

**EFL STUDENTS' PERCEPTION ON USING *STORYNORY.COM* AND
STORYBOOKSCANADA.CA AS AUTONOMOUS ENGLISH LEARNING
ACTIVITY AT ENGLISH DEPARTMENT FBS UNP**

THESIS

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



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as Autonomous English Learning Activity at English Department FS UNP**

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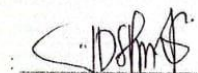
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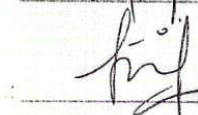
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ABSTRACT

Children's digital literature may be used as an innovative learning tool for reading and listening stories. The aim of this research is to reveal students' perceptions on using digital children's literature *storybookscanada.ca* as autonomous learning activity. This research uses descriptive research with quantitative approach. The population of this research were students of Introduction to Literature class, English Department, FBS, Universitas Negeri Padang (UNP). Data was collected from 27 students using a questionnaire with 20 closed statements using 4 Likert scales, and an interview data was collected from 5 students with 6 key questions about students' perceptions of using *Storybookscanada.ca*. The result of this research from physical and psychological aspect. Firstly, from physical aspect the result showed that the majority of students like and enjoy reading and listening short stories with very positive perception. The total average of student's perception in the physical aspect was 3,35 out of 4 it means have very positive perception. Secondly, from the psychological aspect the results showed that the majority of students agreed and strongly agreed that the visual and audio quality of the content enhanced their English learning experience. The total average of perception indicators in the psychological aspect was 3.36 out of 4 it means very positive perception. Since the students' perceptions on both physical and psychological aspects are very positive, the other classes are suggested to use *storycanada.ca* in a similar way as an autonomous learning activity.

Keywords: *Perception, Storybookscanada.com, Autonomous learning*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The use of digital children's literature has become an integral part of children's literacy experiences today. As technology advances, with digital literature for children, children can be more engaged in stories through animation, sound and hands-on interaction. Digital literature gives young readers the flexibility to explore stories in a more dynamic way, supporting different learning styles. EFL students at the State University of Padang in the July-December 2023 semester have utilized digital children's literature such as *storynory.com*, *storybookscanada.ca* and *prathambooks.org* as a medium of learning in class and also as autonomous learning at home.

Learning English as a Foreign Language (EFL) has changed significantly in recent years as a result of the growing use of digital technology. The integration of digital tools and resources into language learning classrooms has created new options for autonomous learning activities. One such resource is digital children's literature, which provides interactive and entertaining content for language students. However, little research has been conducted on EFL students' perceptions of using digital children's books as an autonomous English learning activity.

There has been several studies on the perceptions of EFL learners in the classroom. Astuti et al. (2019:2), emphasize the educational potential of literary

media, including children's literature, as a means to instill positive values in society. Pasaribu (2022), discussed perceptions of Indonesian EFL students regarding the quality of their English textbook. Masykuri and Basuki(2022), research focuses on students' perceptions of digital media in the context of English language teaching and learning. Mulyadi, Tahrin and Maisani (2022), highlight Digital Learning of English EFL Learners' Perceptions and Teaching Activities. Meanwhile, Mandasari and Aminatun (2022), research explored teachers' beliefs and practices regarding the use of digital media in English language learning during the pandemic. Abidin and Amelia (2018), evolving landscape of English language teaching by investigating the impact of incorporating tablet-based digital storytelling applications in the learning process for young ESL.

Studying the learning process in these environments has been greatly impacted by research on EFL students' perceptions and autonomous learning practices. In research by. Khulaifayah et al (2011:35), Autonomous learning also allows learners to work on several projects at the same time, and they can input and output language information.. Research by Tavakoli et al (2017), shown that Perceptions of EFL students about their own and their teachers' roles in helping them study language autonomous. Furthermore Arsyad and Yunus (2015), this study investigate the perspectives of 35 in-service English teachers in public secondary schools regarding practices and prospects. Given the crucial function of teachers to encourage autonomous learners, this study investigates their beliefs, practices, and expectations about learner autonomy in the classroom. In addition

Duong (2014), this study focused study on English as a Foreign Language (EFL) teachers' perceptions of learner autonomy promotion and their teaching practices in a Thai context. The research, conducted with thirty EFL teachers at a Thai university, adopts a quantitative approach utilizing a closed-ended questionnaire for data collection.

The use of digital media in learning the English language by EFL students is a complex and relevant topic, as evidenced by several research studies. Ahwida and Marlina (2023), has shown the using digital children's literature has a good impact on reducing students' listening anxiety. The similar study by Andricos and Marlina (2023), has shown that the study provides evidence supporting the positive effect of utilizing digital children's literature as a tool for improving vocabulary in EFL secondary students. The next research by Asnita and Marlina (2022), has shown utilizing English Children's Literature affects vocabulary and reading anxiety, it took place at the UNP English department. The researchers studied if using English children's books may help kids enhance their vocabulary and minimize their reading anxiety. Basuki and Masykuri (2022:65), said that there are many perspectives of digital media for English-language reading material. Students might be enthusiastic to use the technology or maybe not. Therefore, it's important to understand how children perceive reading digital children's books as an independent English learning activity.

