

Abstract

Digital audio-visual aid is one kind of learning media which can be used for learning English. The problem found that not all the lecturers knew about the benefits of learning English using audio-visual aids, and they only used one kind of audio-visual aids. Besides, when implementing digital audio-visual aids, some students felt motivated and some of them felt demotivated. This study aimed to find out why the students felt motivated and unmotivated in learning English using digital audio-visual aids by investigating the benefits and difficulties faced by them. This study was conducted at an Islamic Private University in Yogyakarta involving four students of English Language Education Department (ELED) students in batch 2017. This research employed a qualitative research method and used a Phenomenology research design to present the findings. In collecting the data, an in-depth interview was conducted. This research had two findings. The benefits of learning English using digital audio-visual aids as perceived by the students came as the first finding of this research, and those were feeling interested to the topic, creating more meaningful the material, and improving critical thinking, English proficiency, self-potential and self-reflection to the material. The second finding was about the difficulties in learning English using audio-visual aids as perceived by the students. Those were technical difficulties, no interest at all with material, no basic skill in technologies, wrong interpretation with the information on the material, low self-monitoring ability, and physical exhaustion.

Keywords: Digital visual aid, learning English media, benefits, difficulties