

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides background of study, identification of problem, delimitation of problem, research question, purpose of study, significance of study, and organization of chapters. Then, this information gives a general overview to the readers about the main discussion of the research. Moreover, the general information written in this chapter can help the readers to understand the following chapters explained.

Background of the Study

Teaching and learning processes are closed to the teaching and learning strategies. Teaching strategy is a way of the teachers to transfer the knowledge to the students. From the statement mentioned, the students have a way of learning to understand the material called as the learning strategy. According to Riener and Willingham (2010), there are three kinds of learning strategies used by the majority of the students such as visual, kinesthetic, and auditory strategy. Besides, this research focuses on investigating the audio-visual. In regards to the statement mentioned, the tool used to support audio-visual learning strategy is called as audio-visual aids. Audio-visual aids are some kinds of tool which can support the students to facilitate the learning process by giving visual stimulation or visual input to the learners.

When teachers explain the material to the students, they can use a media to support the material. One of the tools or media which the teachers can use to support the teaching and learning process is using digital visual aid. Besides, the definition of aids is the supported tool for displaying something in learning process (Berk, 2009). Following this, the audio-visual aid can be an audio-visual supportive tool to explain something in a real context so that the students can have real interpretation about the topic showed from the audio-visual aids. Hiral (2015) stated "The parts of Audio-visual aids are clips, episodes, documentaries, and films for learning language process" (p. 91).

In addition, Kano (2011) argued that there are two kinds of audio-visual aids such as non-digital audio-visual aids and digital audio-visual aids. Both of them can be applied to the learning process. Non-digital audio-visual aid means a tool to visualize something without needing some multimedia technologies. Ghulam, Khuram, Naqvi, and Nadeem (2015) said "There are some available non-digital audio-visual aids in these days such as models, pictures, charts, maps, flashcards, bulletin board, and chalkboard" (p. 226). Besides, digital visual aid is the visualization tool which supports the digital technology, and the digital audio-visual aids can only be used with the electrical support or internet support.

Maxwell (2014) explained that kind of digital audio-visual aids can be movies, video, PowToon, Prezi, viseme, wideo, goanimate, recite, canva, and notegrphy. Besides, Hutt (2017) explained that kind of digital audio-visual aids for presentation are Haiku Deck, Slidedog, Emaze, ezTalk Cloud Meeting, and Google Slides. Regarding the statement mentioned, every learning is supported by

any kind of digital technology in this digital era. Besides, it can also support the audio-visual aids changes from the conventional design to digital audio-visual aids.

In order to adapt the situation and the development of the digital era, digital Audio-visual aids can help the teachers simplify the material. Macwan (2015) argued that today younger generations of learners are more familiar with the visual interface of multimedia, digital Audio-visual aids, and internet technologies.

In some cases, especially in English Language Education Department (ELED) of a private university in Yogyakarta based on the mini interview with ten students, the students preferred to learn the material using digital audio-visual aids as the learning media. They said also that they felt more interested when using video clips, YouTube, PowerPoint slides and animation slides of Prezzi. As the reason, all of the digital audio-visual aids contain a picture, motion, animation and the variety of colors which make the students feel interested to the material.

Regarding the phenomena mentioned, the researcher is interested in investigating the students' points of view on the use of digital audio-visual aids while learning English. This study gathers all of the information about the students' feelings towards the benefits faced by the students when the teachers teach English using digital Audio-visual aids in the classroom as well as learning English using digital audio-visual aids. Besides, this study also focuses on finding out the difficulties faced by the students when teachers teach English with digital audio-visual aids as the teaching media and the students in learning English with

digital Audio-visual aids.

Identification of the Problem

Nowadays, various life aspects utilize a digital tool to have better and easier life. Those conditions happen in the educational world. Regarding the statement mentioned, it is not something new for the teaching and learning process in the classroom activity using digital technology especially for teaching English.

Teaching English has four skills to learn such as listening, speaking, reading and writing. Based on those four skills, the teachers need a media to support the material to be more understandable for the students. Besides, one of the media which the teachers can use to support the material is digital visual aid.

Digital audio-visual aids bring variety of benefits for the educational institution which has the complete facility to support the teaching and learning process in applying the digital audio-visual aids. For the reason, when the teachers apply the digital audio-visual aids as the teaching media, there are so many reactions from the students. Mayer and Massa (2003) argued that that the students prefer using multimedia than learning using paper-based. Based on the study, when teachers use the digital audio-visual aids, it should be interesting for the students. Based on the researcher mini observation, some students feel interested in learning, and the others feel unmotivated.

Based on the researcher's mini observation in the classroom, the researcher found a problem at ELED of an Islamic private University in Yogyakarta when the teachers used digital Audio-visual aids as the teaching

media to support the material. As the reason, some students feel motivated, and some of them feel unmotivated or not interested with the media. Also, the researcher did a mini interview to ten students of the department. Following this, four students said that they feel bored and uninterested when teachers used the digital audio-visual aids or when teachers asked them to learn the material using the digital audio-visual aids. Likewise, the other six students argued that they felt motivated and curious with the material when teachers used the digital visual aid or asked them to learn material with digital audio-visual aid.

