

Chapter Two

Literature Review

This chapter reviews the theory and some studies related to this research. In this chapter, the researcher writes some essential studies from the previous research, books, and journals related to this research. There are several significant points in this chapter. In this literature review, the topic discusses 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 last of chapter two, the researcher also puts conceptual framework.

Digital Audio-Visual Aids

Teaching media used by the teachers are varied today. The teaching media which the teachers used in the classroom will support the learning process. One kind of teaching media is visual aid producing visual stimulation to support the learning process in learning English. Because today is a digital era, everything can be based on digital technology. Actually, the development of technology does the same for the educational world. In some cases, digital audio-visual aids are important to support the learning process in the classroom activities.

The digital audio-visual aids can support the learning process by giving a visual stimulation for the students, so they will feel more interested. Moreover, this chapter explains some information related to the types of digital audio-visual

aids, the function of digital audio-visual aids in the learning process, the benefits of digital audio-visual aids for the students, and the students' challenges in learning using digital audio-visual aids.

Dunnantlaan (2009) argued that the students like to use video in learning English because it is helpful for them to understand the material. Dunnantlaan's statement showed that the students like learning using the digital audio-visual aids in the classroom. Digital audio-visual aid is interesting media due to the combination of many features, color, sound, and animation. Following this, it helps the students to understand about the authenticity of the English Language easily (Macwan, 2015). Then, this study tries to look for the students' point of view about their opinion in using digital audio-visual aids in the classroom for learning English and discusses their feeling about the benefits of using digital audio-visual aids for learning English.

Types of Digital Audio-Visual Aids for Learning English

Currently, today's digital audio-visual aids are famous used by the teachers. There are many studies proved that digital audio-visual aids can be one of the learning media which can support the teaching and learning process for learning English. According to Khalid and Muhammad (2012), the use of YouTube in studying English is an interesting and beneficial, and it also can give the students the chance to get more understanding about the material. Alimemaj and Zamira (2010) claimed that the use of digital audio-visual aids in the traditional classroom situation to learning English gives the chance to the learners in order to improve their English skill well.

On the other side, a study from Lina (1999) as cited Amine, Benachaiba, and Guemide (2012) argued that to develop an active teaching approach to grab the students' interest in learning English is by using digital audio-visual aids.

In addition, the use of digital audio-visual aids in the classroom can help the teachers to deliver the material. Then, the types of digital audio-visual aids have to be known by the teachers as the users of it. In order to give some general explanation about the types of digital audio-visual aids, there is the information collected from some literature. One study conducted by Berk (2009) mentioned that the kind of digital audio-visual aids used in the classroom such as video, movies, YouTube, and mtvYou. These digital audio-visual aids guide the students in the learning process in the classroom. Then, another study gives the additional kinds of digital audio-visual aids which the teachers used in the classroom. Kearney (2004) found that the kind of digital audio-visual aids which can implement in the classroom is an animation which is shown in LCD projector, so the animation is rather than digital video clips.

The purpose of using the animation is to give the students real imagination about the material. According to a study by Nouri and Shahid (2005), the kind of digital audio-visual aids are also called as multimedia audio-visual aids such as PowerPoint slides of presentation. Maxwell (2014) explained that kinds of digital audio-visual aids are movies, video, PowToon, Prezi, Visme, Wideo, GoAnimate, Recite, Canva, and Notegraphy. On the other hand, Hutt (2017) explained kind of digital audio-visual aids for presentation are Haiku Deck, Slidedog, Emaze, ezTalk Cloud Meeting, and Google Slides. Alaa (2008) argued that the types of

digital audio-visual aids are PowerPoint, Illustrator, Multimedia Builder, Hyper Studio, Movie Maker, and Imovies.

The Function of Digital Audio-visual Aids in Learning

Teaching and learning activities need media to support the process of it. This learning media will help both the teachers and the students' learning process. One of the media which the teachers can implement in the classroom is using digital audio-visual aids. In the previous paragraphs, some reviews from the literature discussed are related to the types of digital Audio-visual aids and the general function of digital Audio-visual aids.

According to Krčelić and Matijević (2015), teaching and learning a foreign language can be facilitated by using visual tools such as pictures or videos. These digital visual tools can be used in several classroom activities in order to improve the students' interest in learning a foreign language, vocabulary mastery, and grammar skill. They strengthen the statement by giving additional information that the students are easy lose their interest when they have the task of reading a text and working with grammar exercises. Besides, digital visual tools will help the students in remembering the learning materials because the picture and the video which will draw a scheme and strong imagination in brain memory.

There are several values of learning outcomes using video clips such as grabbing students' attention and making the students understand the material easily. According to Berk (2009), learning English using video clips are beneficial for the students in learning outcomes such as improving students' focus concentration, improving students' attitude toward the topic, helping students to

improve their memory of content, and making the learning process to be fun with decreasing the students' anxiety with the topic.

