



Students' Perception on Using Songs and Poems from *learnenglish kids* as Autonomous Learning Activity to Increase Vocabulary

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Abstract

The purpose of this research is to reveal EFL students' perception regarding the efficacy of *LearnEnglish Kids* as a tool for autonomous learning aimed at increasing vocabulary. The perception can be negative or positive based on the experience of each student. This research uses descriptive research with a quantitative approach. This research was conducted from the researcher's observation during teaching practice at SMP 15 Padang where certain issues were identified. Utilizing random sampling, 65 students from six classes were selected as samples. Data collection involved distributing a questionnaire comprising 40 items and conducting interviews via online, focusing on 9 questions. The analysis indicates that both songs and poems from *LearnEnglish Kids* serve as effective autonomous learning tools, fostering positive perception on students' vocabulary development across reading, speaking, writing, and listening skills. Specifically, students reported improvements in their reading comprehension and fluency, as well as enhanced speaking, writing, and listening abilities, underscoring the comprehensive advantages of integrating these resources into language education.

Keywords:

Perception, Autonomous Learning, LearnEnglish Kids, Vocabulary

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INTRODUCTION

Educators have an array of methods to make English language learning enjoyable and exciting in this digital era. *LearnEnglish Kids* website stands out as one such platform or website offering a wealth of resources customized for young learners. Sadoughi & Hejazi (2022:1) state the pivotal role of foreign language teachers in fostering a supportive, encouraging, and welcoming environment conducive to students' language proficiency enhancement. Furthermore, Khan, et al. (2021:2) noted the transformative impact of technology on language education, offering new avenues for learning compared to traditional methods. The role as a leading authority in English language education, *LearnEnglish Kids* provides an

array of materials, including interactive songs and poems, games, and activities geared toward young learners. While the website offers a lot of resources, this research will specifically concentrate on using songs and poems to optimize the focus of research. The accessibility and user-friendly interface of the website make it particularly suitable for junior high school students, enhancing its potential as a valuable resource in language education.

During teaching practice at SMP 15 Padang from July to December 2023, it became evident to the researcher that many seventh-grade students struggled with limited vocabulary knowledge in learning English. These factors are crucial considerations for English as a Foreign Language (EFL) learners. As Asnita & Marlina (2022:250) said acquiring new vocabulary can pose challenges for students, yet it serves as a fundamental aspect for English proficiency across listening, speaking, writing, and reading skills. To address these issues, the researcher introduced *LearnEnglish Kids* as a teaching resource in the classrooms from October to December 2023. This initiative aimed to not only to familiarize students with the website but also to utilize its content, particularly songs and poems, as instructional materials. The incorporation of *LearnEnglish Kids* into classroom activities resulted in heightened student engagement, as evidenced by their enjoyment of songs and poems from the website.

After students listened to and watched the songs and poems on the website, the researcher divided them into eight groups to complete exercises available on the website, along with questions prepared by the researcher related to the songs and poems. Due to the limited time allocated for learning English at school, only about 2 hours and 20 minutes per week, the researcher implemented autonomous learning using songs and poems from *LearnEnglish Kids* at home to enhance students' English skills. This limited classroom time makes it difficult for students to fully master English skills. Therefore, students also engaged in exercise from the website at home as a part of their autonomous learning process. Websites with interactive features promote independent learning, which is essential for both large-group educational technology settings (Jordan et., 2021:69) and self-directed learning outside formal education (Hutington et al., 2023:189). The researcher incorporated 10 songs and 10 poems from *LearnEnglish Kids* for autonomous learning with seventh grade students at SMP 15 Padang. This study aims to evaluate students' perceptions of their English language learning experience using songs and poems from *LearnEnglish Kids* website, focusing particularly on vocabulary mastery. The research will explore specific aspects influenced by the website based on students' perception.

