EFL STUDENTS' PERCEPTION ON USING SONGS AND POEMS FROM *LEARNENGLISH KIDS* AS AUTONOMOUS LEARNING ACTIVITY TO INCREASE VOCABULARY AND ENGLISH LEARNING MOTIVATION

THESIS

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ABSTRACT

LearnEnglish Kids provides some media/tools such as songs and poems to help English learner enjoy their learning. This research aims to reveal EFL students' perception about using the website as autonomous learning to increase their vocabulary and English learning motivation by using descriptive research with quantitative approach. The researcher conducted the research because of have done teaching practice at SMP 15 Padang and find out some issues that were a low of students' vocabulary and low motivation. This research used purposive sampling to take the sample of the research. There were 65 students as research sample who takes purposively in six classes and 7 students as the interviewee. Data were collected through online google form by using questionnaire with 40 questions and interview with 9 questions. The data results on students' perceptions, concerning the motivation aspects and vocabulary aspect of using *LearnEnglish Kids* are provided in the findings. Findings indicate that students perceive songs and poems as enjoyable and effective tools for learning new vocabulary. Additionally, these resources appear to enhance students' motivation to engage with English learning outside the traditional classroom setting. The research suggests that integrating multimedia resources like songs and poems into autonomous learning strategies can significantly benefit vocabulary development and overall language learning motivation among EFL students.

Keywords: *Perception, LearnEnglish Kids, Autonomous learning, Vocabulary, Motivation*

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Researcher

TABLE OF CONTENTS

ABSTRACT i
ACKNOWLEDGEMENTS ii
TABLE OF CONTENTS iii
LIST OF TABLES v
LIST OF FIGURES vi
LIST OF APPENDIXES vii
CHAPTER I 1
INTRODUCTION 1
A. Background of study 1
B. Identification of the Problem 5
C. Limitation of the Problem 6
D. Formulation of the Problem 6
E. Research Question 6
F. Objective of the research 7
G. Significance of the research 8
H. Definition of the Key Terms 8
CHAPTER II 10
LITERATURE REVIEW 10
A. Review of related to the studies 10
B. Relevant Studies 30
C. Conceptual Framework 33
CHAPTER III 36
METHODOLOGY 36
A. Research Method 36
B. Population and Sample 37
C. Instrument 40
D. Technique of Data Collection 42
E. Validity and Reliability 43
F. Technique of Data Analysis 46
CHAPTER IV 50
FINDINGS AND DISCUSSION 50

A. Data Description 50
B. Data Analysis 56
C. Findings 70
D. Discussion 76
E. Limitation of the research 79
CHAPTER V 81
CONCLUSION AND SUGGESTION 81
A. Conclusion 81
B. Suggestion 83
REFERENCES 84
APPENDIXES 88

LIST OF TABLES

Table 1. List of 10 Selected Songs on LearnEnglish Kids website 19
Table 2. List of 10 Selected Poems on LearnEnglish Kids website 20
Table 3. Number of students per each class 37
Table 4. Sample Number of students per each class 39
Table 5. Likert Scale 40
Table 6. Indicator questionnaire 41
Table 7. Reliability Range 45
Table 8. The category of mean 48
Table 9. Questionnaire Songs for English Learning Motivation 51
Table 10. Questionnaire Poems for English Learning Motivation 52
Table 11. Questionnaire Songs for Vocabulary 54
Table 12. Questionnaire Poems for Vocabulary 55
Table 13. Questionnaire Results of Song from LearnEnglish Kids to increase English Learning Motivation 56
Table 14. Questionnaire Results of Poems from LearnEnglish Kids to increase English Learning Motivation 60
Table 15. Questionnaire Results of Songs from LearnEnglish Kids to increase Vocabulary 63
Table 16. Questionnaire Results of Poems from LearnEnglish Kids to increase Vocabulary 66
Table 17. Summary Score Song of Motivation Aspects 71
Table 18. Summary Score poem of Motivation Aspect 72
Table 19. Summary Score Song of Vocabulary Aspect 73
Table 20. Summary Score poem of Vocabulary Aspect 75

LIST OF FIGURES

Figure 1. Home Page of LearnEnglish Kids 17
Figure 2. Conceptual framework 33
Figure 3. The reliability test of EFL students' perception on using songs from LearnEnglish Kids to increase motivation 45
Figure 4.The reliability test of EFL students' perception on using poems from LearnEnglish Kids to increase motivation 45
Figure 5.The reliability test of EFL students' perception on using songs from LearnEnglish Kids to increase vocabulary 45
Figure 6. The reliability test of EFL students' perception on using poems from LearnEnglish Kids to increase vocabulary 45
Figure 7. The reliability test of EFL students' perception 46
Figure 8. Graph for English Learning Motivation 53
Figure 9. Graph for Vocabulary 55