Furthermore, the implementation of digital Audio-visual aids in the classroom has so many functions for the learning process and helps the students to learn the material easily. According to Nouri and Shahid (2005), using PowerPoint slides presented in the classroom is a help to increase of human's brain in short-term knowledge because it combines graphics, animation, and color (imagery).

In addition, another supported theory about digital audio-visual aids is when learning English with multimedia technology as audio-visual aids have the following purpose. Regarding the statement mentioned, the purpose of it is to develop the students' interest to the topic, help students' communication capacity, give more knowledge about the Western culture, make an improvement in teachers' and students' interaction and make the course to be more flexible (Amine, Benachaiba, & Guemide, 2012).

Based on some literatures mentioned, the digital audio-visual aid is one of the teaching media which can support the learning process and help the teachers in delivering and explaining the materials well. This function is related to the teaching known as the digital era. Because the students in this era are the digital natives, so the teaching and learning process in the classroom will be more effective and interesting when the teachers use the digital audio-visual aids.

Based on the statement mentioned, the teachers can use the digital audio-visual aids in the classroom considering as the function of it. Consequently, the teachers and students will get the easy way in doing teaching and learning activities.

Benefits of Digital Audio-Visual Aids for the Students

Nowadays, some literature has studied the implementation of digital audio-visual aids in the classroom. Using digital audio-visual aids in the classroom are good and give a positive impact on the students in order to help the teaching and learning activities. Besides, the implementation of digital audio-visual aids in the classroom has to be checked its benefits for the students after using it. There are some supported theories and results of the studies which tell the benefits of using digital audio-visual aids for the students. Hence, each benefit of using digital audio-visual aids is explained in the following paragraphs briefly.

Digital audio-visual aids make the students enjoy the learning process.

Learning English using digital Audio-visual aids can make the students enjoy the learning process. According to Khalid and Muhammad (2012), learning English using the digital audio-visual aids especially using YouTube in teaching English literature makes the students enjoy the process of learning and gives a chance for them to understand more about the material. Following this, the students enjoy with the learning process because in digital audio-visual aids, there are many features such as sound, color, animation, and others. Because of the features in digital visual aid, it makes the students feel enjoyable in the learning process

Digital audio-visual aids make the students feel more interested to the topic. Teaching media comes as a crucial aspect to help the students feel more interested to the topic. By using digital audio-visual aids in the learning English process can also help the students to make them more interest in the topic. Khalid and Muhammad (2012) defined that when using digital audio-visual aids for learning English makes the students more interest in the topic, and they feel more enjoyable to join the learning process. Muhammad (2012) stated that because of the harmonization of the features in digital audio-visual aid, it makes the students feel interested with the topic. For example, when the teachers explain the material by lecturing while playing a video related to the material, the students feel more interested with the topic followed by the video.

Digital Audio-visual aids help the students to improve critical thinking. Learning English using digital Audio-visual aids makes the students more interest in the topic and enjoy the material (Berk, 2009). Besides, by using digital Audio-visual aids can also help the students to improve their critical thinking. According to Lehman, DuFrene, and Lehman (2010), using digital audio-visual aids especially YouTube in English literature class makes the students to be curious about the topic, so the condition can help the students to improve their critical thinking. Another study undertaken by Pun (2013) who said that learning using videos and films not only can increase the students' interest in learning English but also improve their critical thinking in learning English as well.

As the reason why applying digital audio-visual aid helps the students improve their critical thinking, Liu (2010) stated that learning English using digital visual aid (YouTube) can help the students improve their critical thinking. For the reason, YouTube provides unlimited information and authentic resource.

Digital Audio-visual aids help students to increase memories of the material. Basically, sometimes students feel difficulty to memorize the material because of a lot of material which they have learnt. By using digital audio-visual aids, it will make the learning process more enjoyable and funny (Lehman, DuFrene, & Lehman, 2010). As the reason, they feel fun in the learning process so that it will help the students to increase their memories about the material.

Based on Berk (2009), using digital audio-visual aids help the students to make an improvement on memorizing the material because they feel enjoyable in learning English using the digital audio-visual aids such as video clips, movies, mtvU, and YouTube. According to Macwan (2015), using digital audio-visual aids eases the students to have a long memory about the material when seeing the screen than reading a text in printed material. From the statement mentioned, the digital audio-visual aid provides many features such as audio, color, animation, real spoken of English, real expression, and others. Macwan (2015) argued that when the students watch a material from video, they can listen the voice from video and watch the video. For the reason, it will help them improve their memorization to the material. When they forget about the sound or voice, they can remember the material with the picture or animation. Likewise, when they forget the animation or the picture, they can remember from the sound.