By exploring various methods of learning English and understanding students' perceptions of a specific website, it is possible to determine whether students' vocabulary levels improve through its use. If students perceive that using this website enhances their ability to learn English vocabulary independently, teachers can consider integrating the website into regular autonomous learning activities, particularly for home use. The significance of students' perception lies in their potential to help teachers refine the teaching-learning process and develop effective strategies for future autonomous learning sessions (Iqbal & Rosita,

2022:298). Consequently, the insight gained from students' perception are crucial in this research.

The researcher conducted an extensive review of literature encompassing various studies exploring the efficacy of digital English websites in enhancing vocabulary and English language skills among EFL learners. Andricos & Marlina (2023) found the significance of platforms like *storybookscanada.ca*, emphasizing their value as digital children's literature resources for expanding vocabulary and improving overall English proficiency. Similarly, Ahwida & Marlina (2023) found that integrating digital children's literature from *storynory.com* reduced listening anxiety among EFL college students, leading to positive impact in their perception of listening tasks. Furthermore, Yuliani & Marlina (2023) supported the integration of digital children's literature into EFL vocabulary instruction, highlighting its efficacy in facilitating learning.

Additionally, Almusharraf (2021) highlighted studies focusing on learner autonomy in vocabulary development, which stressed the importance of student independence in acquiring new words. The investigation by Khumairo, Inayati, & Tyas (2022) examined teacher perceptions of using English children's songs for young learners, explaining on instructors' attitudes towards incorporating such resources. Furthermore, Khulaifayah et al. (2021) explored student perspectives on autonomous learning activities, providing insights into Indonesian students' views on independent learning. Lastly, Rahul & Ponniah (2023) investigated incidental vocabulary acquisition through passive exposure to on-screen content.

Existing research has explored digital children's English websites, learner autonomy, teacher perception of songs, student perspectives on independent learning, and incidental vocabulary acquisition through digital content. However, no studies have specifically investigated "EFL Students' Perception on Songs and Poems from *LearnEnglish Kids* as Autonomous Learning Activity to Increase Vocabulary". Therefore, the researcher will conduct the research about the topic to provide valuable insight for educators who want to utilize digital resources effectively to promote autonomous English language learning among EFL seventh grade students in Indonesia to increase students' vocabulary mastery.

RESEARCH METHOD

The primary objective of employing descriptive research in this study is to offer a comprehensive overview of students' perceptions, and experiences in using digital children's songs and poems from *LearnEnglish Kids* for autonomous learning. Descriptive research is a methodological approach commonly used in social sciences to systematically gather, organize, and summarize information about a particular population, event, or phenomenon. As Neuman (2011:69) highlights, descriptive research is a fundamental step in the research process. It serves as a precursor to more complex types of research and provides a solid foundation of knowledge about the subject of interest.

This type of research involves systematic data collection through methods such as surveys, observations, and content analysis. The population for this study comprises seventh-grade students at Junior High School 15 Padang who are enrolled in English language classes. The researcher will employ Random Sampling

technique to select participants from the target population. This choice is particularly justified due to the relative homogeneity observed among the classes in terms of key factors such as teacher, teaching methods, and other relevant variables. As Creswell, J. W., & Creswell, J. D. (2017:217) explain, random sampling constitutes a fundamental procedure in research methodology, aiming to select a representative subset from a larger population.

To ensure a representative sample that accurately reflects the population characteristics, the Slovin formula (Sevilla, 2007: 4) was employed to calculate the appropriate sample size. This formula necessitates the establishment of an acceptable error tolerance limit, expressed as a percentage, prior to its application. A smaller error tolerance results in a sample that more closely mirrors the population. In this study, an error tolerance limit of $\alpha = 10\%$ was designated. By using the formula from Slovin, the researcher took randomly 65 students as a sample. The data were collected by using the questionnaire which consisted of 40 statements with four-point Likert scale ranges from 1 to 4 (4= strongly agree, 3=agree, 2=disagree, 1=strongly disagree) with close-ended questions. The data is also collected by using a written interview.

