



Using Selected Stories from Storycanada.ca Website: The Effect of Using Digital Children's Literature on EFL College Students' Vocabularies at UNP

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Abstract

A collection of digital childrens literature stories from *storybookscanada.com* was used in this experimental study. This study used quasi-experimental research and quantitative approach. The population was English language education major students who enrolled in Introduction to Literature subject for the 2022/2023 academic year. The sample was two classes consisting 63 students from K3 and K7 which were selected using cluster random sampling. The information for the vocabulary test was acquired via pre-test and post-test of EFL college students' vocabularies and consisting of 100 vocabularies taken from 14 selected stories on *storybookscanada.com*. A collection of 14 stories completed with vocabulary exercises and vocabulary list was used as the reading daily treatment within 14 days. Based on the results, the experimental class's vocabulary before treatment was 339,57 or 67,92 % and students vocabulary after treatment was 379,42 or 75,88 %. Conversely, with regard to the control group, they did not experience much change in their pre-test and post-test results which were for vocabulary level from 356,97 or 71,39 % to 361,71 or 72,34 %. This research proves that employing digital children's literature in the form of picture books on *storybookscanada.com* with structural exercises has a significant effect on improving EFL college students' vocabularies at UNP.

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INTRODUCTION

Children's literature includes children's stories, and the material they contain is geared at young readers. Fan fiction, e-fiction, and web-based stories (like story book canada) welcome many social media users as an alternative reading material on the internet, as a result of the development of the digital world has brought

changes in the way students learn, including literature and especially children's literature (Harits et al, 2019, p. 100). Stories that had the beginning, middle, and end construction of a classic narrative were sought after in children's literature. Stereotypical characters were recognized, and predictions were made about their fates. There were picture books released about lustful escapades and happily ever afters (May, J. P., 1995, p. 17).

In essence, everyone likes and needs stories, especially children who are in a sensitive period to acquire, learn and respond to various life and human and humanitarian issues. Stories offer and dialogue about life in interesting and concrete ways. Through these stories, children, and once again also us adults, obtain various information needed in life. Various stories intended to be fed to children can be obtained and given, among other things, through children's literature (Nurgiantoro, B, 2018, p. 2).

This children's literature helps bridge the gap between students' digital literature experiences and their classrooms. It provides an organizational framework for articulating conventional and computer-based literary narratives, an interpretive framework for addressing language and images' role in literary works, and a pedagogy framework for understanding different dimensions of literary experience in online contexts. This approach helps teachers manage effective classroom programs and encourages children to contribute to the development of this framework (Unsworth, L, 2005, pp. 1-2).

As stated by Ertem (2013, pp. 102-103) "Interactive electronic storybooks that provide students the opportunity to experience stories in a different manner are known as digital children's literature. The primary goal of electronic storybooks is to support the plot by combining text, images, animations, music, and other multimedia elements. Youngsters could either listen to or read the story aloud. read aloud and make animated portions of the artwork or dialogue". In other words, digital children's literature is literature that has been transformed into a new format so that it can be beautifully viewed and heard. This is achieved by utilizing images, music, and other digital components that enhance the interest of children's literature. As a result, viewers and listeners can access and enjoy digital children's literature at any time and from any place. A fictional story refers to fictional, imaginary, and unreal stories. Digital children's literature provides themes, settings, and book characters in ways that appeal to children. In developing children's literacy skills, electronic and digital story books are important. Children's literature is a story that can be written by children or adults and the content contained is intended for readers aged children (Nurmanita, 2020, p. 70). Therefore, researchers define digital children's literature similarly to the definition given above: it is children's stories in the form of fables, fairy tales, legends, and myths that have been reimagined using modern technology or have been digitized and presented in a more visually appealing manner.

According to Nikolajeva(2005, p.117), There are many similarities between mainstream literature and children's literature. For example, it appeals to our emotions, transmits ideological beliefs, has a powerful ability to influence the mind, and reflects, if indirectly, our own reality. However, children's literature differs from mainstream literature in certain fundamental aspects due to its suggested readership, strong educational association, and historical and social context.

Vocabulary is the foundation of language. Mastering a large vocabulary is essential for foreign language learners. If they do not master it, acquiring the four language skills will be very difficult. According to Andricos & Marlina (2023, p. 804). 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.As wilkin in Thornbury in Yulsardi, R. P. (2021, p. 3), asserts that everyone must be able to grasp the required vocabulary together with its speaking, writing, listening, and reading abilities. Since the four language abilities are interconnected and support one other in language learning and communication, students should increase their comprehensive language competency for genuine conversation. As a result, speaking, listening, reading, and writing are not just instructional materials but also skills and techniques for students to learn. 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 study's findings demonstrate that pupils who learn through anecdotal media perform better than those who learn through traditional media and have less reading anxiety.