Digital audio-visual aids help the students to have deep understanding towards the material. A study conducted in Nepal focuses on teaching English for Foreign Learners is better to use multimedia or digital audio-visual aids rather than using the traditional method. As the reason, by using digital audio-visual aids, the audio-visual stimulus from the media such as interactive video with random content access may help the students to enhance the process of understanding the material, focusing on learning the topic and achieving better performance in learning (Dongson, Lina, Robert, & Jay, 2009).

Digital Audio-visual aids make the students feel more motivated to learn. Actually, learning English using digital audio-visual aids is one of teaching media which allows to make the students feel enjoyable with the learning process. Besides, the condition will make the students feel more motivated to learn. According to Pun (2013), teaching English for Foreign Learners using video and films makes the students feel more motivated to learn English, so they can get the purpose in learning English.

Alimemaj (2010) believed that the digital audio-visual aids provide motivation to both intrinsically and extrinsically in order to motivate the students. From the statement mentioned, the digital audio-visual aid is a popular technology for the millennial generation. Because of the millennial generation are familiar with digital visual aid, the condition makes them feel more motivated to learn something with digital audio-visual aid.

Digital Audio-visual aids make the students have real imagination

about the topic. The learning media can help the students to understand about the topic easily. According to Khalid and Muhammad (2012), learning English literature in understanding novel using YouTube videos can help the students to have real imagination about the topic, so they feel easy in understanding the topic. Based on the results of the studies explained above, it can be concluded that learning English using digital audio-visual aids in the classroom has a lot of benefits for the students. Following this, it can be used to solve some problems in learning. Then, using digital audio-visual aids in the classroom can also help the teachers to make a conducive environment of learning. Therefore, digital Audio-visual aids can be promoted as one of the good teaching media which can be used by the teachers

Kabooha (2016) argued that learning English using digital visual aid by playing video on YouTube provides authentic language materials which will help the students to learn English language. For example, when the students want to learn about pronunciation, they have to watch a video in YouTube about pronunciation. As the reason, they listen the voice and see the expression on the video so that they will get real imagination about the material.

Difficulties on Learning through the Use of Digital Audio-Visual Aids for the Students

Using digital Audio-visual aids is one of the ways to help the teachers and students to make an effective learning. When the teachers use the digital audio-visual aids in the classroom especially when teaching English, the kind of digital audio-visual aids used by the teachers is something new for the students.

Therefore, they have to adapt with it. Aside from the problem, the students also have the challenges when learning English using digital Audio-visual aids.

Therefore, each difficulty of using digital audio-visual aids is explained in the following paragraphs in detail.

Students have a problem with technical difficulties. Aside from the technology problem, lack of facilities comes as one of the difficulties for the students in using digital audio-visual aids. According to Kay and Kletsin (2012), when the lack of facilities happens such as sometimes the projector screen does not work well, the poor of internet connection, and video buffering, it needs more time to solve it. From the statement mentioned, it makes the students feel the difficulty to learn English using digital Audio-visual aids.

According Aarikan and Ozen (2015), the students feel a bit difficult to learn when lack of the technology happens. For example, when the keyboard on the computer does not work well, they cannot play or change the video on the computer screen. As another problem when the earphone does not work well, the students cannot hear the sound of the material on the computer screen.

Students prefer to learn through the printed material. Utilizing digital visuals as the teaching media is commonly used today. According to Macwan (2015), young generations are most familiar with digital audio-visual aids and internet technologies. In fact, not all the students prefer to use digital audio-visual aids as the learning media. Kinchin (2006) said that sometimes students prefer a handout or printed material because they can make a note in the printed material, so it eases them to remember the material based on what they write.

Students do not have interest at all when using digital Audio-visual aids in learning. Learning English using appropriate media like digital Audio-visual aids can also help the students to understand the material (Berk, 2009). However, sometimes students do not interest at all with the material shown using digital Audio-visual aids. According to Kinchin (2006), sometimes the students feel bored to watch the video because the teachers play a video with a long duration. For the reason, sometimes the video provides many unfamiliar words, and the material is complicated to understand which will make the students not interest at all with the whole information on the video. Another study conducted by Khalid and Muhammad (2012) who stated that the students feel lazy to watch much time about the video on YouTube to get the feeling of the topic. Liu, Navarette, Maradiegue, and Wivagg (2014) asserted that sometimes the students feel not interested in the learning process when the teacher does not use an appropriate video for the material in teaching-learning process.

Students do not have basic skill in digital technology. In the digital era, not all people especially young generations are familiar with the skill using digital technology. Besides, when they come to school, the teachers use the digital technology especially digital audio-visual aid as the teaching media. According to Hsu, Wang, and Comac (2008), sometimes students feel demotivated to learn English using digital audio-visual aid as the media because they have the low basic skill to use digital technology.

Students misunderstand with the information on the material.

