THE EFFECT OF USING DIGITAL CHILDREN'S LITERATURE OF *STORYCANADA.CA* ON EFL COLLEGE STUDENTS' VOCABULARIES, READING MOTIVATION AND READING ANXIETY AT UNP

THESIS

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

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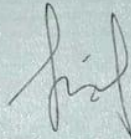**UNIVERSITAS NEGERI PADANG**
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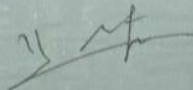
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HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

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**The Effect of Using Digital Children's Literature of Storycanada.ca on EFL College
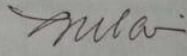Students' Vocabularies, Reading Motivation and Reading Anxiety at UNP**

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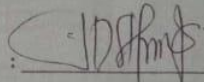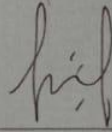Tim Penguji   Tanda Tangan

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ABSTRACT

Mulyati, Tri (2024). The Effect of Using Digital Children's Literature of Storycanada.ca on EFL College Students Vocabularies, Reading Motivation and Reading Anxiety. Thesis.Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Digital children's literature is considered one of the media that can be used in learning, as it helps improve vocabulary, reading motivation, and reducing reading anxiety at Universitas Negeri Padang. A collection of digital children's literature stories from storycanada.ca was used in this experimental study. The study employed a quasi-experimental research design and a quantitative approach. The population consisted of six classes of English Language Education major students who were enrolled in the Introduction to Literature course during the 2022/2023 academic year at the English Department of Universitas Negeri Padang. Through random sampling, a sample was taken from two of six classes, comprising 63 students from K3 for the experimental class and K7 for control class. Data on the familiarity level of vocabulary were gathered using pre-tests and post-tests of EFL College students' vocabularies, consisting of 100 vocabularies taken from 14 selected stories on storycanada.ca. The data for EFL college students' reading motivation and reading anxiety were collected using pre-response and post-response questionnaires. A collection of 14 stories, each completed with vocabulary exercises and vocabulary list, was used as the daily reading treatment over a period of 14 days. Based on the results, the experimental class's vocabulary before treatment was 339,57 and students' vocabulary score after treatment was 379,43. Additionally, the experimental class's pre-test score for reading motivation increased from 138,61 to 152,86, and for reading anxiety, it reduced from 81,00 to 76,25. In contrast, the control group did not experience significant changes in their pre-test and post-test results. Their vocabulary level changed from 356,97 to 361,71, while the control class's pre-test score for reading motivation changed from 140,03 to 143,00, and for reading anxiety, it changed from 87,34 to 87,22. This research demonstrates that employing digital children's literature in the form of picture books on storycanada.ca, along with structural exercises, has a significant effect on improving EFL college students' vocabularies, enhancing reading motivation, and reducing reading anxiety.

Keywords: *digital children's literature, storycanada.ca, vocabulary, reading motivation, reading anxiety*