The second, is a study conducted by Yuliani & Marlina (2023) ,the results of this study demonstrate that students' vocabularies improve after receiving daily therapy, and it effectively demonstrates the beneficial impact of digital children's literature on the vocabulary of English as a foreign language learners.

Then, a study conducted by Andricos & Marlina (2023),the study findings indicate that employing digital children's literature to improve students vocabulary at SMAN 5 Padang.

The last, a study conducted by Adrianti & Marlina (2022),The study's findings indicate that students who use the Magoosh application score higher on the post-test. This suggests that kids' vocabulary can be improved by utilizing the Magoosh program.

English digital childrens' literatue has been examined by several researchers .Some researchers. 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).

The reason the researchers choose Story Canada for this study was because it was more kid-friendly, engaging, and easier to use. Researchers are therefore desperately needed to find out how using digital children's literature on story canada.com affects the vocabulary of EFL college students at UNP.

RESEARCH METHOD

This study uses quasi-experimental as the research design with quantitative method. The time-series design and the nonequivalent control group design are the two forms of quasi-experimental design (Sugiyono, 2016). According to Campbell & Stanley (1963), an experimental group and a control group with a pre- and post-test are included in the nonequivalent control group design, which is a type of instructional research design. Nonetheless, there is a lack of pre-experimental sampling equivalency between the experimental and control groups. As opposed to this, the groups form on their own, much like classes, and are as comparable as time permits, though not nearly as similar as a group that employed pre-experimental testing.

In this study, the Pre-Test and Post Test with Non-Equivalent Control-Group Design were used For the experimental group and the control group, two classes were therefore required. The treatment is given to the experimental group while the researchers watch.A pre-test was given to both classes prior to the treatment, and a post-test followed the treatment (Isnawan,2020).

In a study conducted at a university , in cluster sampling ,the researcher may randomly select classrooms as the sample .A classroom is a cluster because it is a collective unit that consist of many single units,namely students . The K3 and K7 comprised the study's sample after it was chosen by cluster random sampling.These classes were arbitrarily split into two categories. : a class for experimentation and control. K3 consisted of 28 pupils as the experimental group and K7, consisting of 35 students, as the control group. Researchers conducted a pre-test of closed questions, daily treatment using storybookscanada for the experimental class, aand post-test of 100 close questions to obtain data.This study spanned a period of 14 days.

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

Here the list of storybookscanada.com title the treatment given :

Donkey child

Anansi and Wisdom
 A Tiny Seed : The Story of Wangari Maathai
 Hen and Eagle
 The day I left home for the city
 Chicken and Millipede
 Sakima's song
 What Vusi's sister said
 What Vusi's sister said
 The Honeyguide's revenge
 Grandma's bananas
 Holidays
 with grandmother
 Simbegwire
 Magozwe

Table 1 : List of 100 vocabularies taken from 1 stories level 3,4,5 on storybookscanada.com

No	Vocabulary	Part of Speech	No	Vocabulary	Part of Speech
1.	Echoed	Verb	51.	Rattled	Noun
2.	Twinkle	Noun	52.	Fig	Noun
3.	Mourning	Noun	53.	Spear	Noun
4.	Settle	Verb	54.	Twigs	Noun
5.	Heavily	Adverb	55.	Huge	Adjective
6..	Top	Noun	56.	Madly	Adverb
7.	Stared	Verb	57.	Cocked	Verb
8.	Fit	Adjective	58.	Hive	Noun
9.	Wondered	Verb	59.	Eagerly	Adverb

10.	Behave	Verb	60..	Revenge	Noun
11.	Defend	Verb	61.	Errand	Noun
12.	Fuss	Noun	62.	Lifted	Verb
13.	Burped	Verb	63.	Startled	Verb
14.	Spat	Verb	64.	Sneaked	Verb
15.	Millipede	Noun	65.	Cassava	Noun
16.	Grumpy	Adjective	66.	Straw	Adjective
17..	Crawl	Verb	67.	Ripened	Verb
18.	Swallowed	Verb	68.	Rushed	Verb
19.	Further	Adjective	69.	Peered	Verb
20.	Furious	Adjective	70.	Certainly	Adverb
21.	Hut	Noun	71.	Fetches	Verb
22..	Kraal	Noun	72.	Stew	Noun
23.	Tricked	Verb	73.	Graze	Noun
24.	Splashed	Verb	74.	Chores	Verb
25.	Collect	Verb	75.	Earned	Verb
26.	Threatened	Verb	76.	Tightly	Adverb
27.	Down	Adverb	77.	Presents	Noun
28..	Realized	Verb	78.	Returned	Verb
29.	Necklace	Noun	79.	Household	Noun
30.	Distance	Noun	80.	Counted	Verb
31.	Matters	Noun	81.	Worse	Adjective
32.	Regain	Verb	82.	Scraps	Noun
33.	Sight	Noun	83.	Look after	Verb
34.	Sway	Verb	84.	Scraps	Noun
35.	Soothing	Adjective	85.	Dishes	Noun
36.	Blind	Adjective	86.	Seem	Verb

