



EFL Students' Perception on Using *Storybookscanada.ca* as Autonomous English Learning Activity at English Department FBS UNP

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Abstract

Children's digital literature may be used as an innovative learning tool for reading and listening. The aim of this research is to reveal students' perceptions on using digital children's literature *storybookscanada.ca* as autonomous learning activity. This researcher uses descriptive research with quantitative approach. The population of this research were students of Introduction to Literature classes, 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 through an interview with 5 key questions about students' perceptions of using digital children's literature *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 from website *storycanada* with positive perception of their impact on comprehension, visual, auditory sense and enjoyment in learning English. The total average of students perception in the physical aspect (3.35) it means have very positive impact. Secondly, from the psychological aspect the results showed that the use of *storyory.com* significantly increased students' interest, self-confidence and engagement in English learning, reflecting the positive psychological impact. The total average of perception indicators in the psychological aspect is 3.36 (Positive). Since the students' perceptions on both physical and psychological aspects are very positive, the other classes are suggested to use *storycanada* in a similar way as an autonomous learning activity.

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INTRODUCTION

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 study 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 in still positive values in society. Pasaribu (2022), discussed perceptions of Indonesian EFL students regarding the quality of their English textbook. Masykuri and Basuki's (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. Khulaifiyah et al (2011:35), states that Autonomous learning also enables learners to work on multiple tasks at the same time, they have the option of both input and output of 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 critical role of teachers in fostering Autonomous Learners, the study explores their perceptions, practices, and expectations regarding 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*".

RESEARCH METHOD

The research design is a descriptive quantitative research. Creswel (2012:38), pointed out that Quantitative methods require the processes of collecting, analyzing, interpreting, and writing a study's findings. The research took place at the Faculty of Languages and Arts, Universitas Negeri Padang which is located Jl. Prof Dr Hamka,

Padang, West Sumatera. The population of this research is students who have studied Introduction to Literature course by using digital children's literature as autonomous learning activity in Semester July-December 2023. By using a questionnaire, the researcher can systematically collect and analyze data to gain a comprehensive understanding of how EFL students view the role of digital children's literature in their language learning journey.

FINDINGS AND DISCUSSION

Research Finding

The questionnaire was delivered to students in the Introduction to Literature class, in the form of a Google form, and used a Likert scale with four scales: 4 (Strongly Agree), 3 (Agree), 2 (Disagree), 1 (Strongly Disagree).

1. The Student's Perception Particularly on the Physical Aspect Toward The use of Digital Children Literature storybookscanada.ca as an autonomous learning activity (item number 1,2,3,4,5,6,7,8,9,10)

No	Questionnaire statements	Scale	Frequency	Percentage	Mean
1	Item no 1. I feel that using short stories from website of storybookscanada.ca makes me enjoy study English speacially reading and listening	4	11	40,7%	3,41
		3	16	59,3%	
		2	0	0	
		1	0	0	
2	Item no 2. Using short stories from website of storybookscanada.ca helps in enhancing my English learning experience through the use of engaging visuals and audio	4	14	51,9%	3,52
		3	13	48,1%	
		2	0	0	
		1	0	0	
3	Item no 3. Reading short stories from website storybookscanada.ca complete with a colorful picture, helps me stimulate my sense of sight (eyes) in understanding English materials	4	13	48,1%	3,48
		3	14	51,9%	
		2	0	0	
		1	0	0	
4	Item no 4 listening short stories from website storybookscanada.ca complet e with a clear audio, helps me stimulate my sense of hearing (ears) in understanding English materials	4	8	29,6%	3,30
		3	19	70,4%	
		2	0	0	
		1	0	0	
5	Item no 5. Using short stories from storybookscanada.ca <i>that complete with text and audio</i> makes me more interested in learning English.	4	14	51,9%	3,52
		3	13	48,1%	
		2	0	0	

		1	0	0	
6	Item no 6. I feel more confident in using English after reading short stories from storybookscanada.ca .	4 3 2 1	4 22 1 0	14,8% 81,5% 0 0	3,15
7	Item no 7 I feel more confident in Using English after listening short stries from website storybookscanada.ca	4 3 2 1	8 18 1 0	29,6% 66,7% 3,7% 0	3,26
8	Item no 8. I enjoy doing listening autonomous activity by listening short stories from storybookscanada.ca .	4 3 2 1	9 18 0 0	33,3% 66,7% 0 0	3,33
9	Item no 9. I enjoy doing reading autonomous activity by reading short stories from storybookscanada.ca .	4 3 2 1	8 19 0 0	29,6% 70,4% 0 0	3,30
10	Item no 10. Text and audio short stories from storybookscanada.ca increase my effort in learning English	4 3 2 1	9 18 0 0	33,3% 66,7% 0 0	3,33
	Total				3,35

2. The Student's Perception Particularly on the Psychological Aspect Toward the use of Digital Children Literature *Storyncanada* as an Autonomous Learning Activity (item number 11,12,13,14,15,16,17,18,19,20)