ABSTRAK

Mulyati, Tri (2024). Pengaruh Penggunaan Sastra Anak Digital Storycanada.ca terhadap Kosakata Mahasiswa EFL , Motivasi Membaca dan Kecemasan Membaca. Skripsi.Padang : Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Sastra anak digital dianggap sebagai salah satu media yang dapat digunakan dalam pembelajaran, karena membantu meningkatkan kosa kata, motivasi membaca, dan mengurangi kecemasan membaca di Universitas Negeri Padang. Kumpulan cerita sastra anak digital dari *storycanada.ca* digunakan dalam penelitian eksperimental ini. Penelitian ini menggunakan desain penelitian quasi eksperimen dan pendekatan kuantitatif . Populasinya adalah enam kelas mahasiswa jurusan Pendidikan Bahasa Inggris yang mengikuti mata kuliah Pengantar Sastra tahun ajaran 2022/2023 di Jurusan Bahasa Inggris Universitas . Negeri Padang. Melalui random sampling, sampel diambil dari dua dari enam kelas, yang terdiri dari 63 siswa dari K3 untuk kelas eksperimen dan K7 untuk kelas kontrol. Data tingkat keakraban kosakata dikumpulkan dengan menggunakan pre-test dan post-test kosakata mahasiswa EFL College, terdiri dari 100 kosakata yang diambil dari 14 cerita pilihan di *storycanada.ca* . Data motivasi membaca dan kecemasan membaca mahasiswa EFL dikumpulkan menggunakan kuesioner pra-respons dan pasca-respons. Kumpulan 14 cerita, masing-masing dilengkapi dengan latihan kosakata dan daftar kosakata, digunakan sebagai perlakuan membaca harian selama 14 hari. Berdasarkan hasil, kosakata kelas eksperimen sebelum diberi perlakuan sebesar 339,57 dan nilai kosakata siswa setelah diberi perlakuan sebesar 379,43. Selain itu, nilai pre-test kelas eksperimen untuk motivasi membaca meningkat dari 138,61 menjadi 152,86, dan untuk kecemasan membaca berkurang dari 81,00 menjadi 76,25 . Sebaliknya, kelompok kontrol tidak mengalami perubahan yang signifikan pada hasil pre-test dan post-test. Tingkat kosakata mereka berubah dari 356,97 menjadi 361,71, sedangkan nilai pre-test kelas kontrol untuk motivasi membaca berubah dari 140,03 menjadi 143,00, dan untuk kecemasan membaca berubah dari 87,34 menjadi 8 7 , 22 . Penelitian ini menunjukkan bahwa penggunaan literatur anak digital dalam bentuk buku bergambar di *storycanada.ca* , bersama dengan latihan struktural, memiliki pengaruh yang signifikan dalam meningkatkan kosakata mahasiswa EFL, meningkatkan motivasi membaca, dan mengurangi kecemasan membaca.

Kata Kunci **:** *sastra anak digital, storycanada.ca, kosakata, membaca motivasi, kecemasan membaca*

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<div align="right">Padang,   Februari 2024</div>

<div align="right">The writer</div>

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CHAPTER 1
INTRODUCTION

A. Background of the Problem

Language is an important thing used to communicate and interact in this world. This is because English is an international language. Mastering this language is not a simple thing to do. There are four basic language skills that must be mastered by a student. Such as reading, speaking, and writing.

One of the most crucial tools for contact and communication is language. There are numerous languages spoken worldwide. Each nation has its own language. The majority of individuals select English as the common worldwide language for communication. Because of this, English is taught as a second language in several nations. English is one of the subjects taught in Indonesian schools. So, it is clear why English is significant. Furthermore, to achieve language proficiency, reading skills should integrate with other skills. However, many studies have found that reading English texts could be challenging for EFL learners since a large number of students, especially adult learners, tend to read slowly, have limited vocabulary knowledge, and primarily focus on specialized textbooks to pass a test. They are not used to being exposed to interesting learning materials; therefore, they believe that reading English texts is a tiresome and unpleasant task that must be completed (Lee, 2015:66).

As Wilkin in Thornbury in Yulsardi, R. P. (2021:3), says that all people must be able to master the vocabulary that is necessary, including its skills:

writing, speaking, listening and reading skills. Students should improve comprehensive language proficiency for real communication since four language skills are interrelated and facilitate one another in language learning and communication. Therefore, listening, speaking, reading and writing are not only learning contents for students but also learning tools and strategies for them. Ministry of Education (2011).

According to Andricos & Marlina (2023: 8041), It is essential for students learning a foreign language to have an extensive vocabulary. One way to increase vocabulary is by reading. Students will increase their vocabulary by reading a lot. To do that, the instructor needs to be able to enforce pupils' careful reading. But the truth is that pupils experience anxiety when they read, and children in Indonesia are currently not very interested in reading.

Reading, as one of the basic language skills, plays an important role in expanding one's knowledge and understanding it. It is supported by Klingner, J. K., Vaughn, S., & Boardman, A. (2007:8) reading is one of the most important language skills and reading comprehension involves more than just text responses from readers. Reading comprehension is a complex process involving multiple interactions between readers, the knowledge and strategies they bring to the text (previous knowledge, strategies) as well as variables related to the text itself (interest in the text, understanding the type of material). As said by Yuliani & Marlina (2023:1114) that in the language

classroom, teachers should choose appropriate reading materials that keep students from feeling anxious, stressed or bored while reading texts.