37. Especially	Adverb	87. Stream	Noun
38. Beg	Verb	88. Rustling	Noun
39. Quiet	Adjective	89. Warm	Adjective
40. Console	Verb	90. Empty	Adjective
41. Teasing	Noun	91. Pavement	Verb
42. Thatch	Noun	92. Lit	Verb
43. Nibble	Verb	93. Beat	Verb
44. Builders	Noun	94. Tattered	Verb
45. Grabbed	Verb	95. Harsh	Adjective
46. Greedy	Adjective	96. Reassured	Verb
47. Picks	Noun	97. Rude	Adjective
48. Shot	Verb	98. Sack	Noun
49. Carried	Verb	99. Mats	Noun
50. Agreed	Verb	100. Depended	Verb

(Source: The researchers' documentary of selected story)

FINDINGS AND DISCUSSION

Research Finding

1.1. The Results of pre-test and post test

The following table shows the experimental class pre-test results :

Table 2: Experimental class Pre-Test Scores

NO	Students Initial Name	Students Vocabularies
1	MS	388
2	MS	358
3	MAP	450
4	MA	402

5	MHR	240
6	MRF	400
7	MSF	476
8	MVK	325
9	NK	358
10	NA	300
11	NF	106
12	NH	270
13	NI	412
14	PR	244
15	QA	329
16	RA	273
17	RPG	366
18	RK	343
19	RPV	347
20	RN	332
21	RS	281
22	RF	341
23	SR	387
24	SAK	376
25	SR	385
26	SA	340
27	THG	350
28	WOP	329
	Total	9508
	SCORE AVERAGE	347,21

Table 3 :Experimental class Post-Test Scores

N0	Students Initial Name	Students Vocabularies
1	MS	404
2	MS	335
3	MAP	333
4	MA	426
5	MHR	478
6	MRF	468
7	MSF	434
8	MVK	298
9	NK	420
10	NA	433
11	NF	290
12	NH	375
13	NI	328
14	PR	495
15	QA	393
16	RA	327
17	RPG	399
18	RK	351
19	RPV	416
20	RN	407
21	RS	406
22	RF	285
23	SR	289

24	SAK	430
25	SR	439
26	SA	355
27	THG	296
28	WOP	314
Total		10624
Score Average		379,42

From the table above, it can be seen that there is progress in students vocabularies . The pre-test, the mean of vocabularies from students score is 347,21. While in post-test, the mean of vocabularies from students score is 379,42 .From the results of the students post-test , their vocabularies is increased.

1.2 Data Statistical Analysis

1.Normality Test

Using SPSS 25, the researcher ran a descriptive statistics test after compiling the data from the experimental class's pre-test and post-test.

The following is the normalitytest underlying assumption:

The data are considered normally distributed if the Sig. is more than (>) 0.05, and non-normally distributed if the Sig. is less than (<) 0.05.

Table 4 : Normality Test of Experimental Class

EXPERIMENTAL CLASS		Shapiro Wilk		
		Statistic	Df	Sig.
PRE-TEST		.929	28	.058
EFL STUDENTS VOCABULARIES	POST-TEST	.944	28	.142

According to the statistics above, the pre- and post-test Shapiro-Wilk significant values for the vocabularies of EFL college students in the experimental class are both greater than 0.05 (0.058 > 0.05 and 0.142 > 0.05). Therefore, it may be said that the experimental class's data are normally distributed.

Table 5: Normality Test of Control Group Class

CONTROL CLASS			Shapiro Wilk		
			Statistic	Df	Sig.
PRE-TEST			.963	35	.276
EFL STUDENTS VOCABULARIES	POST-TEST		.974	35	.571

According to the statistics above, the pre- and post-test Shapiro-Wilk significant values for the vocabularies of EFL college students in the control class are greater than 0.05 ($0.276 > 0.05$ and $0.571 > 0.05$). Therefore, it may be said that the control class's data are normally distributed.