No	Questionnaire statements	Scale	Frequency	Percentage	Mean
1	Item no 11 text and audio from storybookscanada.ca make me enjoy in the learning process.	4 3 2 1	8 19 0 0	29,6% 70,4% 0% 0%	3,33
2	Item no 12. Short stories from storybookscanada.ca h elp in enhancing my English learning experience through the use of engaging visuals and audio	4 3 2 1	12 15 0 0	44,4% 55,6% 0% 0%	3,44
3	Item no 13. I tend to be more focused on English learning materials when autonomous reading shortstories from storybooks	4 3 2 1	5 22 0 0	18,5% 81,5% 0% 0%	3,19

4	canada.ca Item no 14. I tend to be more focused on English learning materials when autonomous listening short stories from storybookscanada.ca	4 3 1	9 17 1 0	33,3% 63% 3,7% 0%	3,30
5	Item no 15. I agree that using short stories from storybookscanada.ca makes learning English more enjoyable	4 3 2 1	12 15 0 0	44,4% 55,6% 0% 0%	3,44
6	Item no 16. I agree that it is easy to find and access story from storybookscanada.ca for autonomous learning .	4 3 2 1	11 16 1 0	40,7% 59,3% 3,7% 0%	3,37
7	Item no 17 I would recommend the use of <i>storynory</i> to other EFL students for autonomous learning	4 3 2 1	12 15 0 0	44,4% 55,6% 0% 0%	3,44
8	Item no 18. I agree that the use of storybookscanada.ca has a positive impact on my regular English language classes	4 3 2 1	11 16 0 0	40,7% 59,3% 0% 0%	3,41
9	Item no 19. The variety of short stories from storybookscanada.ca is engaging and relevant..	4 3 2 1	11 16 0 0	40,7% 59,3% 0% 0%	3,41
10	Item no 20. I feel that the short stories from storybookscanada.ca is suitable for my language proficiency level.	4 3 2 1	8 19 0 0	29,6% 70,4% 0% 0%	3,30
	Total				3,36

Mean score of each aspect from storybookscanada.ca

Themes	Mean score	Degree of perception
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Physical aspect	3,35	Very Positive
Psychological aspect	3,36	Very Positive
<i>Average</i>	<i>3,36</i>	<i>Very Positive</i>

The finding concern students' perception of using digital children literature from website *storybookscanada.ca* as autonomous learning activity. This study is significant for students' perceptions of using digital children's literature for autonomous learning activities. The research question on students' perceptions of digital children's literature *storynory.com* and *storybookscanada.ca* for autonomous learning activities received positive responses from 27 students they enjoy reading and listening short stories from website *storynory.com* and also the use of digital children's literature from the *storynory* website is effective for them as autonomous learning, resulting in an average score of 3.36. Students responded very positive to the majority of the remarks.

This study aimed to investigate students' perceptions of using digital children's literature from the websites *storynory.com* and *storybookscanada.ca* as autonomous learning activities. This section presents the research findings and the results of the research procedure. The findings revealed that students responded positively to the use of digital children's literature from the *storynory.co* and *storybookscanada.ca* websites as autonomous learning activities. Based on the data analysis above The physical aspect resulted in a very positive mean of 3,35 and also Psychological aspects received a mean score 3,36. This suggests that students had a very positive impact on the use of digital children's literature from *storynory.co*

CONCLUSION

This study investigated the perceptions of EFL students regarding the use of digital children's literature, specifically *Storybookscanada.ca*, as an autonomous English learning tool. The findings highlight significant positive impacts both physically and psychologically. Physically, students found the platform engaging and enjoyable, reporting enhanced comprehension, visual and auditory stimulation, and overall enjoyment in learning English. The psychological effects were equally positive, with increased interest, self-confidence, and engagement in English learning. The mean scores for physical and psychological aspects were 3.35 and 3.36, respectively, indicating a very positive perception overall. In conclusion, the integration of digital children's literature into autonomous learning activities is highly beneficial for EFL students. Educators are encouraged to incorporate platforms like *Storybookscanada.ca* into their curriculum to support and enhance traditional classroom instruction, fostering a dynamic and effective approach to language learning.

1. For lecturers

Lecturers within English departments could benefit from the findings of this study by integrating online platforms such as *Storynory.com* and *StorybooksCanada.ca* into their curriculum. By incorporating these

autonomous learning activities, lecturers can provide students with additional resources to enhance their English language skills outside the classroom setting. Furthermore, educators may consider designing specific tasks or assignments that encourage students to engage with these platforms, thereby fostering independent learning and supplementing traditional classroom instruction.

2. For English Learners

English learners are encouraged to leverage the insights gleaned from this research to optimize their autonomous language learning journey. Utilizing Storynory.com and StorybooksCanada.ca can significantly enhance language acquisition by offering immersive and interactive experiences. Learners are advised to explore a variety of stories and activities on these platforms, tailoring their selections to their individual proficiency levels and learning preferences. By incorporating these resources into their study routines, English learners can cultivate a more dynamic and effective approach to mastering the language.

3. For Other Researcher

This study presents a valuable foundation for future research endeavors aimed at investigating the efficacy of online resources for autonomous language learning. Researchers in the field of language education are encouraged to expand upon this work by exploring alternative platforms, diverse learner populations, and additional variables that may influence the effectiveness of autonomous learning activities. Moreover, future studies could delve deeper into the pedagogical implications of integrating digital resources into language instruction and explore innovative methodologies for assessing learner outcomes in this context. By building upon the findings of this research, scholars can contribute to the ongoing discourse surrounding autonomous language

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