



Digital Children's Literature Storynory.Com Impact to English Department UNP's Listening Anxiety of EFL College Students

Ahlal Ahwida¹ and Leni Marlina²

^{1,2}Universitas Negeri Padang

Correspondence Email: ahlahwida@gmail.com

Article History

Submitted: 2023-08-11

Accepted: 2023-08-24

Published: 2023-08-24

Keywords:

Digital Children's Literature, Storynory.com, Listening, Listening Anxiety

Abstract

Digital children's literature is a listening and reading medium that can be accessed not only by children but also adults. The aims of this study to determine whether using digital children's literature Storynory.com has a good impact on reducing students' listening anxiety. A collection of digital children's literature stories from Storynory.com is used in this research. A quantitative technique and a quasi-experimental research design are used in this research. This research has a population of EFL students, especially students enrolled in the (UNP) for the 2022/2023 academic year. Data is collected by using pre-test which is has 20 question, daily treatment which is contain 15 stories (1 day one stories), and post-test which is has 20 questions. Data was analyzed by SPSS 20. Based on the study's findings, digital children's literature Storynory.com help students feel less anxious about listening. This proves that the utilization of children's digital literature is a successful medium that has a positive effect and can be a solution in reducing listening anxiety of EFL college students in the English Department, UNP.

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Ahlal, A., & Marlina, L. (2023). Digital Children's Literature Storynory.Com Impact to English Department UNP's Listening Anxiety of EFL College Students. *Journal of English Language Teaching*, 12. (3): pp. 804-812, DOI: [10.24036/jelt.v13i2.124782](https://doi.org/10.24036/jelt.v13i2.124782)

INTRODUCTION

Listening is an important process in communication so messages can be received and conveyed clearly. Someone must first learn to listen before they can speak a language, and this process is influenced by how they learn a language organically (Nation and Newton, 2009:37). As we know, English is an international language; the students who are not native speakers who listen to English will feel anxious when learning it. Fergina (2010:1) states that English actually makes students more stressed than what they expected. Anxiety is a tense, disturbing expectation of a potentially dangerous yet formless event; it is a feeling of uneasy suspense. It is a negative emotion (feeling) that is so closely similar to fear that the

two names are frequently used interchangeably. Anxiety can linger for a long time and nagging for days, weeks, or months at the back of one's mind (Rachman, 2013:3). Anxiety usually arises because of vocabulary that is difficult to understand, speaker too fast or the accent used. Anxiety becomes one of the obstacles in the learning process and makes people feel uncomfortable. Other researcher that have been conducted anxiety in other skills (writing, reading and speaking) such as , Putri and Marlina (2019), Hidayati, Dewi, Nurhaedin and Rosmala (2020) , Adnan., Marlina and Annisa (2020), Aryuliva, Marlina, Shawfani (2020) and Delvi, Oktavia, and Marlina (2019). Therefore, in listening skill, still not much researched.

In reducing listening anxiety, using the media in teaching and learning process should be the best solution in solving these problems. Teaching media used in context efforts for students to reduce listening anxiety in the learning process. Digital children's literature is one of the medium that can be utilized. 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 audio visualized so it can be a medium to improve students' listening comprehension. Many social media users are open to web-based alternative reading materials including e-fiction, fan fiction, and other web-based stories (Harits and Chudy, 2019: 100). Children's skills development in listening, writing, reading and speaking skills in native language and foreign language education can be developed through stories, because stories help in increasing children's imagination and memory (Cigerci and Gultekin, 2017:253).

Most of the students only listen to digital children's literature only on campus, and they rarely repeat listening to it at home except for a small number, as stated by Azizah and Yaumi (2018: 117) that Due to a lack of practice and the fact that they believe listening to be difficult, students only learn to listen on campus and stop there (lack of practice). Therefore, this problem must be solved to increase students' interest in listening to digital children's literature; which of course will affect the listening level, as previously mentioned, 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 audio visualized so it can be a medium to improve students' listening comprehension. Many previous researchers have conducted research related to this topic they are Harits and Chudy (2019), Polat and Eristi (2019), Hidayati, Dewi, Nurhaedin and Rosmala (2020) .

