



## The Effect of Using Digital Children's Literature on *Storynory.com* to EFL College Students' Vocabularies at English Department, FBS, UNP

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### Abstract

Children's digital literature is a platform that can be used as an innovative learning media, especially for reading. The objective of this research is to examine whether incorporating digital literature for children from the website *storynory.com* can enhance the vocabulary of college students studying English as a Foreign Language (EFL). Quasi-experimental was used as a research design in this study with quantitative methods. The population 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 both the pre-test and post-test tests of vocabulary. Researchers chose 100 vocabulary words from a selection of 15 stories available on the *storynory.com* website for testing. The results of this research show an increase in vocabulary in the post-test score of 0.23 after using the *storynory.com* website in the experimental class. This provides evidence that incorporating children's digital literature, particularly from *storynory.com*, positively influences the vocabulary of EFL students at UNP.

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## INTRODUCTION

Vocabulary is the basic element in a language. To become a proficient user it is important for every language learner to know enough vocabulary (Yuliani & Marlina, 2023, p. 1113). Without a sufficient vocabulary, a language learner cannot express or communicate either orally or in writing (Astuti, 2022, p. 107). Therefore, it is very important for a foreign language learner to have an extensive vocabulary (Andricos & Marlina, 2023, p. 804). One way to acquire vocabulary is by reading. However, The

reality is that the level of interest among Indonesians in reading is notably low, particularly when it comes to reading in English. This is evidenced by Indonesia's ranking of 60th out of 61 countries in terms of reading interest. (Central Connecticut State University, 2016).

The main factor that makes students not interested in reading is monotonous and boring reading material. Nowadays, students are no longer interested in reading books directly because they are considered boring. So, along with the development of technology, students are more interested in using gadgets. Nowadays, students spend a lot of time playing gadgets, making them busy with their own gadgets or individualistic, and making them lazy to study or read (Sayekti, 2015, p. 221). Therefore, teachers must be able to overcome the phenomenon of monotonous reading texts with the above technological developments to restore students' interest in reading. The way that teachers can do is to provide reading media that is interesting and in accordance with the times and technology so that students are interested in reading again and do not feel anxious, especially in reading English.

Digital children's literature is among the available media options. According to Pudjiati & Fitria (2022, p. 33), using digital media or the internet is generally more effective in making students interested in learning or reading. Therefore, digital children's literature should be integrated into the teaching and learning process because it has many benefits, especially for students' knowledge. The presence of digital children's literature makes it easy for readers to read anywhere and anytime without the need to read physical books directly. There are many digital children's literature resources available on the internet, one of which is *storynory.com*.

Storynory website is an English-language digital children's literature founded by Hugh Fraser and Matthew Lynn that has been around since November 2005. This Storynory website has various types of children's stories, poetry, and music that can be accessed for free. A children's literature website like *storynory.com* can be utilized as a media for reading because literature is the best medium that provides pleasures and understanding (Lukens, 2007, p. 10). Additionally, engaging in literature within English classes has the potential to not only facilitate foreign language acquisition but also to stimulate the development of critical thinking skill (Bobkina & Stefanova, 2016, p. 680). It can be stated that Children's Literature can be an authentic text that can be understood by students to facilitate the development of foreign language reading (Huang, 2017, p. 88).

Several studies have investigated the use of digital children's literature, such as:

1. The utilization of digital children's literature in elementary schools conducted by Arafik (2017), Kuntarto & Prakash (2020) and Lasmini, Suarni, & Widiana (2022)
2. The utilization of digital children's literature in junior high schools conducted by Apriltya & Arifin (2016), Solikhati & Pratolo (2019), Rahman et al., (2021), Alifah et al., (2021)
3. The utilization of digital children's literature in senior high schools conducted by Raulan & Fatimah (2018) Purnamasari et al., (2021), Andricos & Marlina (2023)
4. The utilization of digital children's literature in university conducted by Ho (2000), Hai-yan (2008), Vélez, Olivencia, & Zuazua (2017), Pudjiati & Fitria

(2022), Adrianti & Marlina (2022), Asnita & Marlina (2022), Yuliani & Marlina (2023), Ahwida & Marlina (2023)

Researchers realize that there are many studies that discuss teaching media or by using digital children’s literature. 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 *Stornory.com*, on EFL college students' vocabulary. Therefore, this is needed to prove whether the use of digital children's literature on *stornory.com* can enhance the vocabulary mastery of EFL students especially at UNP.