FINDINGS AND DISCUSSION

Research Finding

1. EFL students' perception on using songs from *LearnEnglish Kids* as autonomous learning activity to increase vocabulary

Table 1. Questionnaire results of songs from *LearnEnglish Kids* to increase vocabulary

No	Statements	N%				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
1	Item no 25 I feel that by reading song lyrics through <i>LearnEnglish Kids</i> website stimulates my sense of sight (eyes) to increase my English vocabulary.	26 40.0%	26 40.0%	7 10.8%	6 9.2%	3.11	Positive
2	Item no 26 I feel that through songs from the <i>LearnEnglish Kids</i> website, it stimulates my sense of speech (mouth) so that I can speak with a wider English vocabulary.	29 44.6%	26 40.0%	6 9.2%	4 6.2%	3.23	Positive
3	Item no 27 I feel that songs from the <i>LearnEnglish Kids</i> website can stimulate my sense (hand) in answering the given exercises that can enhance my English vocabulary.	31 47.7%	23 35.4%	7 10.8%	4 6.2%	3.25	Positive
4	Item no 28 I feel that listening to songs	35	18	8	5	3.31	Very Positive

	through the <i>LearnEnglish Kids</i> website stimulates my sense of hearing (ears) to increase my English vocabulary.	53.8%	27.7%	12.3%	7.7%		
5	Item no 29 I feel that reading song lyrics through the <i>LearnEnglish Kids</i> website helps me more easily in improving my English vocabulary.	28	27	8	2	3.25	Positive
		43.1%	41.5%	12.3%	3.1%		
6	Item no 30 I feel that through songs from the <i>LearnEnglish Kids</i> website, it makes me speak more confidently because of the increased English vocabulary.	29	25	9	2	3.25	Positive
		44.6%	38.5%	13.8%	3.1%		
7	Item no 31 I feel that songs from the <i>LearnEnglish Kids</i> website can help me answers the given exercises more easily, which can improve my English vocabulary.	30	23	9	3	3.23	Positive
		46.2%	35.4%	13.8%	4.6%		
8	Item no 32 I feel that by listening to songs through the <i>LearnEnglish Kids</i> website, it becomes easier for me to improve my English vocabulary.	28	27	6	10	3.31	Very Positive
		43.1%	41.5%	9.2%	15.4%		
Total Mean						3.24	Positive

From the table above it can be seen that the mean score was 3.24. It determined that many students have positive perception on using songs from *LearnEnglish Kids* to increase vocabulary. For more clarity, the table presented below displays the summary score of vocabulary aspects.

Table 2. Summary Score Song of Vocabulary Aspect

Aspect of Vocabulary	No Item	Mean	Category
Reading Vocabulary	25, 29	3.18	Positive
Speaking Vocabulary	26, 30	3.24	Positive
Writing Vocabulary	27, 31	3.24	Positive
Listening Vocabulary	28, 32	3.31	Very Positive
All Questionnaire items	8	3.24	Positive

Based on the summary score of vocabulary aspect, there are four aspects covering EFL students' perception on using songs from *LearnEnglish Kids* as autonomous learning to increase vocabulary. The first aspect is reading vocabulary. The questions about the first aspect in physical aspects were item no 25 and in

psychological aspects were item no 29. The response to item no 25 and 29 was positive perception with the mean score was 3.18.

The second aspect is speaking vocabulary. The questions about the second aspect in the physical aspect were item no 26 and in the psychological aspect were item no 30. The response to item no 26 and 30 was positive perception with the mean score was 3.24.

The third aspect is writing vocabulary. The questions about the third aspect in the physical aspect were item no 27 and in psychological aspects were item no 31. The response to item no 27 and 31 was positive perception with the mean score was 3.24.

The fourth aspect is listening vocabulary. The questions about the fourth aspect in the physical aspect were item no 28 and in psychological aspects were item no 32. The response to item no 28 and 32 was very positive perception with the mean score was 3.31.