According to Syabli A. B. (2016:3) says that everyone must learn the English language in school from the secondary school level until the university level. EFL students find it a challenge to read English texts. The students must understand the reading text when they read. However, not all EFL students are easy in terms of reading comprehension with all the vocabulary in the text. As a result, students struggle to understand texts they find difficult and become anxious while doing so. They may become sluggish while reading, especially if the text they are reading is boring and not at all interesting. So, a teacher must be able to use an interesting teaching approach for his students, especially to help students get motivated and relieve their anxiety about reading. A teacher must be able to use interesting media, so that students enjoy reading.

In improving reading comprehension, the use of media in the teaching and learning process must be the best solution in solving these problems. Teaching media used in context efforts to improve reading comprehension in the student learning process. One of the media can be used is digital children's literature. Digital children's literature is a story containing a series of digital children's literature such as myths, legends, fables, poems, and others. Digital children's literature can be a medium to help motivate children and relieve children's anxiety in reading because it is presented in an interesting way and easy to use. Web-based alternative reading materials on the internet such as

fan fiction, e-fiction, and other web-based stories are welcomed by many social media users (Harits, Surya and Chudy, 2019: 100). The rise of digitally based and multimodal texts has changed how readers read, discuss, and analyze children's literature. In contrast to conventional print-based texts, multimodal and digital texts necessitate that readers pay attention to written language as well as visual pictures, design features, and hypertextual aspects (Serafini,2010 :401).

There are several studies that are relevant to teaching media that influence vocabulary mastery and students' reading anxiety. First, based on a study conducted by Haviza & Marlina (2022) ,the result of this study shows that students who learn through anecdotal media are better than students who learn through conventional media and students' reading anxiety is reduced.

The second, is a study conducted by Yuliani & Marlina (2023), the findings of this research show an improvement in students' vocabularies after doing a daily treatment, so this research successfully proves that digital children's literature has a positive effect on the vocabulary of EFL students.

Then, in a study conducted by Andricos& Marlina (2023), 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.

Then, a study conducted by Adrianti& Marlina (2022), the result of this study shows that by using the Magoosh application, students get a higher score in the post-test.So, it means that using the Magoosh application can help students vocabulary.

The Last, a study conducted by Asnita& Marlina (2022:249), examined the effect of using English Children's Literature on vocabulary and reading anxiety. It was conducted at the 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.

As previously mentioned, digital children's literature is one of the solutions that can be accessed anywhere, such as YouTube, websites, and podcasts because this platform is one of the platforms that is widely used in the world and is also used to increase children's interest in reading. Types of digital children's reading that can be accessed by anyone are Story Canada, Librivox, Lit2GO, Buku Setia, Storynory, Learn Out Loud and Digital Books. This provides children's reading that can be heard directly by listeners, resulting in an increase when reading and listening to children's digital reading in English. Moreover, integrating digital children's literature in EFL adult classrooms enables adults to learn significantly because it offers learning through experiences. Children's literature with its various themes about life is suitable learning material for ESL adults since they need to have relevant educational experiences to enhance their critical and spiritual development (English, 2000, pp. 13–18). According to Nikolajeva, Maria (2005: p.117), children's literature does share a number of features with the mainstream. For instance, it reflects, our own reality, it conveys ideological values, it has strong potential to affect the mind, and it also appeals to our emotions. Yet in some essential ways children's literature is different from the mainstream

because of its historical and social context, because of its strong educational affiliation, and because of its implied audience, as a result, as they engage in their reading material, unconsciously their anxiety will decrease.

Every student should pay more attention to and understand what they read, in EFL reading class. Because students experience anxiety in reading class, they don't catch what they read. Reading children's digital literature is expected to increase motivation and reduce anxiety in increasing children's reading comprehension.