**METHOD**

This study uses quasi-experimental as the research design with quantitative method. Quasi-experimentation is appropriate for this study, because quasi-experimental is a form of research design used when researchers will use a comparison of control and experimental class groups without random assignment to the two class groups (Phakiti, 2014, p. 55). In this study, the researcher utilized cluster random sampling to establish the experimental and control groups. Then by using cluster random sampling, the researcher selected two class as the experimental class and the control class in the Introduction to Literature course for the 2022/2023 academic year at the English Department, FBS, UNP

To assess the instrument, the researcher administered both pre-test and post-test vocabulary tests. The study spanned a period of 17 days, with the initial session involving the administration of a vocabulary pre-test to the students. In the next meeting, the researcher explained about *stornory.com* and how to use it, and the researcher gave the treatment only in the experimental class. At the last meeting, the researcher gave a post-test as the final test to the students. The data to be analyzed are the results of the pre-test and post-test that has been answered by students. Then, the vocabulary test results classified into the following levels based on the grouping that has been designed by Harris (1974):

**Table 1. Level of Vocabulary Mastery**

CLASSIFICATION	SCORES
Good to Excellent	80 – 100%
Average to Good	60 – 79%
Poor to Average	50 – 59%
Poor	20 – 49%

(Harris, 1974, p. 134)

After that, the researcher will also conduct statistical analysis using SPSS version 25 to test normality, homogeneity, and hypothesis testing.

## RESULT AND DISCUSSION

### *Research Finding*

#### 1. Descriptive Statistics

##### a. The Experimental Class Pre-Test and Post-Test Score

The vocabulary pre-test and post-test contains 100 vocabularies taken from stories on the *Storynory.com* website, the vocabulary has been filled in by participants with a scale starting from strongly agree (5), agree (4), no idea (3), disagree (2), strongly disagree (1). Then researcher calculated the mean score of each student. The following are descriptive statistic in the experimental class:

**Table 2. Descriptive Statistic of Experimental Class**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Vocabulary	32	2.65	4.58	3.7788	.47110
Post-test Vocabulary	32	3.47	4.69	4.0009	.31473
Valid N (listwise)	32				

The table above shows the minimum, the maximum, and the mean score of vocabulary test given to the experimental class. The mean score of the vocabulary pre-test is 3.77 and the vocabulary post-test is 4.00. There was an increase of 0.23 in vocabulary acquisition in the experimental class after using and reading stories on the *storynory.com* website.

##### b. The Control Class Pre-Test and Post-test Score

The following are descriptive statistic in the control class:

**Table 3. Descriptive Statistic of Control Class**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Vocabulary	28	1.68	5.00	3.7954	.68388
Post-test Vocabulary	28	3.01	5.00	3.9107	.48916
Valid N (listwise)	28				

The results from the table above show that the mean score in the control class for the vocabulary pre-test was 3.79 and the vocabulary post-test was 3.91. There was an increase of 0.12 in vocabulary acquisition in the control class that was not given the daily treatment.

2. Data Statistical Analysis

a. Normality Test

The normality test determines if the data is normally distributed. The Kolmogorov-Smirnov test and Shapiro-Wilk are ways of analyzing data using SPSS 25. The researcher choose the Shapiro-Wilk test because the number of samples <100. The researcher concluded that the data was normally distributed if the Sig. Value is higher than 0.05.

**Table 4. Normality Test of Experimental Class**

	Statistic	Shapiro-Wilk df	Sig.
Pre-test Vocabularies	.947	32	.118
Post-test Vocabularies	.960	32	.278

From the table above, it showed that the Sig. values of pre-test and post-test vocabulary in the experimental class are higher than 0.05. It can be concluded that the data distribution is normal in experimental class.