Students believe that songs from *LearnEnglish Kids*, whether in physical aspect or in psychological aspect, enables them to increase their reading vocabulary, speaking vocabulary, writing vocabulary, and listening vocabulary to learn English that they could use song from *LearnEnglish Kids* as autonomous learning activity and they could improve their vocabulary through autonomous learning. As the respondents with the initial NSW, RAR, NHP said the same thing in a written interview. They felt about their vocabulary using songs from *LearnEnglish Kids* increased.

(N: What do you think are the most effective features of songs and poems from this website in improving vocabulary comprehension?)

(NSW: songs and poems from the website, I listen to songs that can improve my English vocabulary.)

(RAR: The songs are more interesting, Miss)

(NHP: Because with the songs I understand English better)

The answer from the question interview above, they indicate songs from *LearnEnglish Kids* are more effective features in improving vocabulary. As RAR said, songs were more interesting and also expressed by NHP who said songs from *LearnEnglish Kids* can make her understand in English.

2. EFL students' perception on using poems from *LearnEnglish Kids* as autonomous learning activity to increase vocabulary

Table 3. Questionnaire results of poems from *LearnEnglish Kids* to increase vocabulary

No	Statements	N%				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
1	Item no 33 I feel that by reading poem texts through the <i>LearnEnglish Kids</i> website, it stimulates my sense of sight (eyes) to increase my English vocabulary.	28 43.1%	25 38.5%	6 9.2%	6 9.2%	3.15	Positive
2	Item no 34 I feel that through poems	29	21	12	3	3.17	Positive

	from the <i>LearnEnglish Kids</i> website, it stimulates my sense (mouth) so that I can speak with a wider English vocabulary.	44.6%	32.3%	18.5%	4.6%		
3	Item no 35 I feel that poems from the <i>LearnEnglish Kids</i> website can stimulate my sense (hand) in answering the given exercises that can increase my English vocabulary.	31 47.7%	24 36.9%	7 10.8%	3 4.6%	3.28	Very Positive
4	Item no 36 I feel that listening to poems through the <i>LearnEnglish Kids</i> website stimulates my sense of hearing (ears) to increase my English vocabulary.	31 47.7%	24 36.9%	6 9.2%	4 6.2%	3.26	Very Positive
5	Item no 37 I feel that reading poem texts through the <i>LearnEnglish Kids</i> website helps me more easily in improving my English vocabulary.	28 43.1%	25 38.5%	7 10.8%	5 7.7%	3.17	Positive
6	Item no 38 I feel that through poems from the <i>LearnEnglish Kids</i> website, it makes me speak more confidently because of the increased English vocabulary.	24 36.9%	26 40.0%	9 13.8%	6 9.2%	3.05	Positive
7	Item no 39 I feel that poems from the <i>LearnEnglish Kids</i> website can help me answer the given exercises more easily, which can improve my English vocabulary.	23 35.4%	31 47.7%	9 13.8%	2 3.1%	3.15	Positive
8	Item no 40 I feel that by listening to poems through the <i>LearnEnglish Kids</i> website, it becomes easier for me to improve my English vocabulary.)	25 38.5%	23 35.4%	11 16.9%	6 9.2%	3.03	Positive
Total Mean						3.16	Positive

From the table above it can be seen that the mean score was 3.16. It determined that many students have positive perception on using poems from *LearnEnglish Kids* to increase vocabulary. For more clarity, the table presented below displays the summary score of vocabulary aspects.

Table 4. Summary Score Song of Vocabulary Aspect

Aspect of Vocabulary	No Item	Mean	Category
Reading Vocabulary	33, 37	3.16	Positive
Speaking Vocabulary	34, 38	3.11	Positive
Writing Vocabulary	35, 39	3.22	Positive
Listening Vocabulary	36, 40	3.15	Positive
All Questionnaire items	8	3.16	Positive

Based on the summary score of vocabulary aspect, there are four aspects covering EFL students' perception on using poems from *LearnEnglish Kids* as autonomous learning to increase vocabulary. The first aspect is reading vocabulary. The questions about the first aspect in physical aspects were item no 33 and in psychological aspects were item no 37. The response to item no 33 and 37 was positive perception with the mean score was 3.16.