2. Homogeneity test

To make sure the data were homogeneous, the researcher performed a homogeneity test. Using SPSS 25, the homogeneity test was examined, and the researcher came to a conclusion based on the test's underlying assumptions. The following is the homogeneity test's underlying assumption:

- If the Sig. (predicted on average score) is greater than ($>$) 0.05, it implies that the variance of the data is homogenous, and
- If the Sig. (predicted on average score) is less than ($<$) 0.05, it implies the variance of the data is not homogenous.

Table 6: Homogeneity Test (Students Vocabularies)

		Levene Statistic	df1	df2	Sig.
EFL Students Vocabularies	Based on Mean	,153	1	54	,747
	Based on Median	0,64	1	54	,801
	Based on Median and with adjusted df	,064	1	47,5 88	,801
	Based on Trimmed Mean	,131	1	54	,719

From the data above, based on the mean score of the vocabulary tests taken by EFL college students in the experimental class, it is evident that significant values ($0.747 > 0.05$) are higher than 0.05. Therefore, it can be said that the data from the

vocabulary scores of the EFL college students in the experimental class are homogenous.

3.Hypothesis test

In order to determine whether there was a significant difference between the pre-test and post-test scores, the researcher used a paired sample test on SPSS 25 because the data were homogeneous and normally distributed. The paired sample t-test assumption and the significant value were then used by the researcher to make a judgment. The following is the paired sample test's significant value-based assumption:

- a) If the Sig. of two-tailed is less than (<) 0.05, it implies that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted.
- b) If the Sig. of two-tailed is greater than (>) 0.05, it implies that the Null Hypothesis (H0) is accepted and the Alternative Hypothesis (Ha) is rejected.

Table 7: Paired Sample Test of the Experimental Class’s Scores

Paired Difference									
		Mean	Std.Deviation	Std.Error Mean	95 % Confidence Interval of the Difference		T	Df	Sig (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Students Vocabularies -Post Test Students Vocabularies	-39,85714	91,67483	17,32492	-75,40493	-4,30935	-2,301	27	,029

(Source: Personal data processing (SPSS 25))

Table 8: Paired Sample Test of the Control Class’s Scores

Paired Difference									
		Mean	Std.Deviation	Std.’Error Mean	95 % Confidence Interval of the Difference		T	Df	Sig (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Students Vocabularies-Post Test Students Vocabularies	-4,74286	39,97966	6,75780	-18,47635	8,99064	-,702	34	,488

(Source: Personal data processing (SPSS 25))

Based on the SPSS output of paired sample test of the pre- and post-test vocabulary of EFL college students in the experimental class (Pair 1), the Sig. (2-tailed) was lower than 0.05 ($0.029 < 0.05$). In conclusion, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. The pre-test and post-test t-test results indicate that the experimental class at UNP English Department, which uses digital children's literature, has an impact on EFL college students' vocabulary growth.

CONCLUSION

Vocabulary are one things that must be mastered in learning English. Despite English being a required subject in schools, there are still challenges with kids' vocabulary and language proficiency. In a technology age that is evolving quickly, one strategy to help pupils' vocabulary and English proficiency is to use digital children's literature. One of the most fascinating online resources for children's literature is *Storybookscanada.com*. This media can be used in learning vocabularies, listening, reading and writing. In this research, the researcher conducted questionnaire and pre-test before giving digital children's literature on *storybookscanada.com* as a medium to improve the students vocabulary and reading motivation and anxiety class (K3). The average pre-test scores obtained by class K3 were for vocabulary 339,57 or 67,92 %, In addition, the researcher administered the same questionnaire and post-test to the kids to determine whether the *storybookscanada.com* treatment had an impact on their vocabulary. Based on the results, the post-test average scores obtained for class (K3) were for vocabularies 379,42,71 or 75,88 %, From the normality values, pre-test and post-test were distributed normal. The students vocabulary was sig 0.058, the post-test sig was 0.142.

The researcher presents insightful recommendations derived from the study's results. Specifically, this study is proposed as a paradigm for upcoming academics delving into the investigation of digital children's books and their role in enhancing children's vocabulary. It is suggested that the methodology and outcomes of this research can serve as a guiding framework for future inquiries in the same domain. Additionally, other researchers are encouraged to leverage the study's findings, which involved assessing students' vocabulary through digital children's literature, for the evaluation of diverse skills on the same website. These recommendations underscore the study's significance not only in its immediate context but also in its potential to inform and influence broader research endeavors within the field.

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