**Table 5. Normality Test of Control Class**

	Statistic	Shapiro-Wilk df	Sig.
Pre-test Vocabularies	.946	28	.159
Post-test Vocabularies	.981	28	.882

From the table above, it showed that the Sig. values of pre-test and post-test vocabulary in the control class are higher than 0.05. It can be concluded that the data distribution is normal in control class.

b. Homogeneity Test

The homogeneity test determines if the data is homogeneous distributed. The researcher concluded that the variance of the data was homogeneous distributed if the Sig. Value is higher than 0.05.

**Table 6. Homogeneity Test of Experimental Class**

	Levene Statistic	df1	df2	Sig.	
Vocabulary Test	Based on Mean	3.175	1	62	.080
	Based on Median	2.619	1	62	.111
	Based on Median and with adjusted df	2.619	1	51.290	.112
	Based on trimmed mean	2.891	1	62	.094

From the table above, it showed that the Sig. values of pre-test and post-test vocabulary in the experimental class are higher than 0.05. It can be concluded that the variance of the data distribution is homogeneous in experimental class.

**Table 7. Homogeneity Test of Control Class**

		Levene Statistic	df1	df2	Sig.
Vocabulary Test	Based on Mean	1.382	1	54	.245
	Based on Median	1.350	1	54	.250
	Based on Median and with adjusted df	1.350	1	47.581	.251
	Based on trimmed mean	1.326	1	54	.255

From the table above, it showed that the Sig. values of pre-test and post-test vocabulary in the control class are higher than 0.05. It can be concluded that the variance of the data distribution is homogeneous in control class.

c. Hypothesis Test

Then the researchers analyzed the data using the paired sample test on SPSS 25 to determine the significant difference between the pre-test and post-test scores. Then, the researcher made a decision based on the assumptions of the paired sample t-test and the significant value. If the Sig. value of 2-tailed is lower than (<) 0.05, meaning that there is a significant difference from the pre-test and post-test results, then the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted.

**Table 8. Paired Sample Test of the Experimental Class**

Pair	Pre-test	Mean	Paired Differences			t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
1	Vocabularies - Post-test Vocabularies	-.22219	.39871	.07048	-.36594	-.07844	-3.152	.004

**Table 9. Paired Sample Test of the Control Class**

Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
1	Pre-test Vocabularies - Post-test Vocabularies	-.11536	.52903	.09998	-.32049	.08978	-1.154	27	.259

Based on the result of paired sample test of the experimental class above, it is known that Sig. (2-tailed) of vocabulary test is  $0.004 < 0.05$ , so it is known that there is a significant differences between the mean score of pre-test and post-test. Meanwhile, based on the results of paired sample test of the control class above, it is known that Sig. (2-tailed) of vocabulary test is  $0.259 > 0.05$ , so it is known that there is an insignificant differences between the mean score of pre-test and post-test.

In summary, there is a significant difference between the pre-test and post-test for vocabulary in the experimental class after the treatment (reading and using *storynory.com*). Compared to the control class that was not given the treatment, so the difference between the pre-test and post-test for vocabulary is insignificant. Thus, the null hypothesis ( $H_0$ ) in this study is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

3. Significant Difference of Using Digital Children’s Literature on *Storynory.com* on EFL College Students’ Vocabulary

**Table 10. Pre-test and Post-test Difference of EFL College Students' Vocabulary Test**

Vocabulary Test	Experimental Class	Control Class
<b>Pre-test</b>	3.77	3.79
<b>Post-test</b>	4.00	3.91
<b>Difference</b>	0.23	0.12

The findings in the table above show the mean score of vocabulary test given to the experimental class and control class. First, the mean score of the vocabulary pre-test in experimental class is 3.77 or 75.5%. According to Harris (1974), a vocabulary score of 75.5% is categorized as average to good and the vocabulary post-test is 4.00 or 80% is categorized as good to excellent. The difference showed a good improvement in experimental class vocabularies after using and reading stories from *storynory.com*.