The second aspect is speaking vocabulary. The questions about the second aspect in the physical aspect were item no 34 and in the psychological aspect were item no 38. The response to item no 34 and 38 was positive perception with the mean score was 3.11.

The third aspect is writing vocabulary. The questions about the third aspect in the physical aspect were item no 35 and in psychological aspects were item no 39. The response to item no 35 and 39 was positive perception with the mean score was 3.22.

The fourth aspect is listening vocabulary. The questions about the fourth aspect in the physical aspect were item no 36 and in psychological aspects were item no 40. The response to item no 36 and 40 was positive perception with the mean score was 3.15.

Students believe that poems from *LearnEnglish Kids*, whether in physical aspect or in psychological aspect enables them to increase their reading vocabulary, speaking vocabulary, writing vocabulary, and listening vocabulary to learn English that they could use poems from *LearnEnglish Kids* as autonomous learning activity and they could improve their vocabulary through autonomous learning.

According to the findings of this research, students express a positive perception on using songs and poems from *LearnEnglish Kids* as autonomous learning, specifically in terms of the positive effect on their vocabulary. Many students have expressed their belief that songs and poems from *LearnEnglish Kids* as autonomous learning is an effective method to increase their vocabulary. However, there were also quite a few students who expressed their unhappiness with songs and poems from *LearnEnglish Kids* as autonomous learning, as they believed that it did not effectively contribute to the development of their crucial vocabulary. These students argued that songs and poems from *LearnEnglish Kids* limits their opportunities for meaningful other websites and reduces their ability to improve their vocabulary. The interview session also supported the result of questionnaire analysis. The initial YN and FFA said:

(YN: The features are very nice for learning vocabulary, both songs and poems.)

(FFA: I think the most effective feature is the video with sound, which helps us or children listen and read English)

From the statement of YN and FFA, it can be concluded that poems from *LearnEnglish Kids* can increase their vocabulary too. YN said whether it was song or poem, they have very nice features for learning vocabulary. Furthermore, FFA said video with sound helps her listen and read English effectively. It also means songs or poems are effective in improving vocabulary.

CONCLUSION

The study highlights the effectiveness of utilizing both songs and poems from *LearnEnglish Kids* as autonomous learning activities to positively impact students' vocabulary acquisition in English. The analysis of students' perceptions underscores significant improvements across four key aspects of vocabulary development: reading, speaking, writing, and listening. For reading vocabulary, both songs and poems demonstrated positive outcomes, with students reporting enhancements in their reading skills. Similarly, improvements in speaking, writing, and listening vocabulary were evident, indicating the comprehensive benefits of incorporating these resources into language learning.

Interview responses further validate the positive impact of *LearnEnglish Kids'* materials, with students expressing increased engagement and comprehension. While some variability in student perceptions exists, with a few not experiencing significant gains, the overall consensus supports the efficacy of these autonomous learning activities. Therefore, educators and language instructors can consider integrating songs and poems from *LearnEnglish Kids* into their teaching methodologies as a means to enrich vocabulary acquisition. However, acknowledging diverse student preferences and needs remains crucial for providing meaningful and effective learning opportunities outcomes.

SUGGESTION

(1) For teachers

The researcher suggests that teachers will be more selective in choosing methods for their classes, especially to increase students' vocabulary. Also, the researcher kindly hopes that teachers gain a better understanding of the needs of students in vocabulary because songs and poems from *LearnEnglish Kids* can be alternative or even an option in certain situations.

(2) For students

The students should increase their vocabulary more seriously so that they can study by using songs and poems from *LearnEnglish Kids* or other English websites. Furthermore, the students should be more familiar with technology so they are not constrained by using English websites.

(3) For further researcher

The researcher sincerely hopes that this research will greatly benefit further researchers. Additionally, it is suggested that further investigation be conducted to explore *LearnEnglish Kids* other websites that are more effective to increase students' vocabulary.

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