LIST OF APPENDIXES

Appendix 1. Link G-Form Song 88
Appendix 2. Link G-Form Poem 89
Appendix 3. List Of Songs from LearnEnglish Kids 90
Appendix 4. List Of Poems from LearnEnglish Kids 92
Appendix 5. Questionnaire 93
Appendix 6. Interview 99
Appendix 7. Interview Transcript 100
Appendix 8. Data Tabulation of Questionnaire Results 108
Appendix 9. Advisor Assignment Letter 109
Appendix 10. Proposal Assignment Letter 110
Appendix 11. Instrument Validator Letter 111
Appendix 12. Research Permission Letter 115
Appendix 13. Reliability of each item 116
Appendix 14. Recap of autonomous learning activity 117

CHAPTER I

INTRODUCTION

A. Background of study

In this era, foreign language teachers have many ways to make learning English enjoyable and fun. There are a lot of websites that can be used to learn English, for example *LearnEnglish Kids* website. Sadoughi & Hejazi (2022:1) said foreign language teachers, in particular, are essential in encouraging, helpful, secure, and friendly learning in order to improve students' foreign language accomplishment. In addition, Khan, et al. (2021:2) said compared to earlier methods of instruction, language learning has advanced with the use of expanding and widely accessible technology. As the global authority in English language teaching, *LearnEnglish Kids* website offers resources like “Learn English for Kids” which includes engaging songs, poems, games and activities suitable for young learners. It offers videos on how to use English at home, articles on helping students learn the language, and details about English classes for students. Even if there are more offerings from the website, the researcher will only focus on using the poem and songs that are available from the website to maximize the research. The website can be easy accessed by the junior high school students because it is free and easy to understand.

As the researcher has done the teaching practical in seventh grade students at SMP 15 Padang during August - December 2023, the researcher observed many students have low vocabulary mastery and low English learning motivation. These two aspects are very

important to be considered for the students as English foreign language (EFL) learners. According to Asnita & Marlina (2022:250), learning new words can be tough for students. For English as Foreign Language (EFL) students, a strong vocabulary can unlock English proficiency in all key areas – listening, speaking, writing, and reading. While mastering vocabulary is vital, students' motivation also plays a major role in their English learning progress. Monotonous teaching methods, still present in some classrooms, can unfortunately reduce this motivation and hinder active engagement. In overcome the problems, as pre-service teacher, the researcher has applied the use of songs and poems from *LearnEnglish Kids* in the classroom to introduce for the students about songs and poems from the website and also as one of teaching media during October – December 2023 (*see appendix 1 and 2*). When the researcher as pre-service teacher at school has practiced songs and poems from this website, most of the students enjoy to listen the poems and watch the video from songs.

After the students had listened and watched the songs and poems from the website, the researcher made eight groups of students did some exercises that were available on the website and the additional questions that were written by the researcher about its songs and its poems. Because the limited time learns English at school, the researcher applied autonomous learning to increase students' English skill by using songs and poems from *LearnEnglish Kids* at home. The students just learn English for about 2 hours 20 minutes per week so it cannot be maximized to master in English skills. Then, the students did another exercise from the website at home as an autonomous learning process. Website with hands-on features foster independent learning, which is crucial for both large -group

EdTech setting (Jordan et al., 2021:69) and self-directed learning outside of formal education (Huntington et al., 2023:189). The researcher has applied 10 songs and 10 poems from *LearnEnglish Kids* as autonomous learning for seventh grade students at SMP 15 Padang. The criteria of the selected songs and poems were songs and poems which have the low duration and related to the topic of students' English learning. From the autonomous learning process, the study aims to assess the clarity of student perceptions regarding their English language learning through *LearnEnglish Kids* website especially for *LearnEnglish Kid's* songs and poems. The researcher will conduct the research about any specific aspect can be influenced by using songs and poems from this website such as vocabulary mastery and learning motivation based on students' perception.

By using different ways to learn English and knowing how students' perception on the website, whether or not the level of student motivation in learning English can increase, teachers can evaluate how English will be taught in the future. If using this website can increase students' motivation to learn English independently based on students' perception, then, teachers can start regularly using this website for students' autonomous learning especially at their home. The significance of students' perception is important, particularly in aiding the teachers to enhance the teaching-learning process and prepare effective autonomous learning for future sessions (Iqbal & Rosita, 2022:298). Therefore, the outcome of student perception plays a crucial role in this research.

The researcher has reviewed several studies about using digital English website such as storybookscanada.ca, storynory.com, and prathambooks.org that conducted by

Andricos & Marlina (2023), Ahwida & Marlina (2023) and Yuliani & Marlina (2023). Andricos & Marlina (2023) highlight the potential of storybookscanada.ca as digital children's literature as valuable learning resources for EFL students looking to expand their vocabulary and improve their English skills. Furthermore, Ahwida & Marlina state that using digital children's literature from storynory.com significantly reduced listening anxiety among EFL college students in the English Department at UNP. Through daily exposure to engaging stories and a pre-test, post-test, the results show a positive impact on students' feelings about listening (2023). Additionally, Yuliani & Marlina, L. (2023) state incorporating digital children's literature into EFL vocabulary instruction can be a beneficial and effective practice.