These days, young children view electronic instruments as an integral part of their everyday lives (Prensky,2001:68). English digital children's literature has been examined by several researchers. Someresearchers who have conducted research on digital children's English literature in EFL students at elementary /secondary schools' levels are. Ertem (2013) and Cigerci and Gultekin (2017). Whereas research on digital children English literature in EFL college students' students are,Brunsmeier and Kolb (2017), Harits et al (2019), Kucirkova (2020), Nurmanita (2020) andWidyaningrum, Andayani, Suwandi, and Wardani (2022).

First,Brunsmeier and Kolb (2017) examine the digital children's using story app for independent reading scenarios in primary English as a Foreign Language of the EFL in the English Children's Book Club for third and fourth graders (children aged between 8 and 11 years) in German school. Second, Harits et al (2019) examined and probed digital children's Using stories as resource packs in the context of English literature and cross-cultural

understanding through media such as MOOCs and Massive Open Online Courses of EFL college students at Universitas Trunojoyo Madura.

The third researchers who have analyzed digital children's English literature is Kucirkova (2020) maximized the benefit of digital books for children in the reading skill of EFL college students at first language students in University of Stavanger and University College London.Forth,Nurmanita (2020) examined the reality and cultivation of children's stories of EFL collegestudents in Universitas Terbuka, Fifth,Nurmatnita,Widyaningrum,Andayani,Suwandi and Wardani (2022) described the use of media in literacy learning for children of EFL college students at Madiun University. Digital children's literature has been investigated by several researchers, so researchers decided to take a closer look at how digital children's literature affects EFL college students' reading motivation and reading anxiety.

Reading motivation has been examined by several researchers. Whereas research on reading motivation in EFL college students areAl Haq, A. F. (2020), Indrayadi, T. (2021), Pirih, A. (2015).

First Al Haq, A. F. (2020) examined student's motivation and whether it correlates with their reading skills of EFL college students in Saudi. Second,Indrayadi, T. (2021) identified the motivation of students and its relationship to reading skills, as well as how students, aremotivated, intrinsically or intrinsically to EFL College students at junior high schools located in one regency, Jambi Province, Indonesia. Third, Pirih, A. (2015)

identified the effect of motivation on reading skills in Slovene Elementary School.So, based on several studies, researchers want to examine EFL college student's reading motivation toward digital children's literature.

Reading anxiety has been examined by several researchers. Some researchers who have conducted research on reading anxiety in EFL college students are Lien, H. Y. (2011).

First, Lien, H. Y. (2011) found that EFL learners with low anxiety levels tended to use general reading strategies such as guessing, while EFL learners with high anxiety levels employed basic support mechanisms, such as translation, to help themselves understand texts at Ming Chuan University, Taiwan.Second,Torudom,K., & Taylor, P. (2017) was intended to investigate students reading anxiety in English as a Foreign Language (EFL) of the undergraduate students' class. Third, Mohammadpur, B., &Ghafournia, N. (2015) the present study was an elaboration on the effect of foreign language anxiety on reading comprehension achievement of Iranian EFL learners. Fourth, Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. (2013) was to explore and understand the underlying problems and factors that contribute to reading anxiety faced by EFL students at Yarmouk University, Jordan.Fifth, Fadhilah and Marlina (2022:205) the level of foreign language anxiety in EFL student's listening and reading skills in the English language education study program and the English language literature study program at FBS UNP.

Based on several studies that have been conducted, researchers found that there is still a gap in problems that occur in reading motivation and reading anxiety. Researchers discovered that there is still no research on reading motivation and reading anxiety simultaneously, so researchers have not found any results or impacts on the use of digital children's literature on reading motivation and reading anxiety.

In this study, the researchers chose *storycanada.ca* because it was more interesting and easier to use and accessible to children. Therefore, researchers are really needed in researching the effect of using digital children's literature on *storycanada.ca* to EFL college students reading motivation and reading anxiety.