Based on the preliminary research that the researcher had been done previously through EFL college students in intermediate listening class at Padang State University. The study's findings showed there were still many pupils who experienced listening anxiety in learning, with data obtained in the listening class as many as 103 of 110 students experienced anxiety.

Furthermore, based on several studies that have been conducted, researcher found that there is still a gap in problems that occur in listening anxiety. Researcher discovered that there is still no research on listening anxiety and digital children's literature Storynory.com, so researchers have not found any results or impacts on the use of digital children's literature on listening anxiety. For this reason, researcher wants to conduct this research to determine the impact of digital children's literature

Storynory.com on the listening anxiety of EFL college students at UNP's English Department.

RESEARCH METHOD

This research is experimental research. Kurnain and Adrijanto (2019: 553) state that experimental research is research conducted to determine causal relationships between variables. Quasi-experimental research design was employed in this study. The approach used on this examination turned into quantitative. The paperwork for the pre-test, treatment, and post-test that the students filled out were used by the researcher to gather the data. 186 students who were enrolled in the intermediate listening classes participated in this study. The sampling technique employed in this study was simple random sampling strategy to identify the sample class. The T-test formula in SPSS is employed for data analysis in this study. According to this research hypothesis, digital children's literature Storynory.com had a positive influence on EFL college students' listening anxiety at UNP's English Department.. Below is the title of Storynory.com treatment given to for 15 days and students listen to 1 story 1 day:

Goldilocks and the Three Bears
The Bear's Birthday Party
The Witch Who Was Frightened Of Halloween
How the Monkey Tricked the Tiger
How the Monkey became a Trickster
The Frog Prince
Old Sultan
Pliny's Ghost Story
The Town Musicians of Bremen
The Boy Who Cried Wolf
Birdy and the Boy
The Chinese Year of the Rabbit
The Greedy Bear
Mindi and the Goose No One Else Could See
The Grasshopper

FINDINGS AND DISCUSSION

Research Finding

1.1. Pre-test and Post-test Result

After conducted the pre-test that has indicator below, the result can be seen on the table 1.

Indicator Listening Anxiety

Variable	No.	Indicator	Number of item	Total
Listening anxiety		Listening material factor	2,5,8,9,11	5
		Learning Process factor	3,6,12,14,15,19	6
		Students' factor	1,4,7,10,13,16,17,18,20	9
Total				20

Table 1: Experimental class Pre- test Scores

NO Students Initial Listening

	Name	Anxiety Pre-test scores
1	AND	50
2	AMS	75
3	AR	60
4	ASI	69
5	AM	74
6	ATP	68
7	AS	63
8	ARD	85
9	BDO	73
10	CSA	73
11	DAP	65
12	DCP	55
13	EF	81
14	EA	68
15	EFA	80
16	FAR	32
17	FNA	74
18	FE	77
19	FNF	59
20	F	62
21	GAR	59
22	GEY	59
23	HN	74
24	HRA	68
25	INS	84
26	RAA	59
27	RF	68
28	ZMF	86
29	ZK	66
Total		1966
Mean		67.7931

Table 2: Experimental class Post- test Scores

NO	Students Initial Name	Listening Anxiety Post-test scores
1	AND	76
2	AMS	61
3	AR	49
4	ASI	59
5	AM	59
6	ATP	68
7	AS	34
8	ARD	43
9	BDO	60
10	CSA	44
11	DAP	54
12	DCP	54
13	EF	58
14	EA	68
15	EFA	59
16	FAR	31
17	FNA	60
18	FE	62
19	FNF	59
20	F	60
21	GAR	38
22	GEY	69
23	HN	58

24	HRA	65
25	INS	83
26	RAA	54
27	RF	58
28	ZMF	64
29	ZK	43
Total	1650	
Mean	56.89655	

Considering the table above, it is understood that students' listening anxiety is reducing. The pre-test; the means of listening anxiety from students' score is 67.79, it is seen that students' listening anxiety is high enough. Therefore, the researcher gave treatments to the students as experimental class to reduce the students' listening anxiety. While in post-test, the means of listening anxiety from students' score is 56.89. It is possible to determine that from the results of the post-test, students' anxiety in listening reduced.