The researcher has also reviewed several studies on related topic such as learner autonomy in vocabulary development by Almusharraf (2021) that highlight the importance of student independence in learning new words in Saudi EFL classroom. Second, teacher perceptions of songs by Khumairo, Inayati, & Tyas, (2022) that explore how pre-service and in service teachers view using English children's songs for young learners. Third, student perceptions of autonomous learning by Khulaifiyah et al. (2021) that investigated Indonesian students' perspectives on independent learning activities. Fourth, incidental vocabulary acquisition by Rahul & Ponniah (2023) that examine the impact of watching on-screen content on passively acquiring vocabulary through listening. Lastly, students' demographics and language learning by Sabiq (2023) that studies how factors like age and school location influence Indonesian students' attitudes and motivation towards English learning.

Existing research has explored digital children's English websites, learner autonomy, teacher perception of songs, student perspectives on independent learning, and incidental vocabulary acquisition through digital content. However, lack of studies have specifically investigated **"EFL Students' Perception on Songs and Poems from *LearnEnglish Kids* as Autonomous Learning Activity to Increase Vocabulary and English Learning Motivation".** While there are studies that highlight the benefits of using songs and poems in English language learning, there is a need for more research that focuses on the specific resources provided by *LearnEnglish Kids* and how they can be utilized effectively in autonomous learning activity. Therefore, the researcher will conduct the research about the topic to provide valuable insight for educators who want to utilize digital resources effectively to promote autonomous English language learning among EFL seventh grade students in Indonesia to increase students' vocabulary mastery and motivation.

B. Identification of the Problem

Based on the background, there are several issues that can be investigated as follows:

1. EFL students at SMP 15 Padang face difficulties in mastering vocabulary
2. Monotonous learning methods negatively impact to EFL Students' learning motivation at SMP 15 Padang
3. Time constraints pose a challenge for EFL students at SMP 15 Padang

4. There is no clear perception regarding the positive or negative impact of using songs and poems in EFL learning at SMP 15 Padang

C. Limitation of the Problem

In this research, the researcher primarily focused on analyzing the students' perception on using songs and poems from *LearnEnglish Kids* website to improve EFL junior high school students' vocabulary and English learning motivation. The researcher focused on using the songs and poems from *LearnEnglish Kids* website for seventh grade students in SMP 15 Padang.

D. Formulation of the Problem

There are several applications and websites that be used to increase EFL students' vocabulary and English learning motivation. Focusing specifically on using songs and poems from *LearnEnglish Kids* website, renowned for increasing vocabulary and motivation. This research is conducted to answer the following formulated question as "What is EFL students' perception on using songs and poems from *LearnEnglish Kids* to increase vocabulary and English learning motivation of seventh grade students at SMP 15 Padang?"

E. Research Question

Based on the study background problem, the researcher makes research questions as the following:

1. How is the EFL students' perception on using digital children's songs from *LearnEnglish Kids* website as autonomous learning influence English learning motivation for seventh grade students at SMP 15 Padang?

2. How is the EFL students' perception on using digital children's poems from *LearnEnglish Kids* website as autonomous learning influence English learning motivation for seventh grade students at SMP 15 Padang?
3. How is the EFL students' perception on using digital children's songs from *LearnEnglish Kids* website as autonomous learning influence vocabulary mastery for seventh grade students at SMP 15 Padang?
4. How is the EFL students' perception on using digital children's poems from *LearnEnglish Kids* website as autonomous learning influence vocabulary mastery for seventh grade students at SMP 15 Padang?

These research questions aim to explore various aspects of students' perceptions and experiences with digital learning resources in the context of their English language education at Junior High School 15 Padang. They cover areas such as engagement, vocabulary mastery, and motivation.

F. Objective of the research

The objective of the research on students' perception of using digital children's songs and poems from *LearnEnglish Kids* English classrooms at the seventh grade of Junior High School 15 Padang is to:

1. Understanding students' perception on using songs from *LearnEnglish Kids* to increase English learning motivation.
2. Understanding students' perception on using poems from *LearnEnglish Kids* to increase English learning motivation.

3. Understanding students' perception on using songs from *LearnEnglish Kids* to improve students' vocabulary.
4. Understanding students' perception on using poems from *LearnEnglish Kids* to improve students' vocabulary.

G. Significance of the research

This research is important to conduct because the perception of the students has a great impact on their learning process. From the previous research, there is no specific discussion about using *LearnEnglish Kids* such as poems and songs that has been implemented for Junior High School students. By focusing on specific platform like *LearnEnglish Kids* website, the research practically provides valuable insight for improving teaching practices and student learning outcomes in EFL contexts. This research can theoretically implicate the understanding of language acquisition.

H. Definition of the Key Terms

1. Autonomous Learning is independence learning that students have the power to regulate their learning activities.
2. *LearnEnglish Kids* website is one of digital resources that has interactive design with several offerings such as poems and songs which can be used to learn English for the students.
3. Song from *LearnEnglish Kids* is a simple musical composition with lyrics designed to entertain, educate, or engage students.

4. Poem from *LearnEnglish Kids* is a creative and playful use of language with rhythm, rhyme, and imagery that sparks students' imagination and emotion.
5. Vocabulary is the collection of words that students understand in a language.
6. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors.
7. Perception is the way that students think about media from the website or the impression students have of it.