrich EFL College Students’ Vocabularies and to Reduce Their Reading Anxiety at English Department”. The study's findings demonstrate that students who learn through anecdotal media perform better than those who learn through traditional media and have less reading anxiety.

Then, a study conducted by Yuliani & Marlina (2023) entitled “The Impact of Using Digital Children’s Literature Prathambooks.org on EFL College Students’ Vocabularies at UNP”. The finding of this research shows an improvement in students’ vocabularies after doing a daily treatment, so this research successfully proves that digital children's literature has a beneficial impact on EFL students' vocabulary.

The last is a study conducted by Andricos & Marlina (2023) entitled “The Effect of Using Digital Children’s Literature on Storybookscanada.ca to Students Vocabularies at SMAN 5 Padang”. The result of this study shows

that there is a significant effect of using digital children's literature to students' vocabularies at SMAN 5 Padang.

Researchers realize that there are many studies that discuss teaching media or by using digital children's literature related to vocabulary and reading anxiety. However, researchers did not find any significant research discussing the effect of using children's digital literature, especially a compilation of stories for children which are available on the website of *Storynory.com*, on students' vocabulary knowledge and reading anxiety. So, this research is very useful for teachers to provide new innovations in English teaching media to improve students' English skills. Therefore, the researchers conducted a research with the title **“The Effect of Using Digital Children's Literature of *Storynory.com* Website on EFL College Students' Vocabularies and Reading Anxiety at UNP”**.

B. Identification of the Problem

In reference to the background above, the identification of the problem in this research were formulated as follows:

1. The low level of vocabulary knowledge among EFL college students' at UNP
2. The high level of reading anxiety among EFL college students at UNP
3. The impact of digital children's literature to EFL college students' English ability
4. The impact of digital children's literature on the vocabulary of EFL

college students

5. The impact of digital children's literature on the reading anxiety of EFL college students
6. How digital children's literature affects EFL college students' reading comprehension

C. Limitation of the Problem

Due to the identification of the problems above, the scope of this study is restricted to the impact of using digital children's literature on *storynory.com* on the vocabulary and reading anxiety of EFL college students.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem in this study is "Does digital children's literature on *storynory.com* has a significant effect on students' vocabularies and reading anxiety?"

E. Research Question

Related to the above problems, the following are some of the questions raised in this study:

1. Is there a significant effect on EFL college students' vocabulary after using digital children's literature on *storynory.com* website?
2. Is there a significant effect on EFL college students' reading anxiety after using digital children's literature on *storynory.com* website?

F. Purpose of the Research

Based on the research questions above, the purpose of this study is to determine whether using digital children's literature from *storynory.com* significantly affects EFL students' vocabulary and reading anxiety or not.

G. Significance of the Research

This research is useful both theoretically and practically. The following are some of the benefits that can be obtained through this research:

1. Theoretically

The findings from this study can be useful in the field of education as a reference that children's digital literature can be used as a medium for student reading to improve vocabulary mastery and reduce students' reading anxiety.

2. Practically

- a. For teachers or lectures, the results of this research can be used to improve new learning media innovations that can be used in the teaching and learning process, especially in reading skills.
- b. For the English Department UNP, this research is expected to contribute to providing a new picture of the use of digital literature in learning in institutions, especially the English department of UNP.
- c. For researchers, with this study, researchers gained new knowledge about the use of children's digital literature which can influence students' vocabulary mastery and reading anxiety.

H. Definition of the Key Terms

There are several terms used in this research. The following is the meaning of the terms used:

1. Digital children's literature is a new innovative platform for teaching and learning especially for reading available on the internet.
2. *Storynory.com* is a children's digital literature reading website that has existed since 2005. *Storynory.com* contains various kinds of children's literature such as fairy tales, legends, fiction, and so on, and is also equipped with audio files so that readers can enjoy reading with shadow reading.
3. Vocabulary is a set of words in a language that is a basic element of language.
4. Reading is the activity of seeing the reading text and the process of understanding the contents of the reading text.
5. Reading anxiety is a situational fear when reading, which makes a person nervous, insecure when reading and unable to concentrate