1.2. Data Statistical Analysis

1. Normality test

A normality test determines whether or not the data is normally distributed. The Shapiro-Wilk tests was the data analysis procedures that can be used with SPSS 20. The assumption of the normality test is look like this: the data is normally distributed if the sign is ($>$) 0.05, and the data is not normally if sign is lower than ($<$) 0.05.

Table 3: Normality Test of Experimental Class

	EXPERIMENTAL CLASS (ANXIETY)	Shapiro-Wilk		
		Statistic	Df	Sig.
K4	PRE-TEST	.942	29	.115
	POST TEST	.952	29	.204

Both the Pre-test and Post-test had higher sign. than 0.05, as evidenced by the table above ($0.115 > 0.05$) and ($0.204 > 0.05$). The distribution of the data can be described as normal. So, H_0 is accepted.

Table 4: Normality Test of Control Group Class

	CONTROL GROUP CLASS (ANXIETY)	Shapiro-Wilk		
		Statistic	Df	Sig.
K3	PRE-TEST	.964	28	.432
	POST TEST	.957	28	.299

Pre-test and Post-test score were both bigger than 0.05, as evidenced by the table above. ($0.432 > 0.05$) and ($0.299 > 0.05$). It can be infer that the data distribution is normal. So, H_0 is accepted.

2. Homogeneity test

This homogeneity test analyzed using SPSS, and the researcher will gain a conclusion based on the assumption the homogeneity test. The following is the homogeneity test's presumption:

- a. Based on the mean score that the variance of the data is homogenous if the sign is ($>$) 0.05.
- b. Based on the mean score that the means the variance of the data is not homogenous if the sign is ($<$) 0.05.

Table 5: Homogeneity Test (Listening Anxiety)

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	.050	1	55	.823
Based on Median	.179	1	55	.674
Listening Anxiety Based on Median and with adjusted df	.179	1	54.064	.674
Based on trimmed mean	.054	1	55	.817

The sig. value may be seen in the data above Based on mean for listening anxiety is $0.823 > 0.05$. It can be concluded that data experiment class and control group class is homogeny.

3. Hypothesis test

The following is the assumptions of the paired sample t-test:

- a. Null Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted if the sign. of two-tailed is ($<$) 0.05.
- b. Null Hypothesis (H0) is accepted and the Alternative Hypothesis (H1) is rejected if the sign. of two-tailed is ($>$) 0.05.

Table 6: Hypothesis test Experimental Class

Paired Samples Statistics					
Experimental Class		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Anxiety	62.34	58	12.762	1.676
	Post- test Anxiety	1.50	58	.504	.066

Table 7: Experimental Class Test

Paired Samples Test								
Experimental Class (Listening Anxiety)	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	60.845	12.987	1.705	57.430	64.260	35.681	57	.000

The results of the t test on the information mentioned above show that there is a difference between the averages of the pre-test and post-test, with the sig value (2-tailed) being $0.000 < 0.05$. The use of children's digital literature Storynory.com has been shown to have a positive impact on lowering listening anxiety among EFL students taking English departments at UNP.

In this research, before exposing students to digital children's literature Storynory.com as a platform to reduce listening anxiety in intermediate listening class (K4), the researcher did a pre-test. The average pre-test scores obtained by class K4 were 67.79. Furthermore, to determine whether the Storynory.com treatment had any impact on the students' listening anxiety, the researcher administered a post-test after the treatment. Based on the tests conducted, the post-test average scores obtained for class K4 were 56.89. Judging from the average results obtained from the pre-test and post-test, the students' listening anxiety level is reduced.

Based on the outcome of t-test conducted, there are differences between pre-test and post-test regarding listening anxiety when digital children's literature Storynory.com is used. The result shown that, digital children's literature Storynory.com effect on EFL college students listening anxiety at English Department UNP. Then, it is clear that digital children's literature Storynory.com are a useful tool for easing listening anxiety. This agrees with the opinion of Polat and Eristi (2019), using real video might be seen as extremely effective and much more desirable in terms of reducing listener fear. Interesting media used will help reduce student anxiety levels. Therefore, digital media can be used in learning especially listening skills because today's students are very interested in everything related to technology, so that in learning English it can improve their motivation to listen to stories and reduce their anxiety in listening activities. Digital literacy media provides opportunities for students to listen to stories repeatedly, as many times as they want.