Then, the mean score of the vocabulary pre-test in control class is 3.79 or 75.9% and the vocabulary post-test is 3.91 or 78.2%. According to Harris (1974), a vocabulary score both of 75% and 78% are categorized as average to

good. This means that the difference between the pre-test and post-test in the control class is not very significant.

In conclusion, there is an increase from both sample classes, but the difference between the pre-test and post-test results of the experimental class is greater than the control class ( $0.23 > 0.12$ ). This means that the *stornory.com* website can be used to improve EFL College students' vocabulary.

### ***Discussion***

In mastering English, the acquisition of vocabulary holds significant importance. Before achieving fluency, students must primarily focus on acquiring English vocabulary. Reading serves as one effective method for vocabulary acquisition, and the emergence of digital children's literature provides an innovative avenue for this purpose. Numerous websites offer digital children's literature, but for this study, the researcher employed the *stornory.com* website as a tool to enhance vocabulary mastery in the experimental class. The study revealed a notable improvement in students' vocabulary, evident in the increase from pre-test to post-test results. The experimental class exhibited a mean score of 3.77 in the vocabulary pre-test and a mean score of 4.00 in the vocabulary post-test, indicating a positive change of 0.23 following the implemented treatment.

Based on the analysis's findings, it was discovered that the experimental class had changed significantly both before and after the therapy. This is evident from the paired sample t-test findings, which indicate that there is a significant difference since the experimental class's Sig value (2-tailed) is less than 0.05. The paired sample t-test results indicate that the Sig value (2-tailed) in the control class is higher than 0.05, indicating an insignificant difference. In contrast, the researcher demonstrated that the increase in vocabulary among the students in the control class, which did not receive the treatment, was not statistically significant.

In conclusion, the use of digital children's literature from platforms such as *Stornory.com* has the potential to positively impact EFL students' vocabulary. This discussion encourages further research and exploration to evaluate the efficacy of these digital tools in specific contexts that shed light on innovative strategies to improve language learning outcomes. There are several studies that support the findings of this study, such as Asnita & Marlina (2022), who drawing conclusions from their research results, that incorporating English children's literature, particularly short stories, serves as an effective remedy to enhance the vocabulary of English as a Foreign Language (EFL) college students.

Then, the results of this study were also confirmed by Yuliani & Marlina (2023), who also used digital children's literature, namely the *prathambooks.org* website as a medium to improve students' vocabulary. In their study, it was found that there was an increase in EFL college students' vocabulary mastery after 15 days of treatment using digital children's literature.



## CONCLUSION

In this study, researchers chose research samples in two classes of the Introduction to Literature (ITL) course in the 2022/2023 academic year, at the English Department, FBS, UNP. This is because learning in the Introduction to Literature course, if integrated with digital children's literature, will create a dynamic and interesting learning experience that bridges literary exploration with technology. Indirectly, students can not only explore literature further but can also expand their vocabulary. For this reason, researchers investigated the use of digital children's literature in ITL classes on students' vocabulary.

According to the data analysis results of this study, using digital children's literature had a positive impact on the vocabulary of EFL students. The experimental class's significant difference between the pre- and post-tests serves as evidence for this. Reading and utilizing the *storynory.com* website increased the vocabulary of the experimental class's students by roughly 0.23. Put another way, the study's alternative hypothesis ( $H_a$ ) is accepted since, according to the findings of the data analysis, both Sig. (2-tailed) are less than 0.05. Using digital children's literature, particularly from the *storynory.com* website, is a very effective way to expand the vocabulary of EFL college students at Universitas Negeri Padang (UNP) English Department. Additionally, the researchers were able to demonstrate that using digital children's literature in the Introduction to Literature course is appropriate.

Based on the results of this research, the researcher then provides several suggestions as follows:

1. The lecturers or English teacher are advised to integrate the use of digital children's literature, especially on the *storynory.com* website, into the learning process so that vocabulary mastery is more enjoyable and relevant.
2. The researchers suggests to all EFL learners to be able to use digital children's literature such as *storynory.com* in order to increase vocabulary.
3. It is hoped that future researchers can continue research related to the use of digital children's literature on other English language skills.

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