B. Identification of the Problem

Some issues can be investigating based on the information in the research background:

1. Thelow level of vocabulary knowledge among EFL college students' at the English Department UNP.

2. The low level of reading motivation among EFL college students' at the English Department UNP.

3. The high level of reading anxiety among EFL college students' at the English Department UNP.

4. How does digital children's literature on *storycanada.ca* affect EFL college students vocabulary knowledge in the English Department at UNP

5. How does digital children's literature on *storycanada.cca* affect EFL college students' reading motivation in the English Department at UNP.

6. How does digital children's literature on *storycanada.ca* affect EFL college students reading anxiety in the English Department at UNP.

C. Limitation of the Problems

This study focused on investigating the effect of using digital children's literature in the form of picture books on *storycanada.ca*to EFL College students' vocabulary and reading motivationand reading anxiety at UNP.

D. Formulation of the Problem

Related to background, identification of the problem, and the limitation of the problem above, the researcher formulates the research as follows:" Does the use of digital children's literature on *storycanada.com* affect EFL college student's vocabulary, reading motivation, and reading anxiety at the English Department UNP?".

E. Research Question

This study has three research questions that give contribution to reflect the issues.

1. Is there any significant effect on EFL college students' vocabulary after using digital children's literature on *storycanada.ca*?

2. Is there any significant effect on EFL college students reading anxiety after using digital children's literature on *storycanada.ca* ?

3. Is there any significant effect on EFL college students reading motivation after using digital children's literature on *storycanada.ca*?

F. Purpose of the research

The purpose of this research is to find out whether there is any significant effect of using digital children's literature on *storycanada.com* to EFL college students' vocabulary and reading motivation and reading anxiety at English Department UNP.

G. Significance of the research

Current technological advancements offer a wealth of information in the mass media, one of which is video, for example, digital children's English literature, therefore this research problem merits investigation. Hence, by examining the impact of applying digital children's literature to EFL college students' reading motivation and reading anxiety, this research is anticipated to be able to contribute to the area of English. It is envisaged that this research will reveal both theoretical and practical implications.

Practically, the results of this study can be useful for, first, for EFL collages students' reading motivation to find out the effect of digital children's literature on student reading motivation and they can use digital children literature to increase their motivation in learning, in listening, reading, and speaking. Second, EFL college students also can find out the effect of digital children's literature on student reading anxiety.

For students who have anxiety in learning, especially in terms of reading, digital children's literature can also be tried to reduce children's

anxiety in learning, because digital children's literature is presented in an interesting way so that students feel interested and it is hoped that it can reduce student anxiety. Third, the results of this study are beneficial to the world of education. With the results obtained in this study, we will know the impact of digital children's literature. And they can know the benefits of watching digital children's literature. So, they are more likely to look at digital children's literature. In addition, this research can be used as input material, in order to further improve the quality of learning in the classroom later. So that it can produce better learning, to help students overcome existing educational problems. Theoretically, this research can be used as a reference for further writing about the influence of digital children's literature on students' reading motivation and anxiety.

H. Definition of key term

1. Digital Children Literature

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

   a. Children literature is defined as authored and produced content aimed at educating or entertaining children and young people. All non-fiction, literary, and creative genres as well as physical mediums are included.

   b. A vocabulary is their collection of common terms used in their language. A vocabulary is a useful and essential tool for communication and knowledge acquisition that typically develops with

age. One of the biggest problems in learning a foreign language is developing a broad vocabulary.

c. Reading is the process of understanding letters, symbols, etc., particularly through sight or touch. Reading is a multifaceted activity that involves areas including word identification, orthography (spelling), alphabetics, phonics, phonemic awareness, awareness, vocabulary, comprehension, fluency, and motivation, according to educators and scholars.

d. Reading motivation, a topic of interest in the world of education, is the drive to read. Teaching and promoting learning both require an understanding of and application of the factors that encourage pupils to read. The procedures for increasing effort in reading activities are known as reading motivation.

e. Anxiety is an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.

f. Reading anxiety is a specific, situational phobia toward the act of reading that has physical and cognitive reactions.