CONCLUSSION

Digital children's literature Storynory.com has a good effect on EFL students' listening anxiety the findings of the pre-test and post-test show that after receiving treatment. The difference between the listening anxiety pre-test and post-test was 67.79 to 56.89. The student's listening anxiety was decreased, which indicates that digital children's literature Storynory.com had a substantial impact. It seems clear that H1 was approved while H0 was disapproved. The finding of this research that, there was positive effect from listening to Storynory.com.

The researcher provides some suggestions based on the result of study as following:

1. This study can serve as a guide for upcoming scholars undertaking listening anxiety research. Due to the limited sample, namely EFL college students at UNP in listening skills, this research can be a guideline for other researchers to be able to conduct research from different skills and samples.

2. From the results of this study on testing listening skills with digital children literature, other researchers can research using the same website by testing it on skills other than listening.

REFERENCES

- Adnan. A., Marlina. L., Annisa. S.R (2020). Listening comprehension and listening anxiety: A case of basic listening class students at English department UNP. Atlantis Press 411, 200-206.
- Adnan. A., Marlina. L, Shawfani. . (2020). Listening Anxiety Experienced by Advanced Listening Class Students of English Department UNP Padang. Atlantis Press 207-214.
- Azizah, N. Z., & Yaumi, M. (2018). The influence of subtitle film on students' listening motivation. *ETERNAL*, 4(01): 117–126.
<https://doi.org/10.24252/Eternal.V41.2018.A9>
- Fergina, A. (2010). The Effect of Language Anxiety in The Classroom Oleh. *Jurnal Guru Membangun*, 24(10), 1–8.
<https://doi.org/http://dx.doi.org/10.26418/gm.v24i2.483>
- Fadhilah, H., & Marlina, L. (2022). An Analysis of EFL College Students' Anxieties in Listening And Reading Skills At English Department FBS UNP. *Journal of English Language Teaching*, 11(2), 1–17.
<https://doi.org/10.24036/jelt.v9i3.xxxxx>
- Çiğerci, F. M., & Gultekin, M. (2017). Use of digital stories to develop listening comprehension skills. *Issues in Educational Research*, 27(2), 252–265.
- Harits, I. W., & Chudy, S. (2019). Digital Children Literature: Using Moocs for Exploring Social and Cultural Understanding in the Cross-Nation Children Stories of Madura And Czech. *ELTLT*, 100–105.
- Hidayati, A. N., Sari, N., Dewi, N., Nurhaedin, E., & Rosmala, D. (2020). Foreign Language Listening Anxiety in an Academic Listening Class. *Journal of English for Academic*, 7(2): 1–9. <https://forms.gle/iSnVkqD8VePFne4R7>.
- Kurnain, B. A., & Andrijanto, D. (2019). Pengaruh Permainan Kecil Terhadap Keaktifan Siswa Pada Proses Pembelajaran Pendidikan Jasmani. *Jurnal Pendidikan Jasmani*, 7(3): 551–556.
<https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/issue/archive>
- P Nation, I. S., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York. Routledge. www.routledgeeducation.com
- Polat, M., & Eristi, B. (2019). The effects of authentic video materials on foreign language listening skill development and foreign language listening anxiety at different levels of English proficiency. *International Journal of Contemporary Educational Research*, 6(1): 135–154. <https://doi.org/10.33200/ijcer.567863>

Putri, N.M & Marlina, L. (2019). An analysis of students' speaking anxiety faced by the EFL freshman students at English Department of Universitas Negeri Padang. *Journal of English Language Teaching* 8 (4), 459-471

Wahyuni. D., Oktavia. W., Marlina. L. (2019). Writing Anxiety among Indonesian EFL College Students: Levels, Causes, and Coping Strategies. *Lingua Cultura*. Vol. 13 No. 1. <https://doi.org/10.21512/lc.v13i1.5239>