Another problem found that sometimes the students feel bored owing to the fact that some lecturers just use one kind of digital visual aid only. Then, not all the lecturers know about the benefits of learning English using digital audio-visual aids. In addition, the use of digital visual aid gives the benefits to the students. Aside from the benefits of using audio visual aid, the students also face the difficulty in learning process using digital visual aid. Besides, some students feel more interested only when the teachers use the video of animation, but they do not give full attention when the teachers use PowerPoint slides. Following this, they are only interested in watching the video of animation because the video animation contains the sounds, color, animation and motion. On the other hand, PowerPoint slides just include words, color, and slides of animation.

In addition, there are numerous digital audio-visual aids which the teachers and students can use to support the learning English process. From the statement mentioned, they do not always focus to use one kind of digital audio-visual aids. Accordingly, this study tries to look for the students' feeling and

experiences when the teachers apply the digital audio-visual aids as the teaching media and learning English by themselves using the digital audio-visual aid.

In the digital era, the students who were born in 1981 up to 2001 have been raised in an era of the instant era also known as The Net Generation (Nicholas, 2008). Based on the statement mentioned, the communication styles are based on multi-media or digital technology. Talking about multi-media, it is related to the digital audio-visual aids for the learning process especially for students who learn English using the authentic materials to support their learning English. Sometimes, they do not know about the right strategy for learning English to take the advantages of using digital audio-visual aids.

Based on the mini interview conducted by the researcher to ten students of ELED at an Islamic Private University in batch 2017, they said that felt more interested with the material, and they could easily understand the material when the teachers use the digital audio-visual aids for the teaching and learning process such as YouTube, Prezi, and PowerPoint slides of the presentation.

Delimitation of the Problem

There are many aspects which can be the focuses of this study from the use of audio-visual aids especially digital audio-visual aids. The discussion can be about the kinds of digital audio-visual aid, how to implement digital visual in the classroom, and how to use digital audio-visual aids for the teaching and learning processes.

This research focuses on investigating the problem when learning English through the use of digital visual aid. Besides, some students feel motivated and some of them feel unmotivated to learn. Also, the main focus of this research focuses on the students' point of view towards the benefits of learning English using digital audio-visual aids and the difficulties faced by the students in learning English through the use of digital visual aid.

There are varieties of digital audio-visual aids, but this research focuses on investigating several kinds of digital audio-visual aid such as YouTube, movies, video, Canva, Prezi, and PowerPoint slides. Hence, the specification of digital audio-visual aids mentioned above is based on the participants' experience.

As the significant reason towards this decision, the researcher focuses on the students' point of view as the person who uses the digital audio-visual aids while teaching and learning English process.

Research Questions

This research is intended to answer the following questions:

1. What are the benefits of utilizing digital audio-visual aids for learning English as perceived by the students?
2. What are the difficulties of utilizing digital Audio-visual aids for learning English as perceived by the students?

Purpose of the Study

The general purpose of this study is to find out the students' point of view about learning English using digital Audio-visual aids. This study has two main aims based on the research questions mentioned. Firstly, the researcher wants to investigate the students' perception of the benefits which they feel from learning English using the digital audio-visual aids. Secondly, the researcher wants to know about the difficulties faced by the students in learning English using digital Audio-visual aids.

Significance of the Study

This research is aimed to give positive advantages for some parties such as English teachers, students, institution and other researchers.

For the English teachers. The students' point of view towards the utilization of digital Audio-visual aids in the classroom for teaching English will give new information and guidelines for English teachers to improve their teaching strategy using the digital audio-visual aids. Besides, the finding of the study will show the benefits of using digital Audio-visual aids, so it can be new knowledge for the English teachers for making the teaching and learning process to be more meaningful for the students. Also, this research will be beneficial for the English teachers to be more aware of the varieties of digital audio-visual aids, so they can use any kind of digital audio-visual aids for teaching the students.

For the students. The findings of this study will show the benefits of using digital audio-visual aids for learning English. The findings of this research can be new knowledge and guidelines for the students when learning English

through the use of digital Audio-visual aids. Following this, this research can help the students to be more aware of the benefits and difficulties in learning English using the digital audio-visual aids.

For the institution. This study focuses on students' point of view towards the utilization of digital Audio-visual aids in learning English regarding the benefits and the difficulties of using digital Audio-visual aids in learning process. From this research, it can be the basis policy for the school infrastructure staff to make an improvement on the school facilitation in order to support the teaching and learning process using digital audio-visual aids. In addition, the equipment which support the learning process using digital visual aid can be the LCD projector, screen projector, sound, microphone, and others.

The Other Researchers. This study can be a guideline for the study which focuses on digital Audio-visual aids. Also, this study opens an issue about the benefits and the difficulties using digital audio-visual aids for learning especially learning English. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the strengths and weaknesses of using the digital audio-visual aid flashcard as learning media related to the same area of this research.

Organization of the Chapters

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the study, identification of the problem, delimitation of the problem, research question, purpose of the study, and significances of the research. In the last part of this chapter, the researcher mentions organization of the chapters.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion the reflecting students' point of view on the utilization of digital audio-visual aids in learning English. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers digital audio-visual aids, types of audio-visual aids for learning English, the function of digital audio-visual aids in learning, benefits of audio-visual aids for the students, difficulties on learning through the use of digital audio-visual aids for the students, and digital audio-visual aids as effective media for learning English. In the following of the chapter two, it includes review of related study.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists six parts of methodology namely research design, research setting, research participants, data collection method, data gathering procedure, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.