There is a lot of digital children's books available on the internet, Such as, storynory.com, storybookscanada.ca and prathambooks.org. This kind of digital children literature can be used in the teaching and learning process, because as

said by Putu and Asmini (2014:4), that children's literature can be an effective and enjoyable way for children to learn language. In other words, digital children's literature like Storynory.com and Storybookscanada.ca can be used as a suitable medium for learning, especially for reading and listening. Storynory.com is a children's digital reading, the website that has existed since November 2005 and Storybookscanada.ca is a free online platform that offers forty children's books in thirty languages. However, the use of digital children's literature from websites like storynory.com and storybookscanada.ca for autonomous learning activities is still understudied. Understanding how students perceive and use these materials can help educators and curriculum creators improve EFL education.

A study by Gumay and Marlina (2024), who has conducted research on the storynory.com website in introduction to literature and intermediate listening class, showing that *Storynory.com* has the potential to positively impact EFL students' vocabulary. Another research by Mulyati and Marlina (2024), who was conducted the research on the *Storybookscanada.ca* website, in introduction to literature class this study found that using digital children's literature, such as picture books from storybookscanada.com, along with structure exercises, significantly improved EFL college students' vocabulary at UNP. However, the researcher uncovered no significant research on the perceptions of using children's digital literature, specifically a collection of children's stories available on the *Storynory.com* and *Storybookscanada.ca* websites, for autonomous learning activity. As a result, this research will be incredibly useful to teachers and lecturers in generating new innovations in English teaching media to assist

students improve their language skills. So, the researcher will conduct a study with the title "EFL Students' Perception on Using *Storynory.com* and *Storybookscanada.ca* as Autonomous English Learning Activity at English Department FBS UNP".

B. Identification of the Problem

Several concerns can be investigated based on the information in the study. The impact of digital children's literature, such as *Storynory.com* and *Storybookscanada.ca*, on learning is unclear. It's important to discover what students found useful. Students with various English abilities may struggle to understand, which can impact their perceptions.

C. Limitation of the Problem

This research will be confined to evaluating these platforms' impact on students with varying levels of English proficiency, particularly considering their ability to comprehend and engage with the provided materials. Additionally, the study will limit its scope to the specific features and content offered by these websites, without exploring other digital literature platforms or broader technological tools.

D. Formulation of the Problem

The researcher formulates the following problems: how is EFL students' perception on using digital children literature from website *storynory.com* and *storybookscanada.ca* as autonomous activity in learning English?

E. Research Question

1. How is EFL student's perception on using digital children literature from website *storynory.com* as autonomous activity in learning English?
2. How is EFL student's perception on using digital children literature from website *storybookscanada.ca* as autonomous activity in learning English?

F. Purpose of the Research

According of the research question above, this study aims to find out:

1. To describe students' perception on using digital children's literature from website *storynory.com* as autonomous activity in learning English
2. To describe students' perception on using digital children literature from website *storybookscanada.ca* as autonomous activity in learning English

G. Significant of the Study

This research is highly significant in the field of language learning. It dives into EFL (English as a Foreign Language) students' perceptions and experiences using digital children's literature as a self-directed English learning activity. Understanding how students perceive and interact with this resource has the potential to improve language learning effectiveness, contributing to their overall language competency and confidence in using English.

Furthermore, in an era dominated by technology and digital resources, this research tackles the critical necessity to investigate the use of technology in

language instruction. The incorporation of digital content into language learning methods, such as children's reading, has been continuously rising. This study can provide useful information about the acceptance and effectiveness of such tools in EFL courses. The findings have the potential to help educators improve their teaching methods and make educated judgments about how to employ digital resources.

The study is crucial in terms of increasing self-directed learning among EFL students. Because it promotes self-regulation and the development of independent language skills, autonomous learning is an important skill in language acquisition. This study can help educators design learner-centered, engaging, and effective language learning activities that cater to their students' unique preferences and motivations by exploring students' perceptions and experiences with autonomous learning activities like digital children's literature.

H. Definition of Key Terms

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

1. Perception

Perceptions play a role in measuring EFL students' subjective interpretations and evaluations of Storynory.com and StorybooksCanada.ca as autonomous English language learning activities. By exploring students' perspectives, researchers can uncover valuable insights that inform educators and curriculum developers in optimizing the use of online resources to enhance

the language learning experience of EFL students in the English Department of FBS UNP.

2. *Storynory.com*

By exploring EFL students' perceptions of using *Storynory.com*, researchers can gain insights into its effectiveness as an autonomous English learning activity and its potential to enhance language learning experiences at the English Department of FBS UNP.

3. *Storybookscanada.ca*

The interactive features available on *StorybooksCanada.ca*, such as audio narration, animated illustrations, and interactive games, cater to different learning styles and abilities, making the learning experience more engaging and effective. By investigating EFL students' perceptions of using *Storybookscanada.ca*, researchers can assess its effectiveness as an autonomous English learning activity and its potential to enrich language learning experiences at the English Department of FBS UNP.

4. Autonomous learning

Autonomous learning refers to the ability of students to independently manage and direct their learning process, including selecting resources, setting goals, and evaluating progress. By incorporating *Storynory.com* and *StorybooksCanada.ca* as autonomous English learning activities, students have the freedom to engage with these online platforms at their own pace and according to their individual learning preferences.