Learning English using the digital audio-visual aids such as video, movies, films, and PowerPoint Presentation slides sometimes makes the students feel a bit difficult to understand the material. Kinchin (2006) defined that when the teachers ask the students to watch a video, but the video has a long duration, they just watch at the beginning of the video while skipping until the last of the video. Besides, they sometimes do not get all of the information in the video so that it will make them misunderstand about the material. Betram (2009) stated that when the instruction or the explanation on the video or PowerPoint slides are not clear, so it will make the students misunderstand about the information on the topic.

Students have a problem with the unfamiliar word used in the material. Students will understand the material easily if the language used in the material is appropriate for them based on their level of English. According to Kayaoglu, Akba, and Öztürk (2011), some students in English class feel difficulty to understand the material on the videos, movies or PowerPoint slides because using unfamiliar words, they need more time to look the dictionary and find the meaning of the unfamiliar words. Following this, the difficulty mentioned above was about the problem of the students when they learn English using digital audio-visual aids as the media.

Digital Audio-Visual Aids as Effective Media for Learning English

The English language learners come with different background knowledge and learning preference. Sometimes, they feel not interested and have low motivation to learn English because they think that English is difficult to learn. Besides, to solve the problem from the students' sides, there are many supporting tools to help the students to learn English easily. One of the tools which the students can use to help them in learning English is digital audio-visual aid. Besides, the students should be creative to think about how solve their problem in learning English.

One of the ways which the students can use to help themselves in learning English easily is by using digital audio-visual aid as the media for the learning process. Based on some literatures presented, it explains the types of digital audio-visual aids, the function and benefits for the students' learning using digital audio-visual aids. Therefore, there are some literatures which will discuss using the digital audio-visual aid as an effective media to teach the learners.

According to Shrosbree (2008), learning English for students by using video allows the learners to see the context of the material and the speaker's body language. He also stated that by using video for learning in the classroom, it helps the students to improve their speaking skill. Besides, the other study explains the use of digital audio-visual aids in the classroom which makes the students feel more motivated to learn and improve their attitude towards language learning by improving their proficiency (Çelik & Aytin, 2014). Amine et al. (2012) stated that learning English language using digital audio-visual aids such as picture and video make the students increase their motivation on the learning and achievement towards the learning objectives.

Mekheimer (2011) asserted that using digital Audio-visual aids when the teachers uses video as the teaching media helps the students to improve their listening skill in the English language. Ghasemi and Hashemi (2011) stated that using ICT for digital audio-visual aids in the classroom for learning language can improve the students' self-esteem, vocational preparedness, language proficiency, and learning understanding (as cited in Dunkel, 1990)

Yuksel and Tanriverdi (2009) defined that by using digital Audio-visual aids in the classroom such as the use of movie clips which closed-captioned helps the students to improve their vocabulary knowledge in the English language. Besides, using digital audio-visual aids as media of teaching and learning will help the students to learn English and help them to improve their English proficiency. Following this, some literatures give the information about the effectiveness of using digital audio-visual aids to learn English for the students. In addition, because the students sometimes feel difficulty to learn English, it can be addressed by using digital Audio-visual aids.

Some literatures related to digital audio-visual aids as media of teaching can be the effects of digital audio-visual aids, the benefits of learning using digital audio-visual aids, and the students' difficulties in learning through the use of digital Audio-visual aids. These literatures try to correlate some findings of the studies which can bring a concept about the topic of the research. In addition, it discusses another education field which uses digital audio-visual aids as the teaching and learning media.

Review of Related Study

This study was supported by two similar studies which focused on investigating the students' point of view about their difficulties of learning using digital audio-visual aids and the benefits of learning English using digital audio-visual aids. The first study was conducted by Bajrami and Ismaili (2016) who was similar to this study. The purpose of this study was to investigate the effectiveness of digital audio-visual aids such as video clips in EFL classrooms.

This study explained the goals of learning English with video material as digital audio-visual aid and advantages of using video materials. The result of this study showed that the use of digital visual materials was more effective to help the students to improve their English proficiency and also help students to develop their listening skill.

The second study was undertaken by Muhammad (2012) who discussed some difficulties faced by the students using digital Audio-visual aids in learning and their point of views using digital audio-visual aid especially in learning English using YouTube for EFL students in learning English literature. This study was conducted at Al-Majma'ah University in Malaysia. Besides, the participants of this research were ten students of English literature class. The purpose of this study was to know the effect of using YouTube on the students' improvement in their achievement in learning English literature. In this study, it used pre-test and post-test as the instrument methods to collect the data. Besides, ten students from the English literature class were selected to be the participants. They had a task to review a novel. Firstly, they should answer 10 questions based on the novel without watching the video on YouTube, and the result they had a low understanding about the whole chapter in the novel. Following this, the participants were asked to watch YouTube videos related to the novel in three weeks.

As the result, they showed a significant improvement in understanding the novel. Based on the students' point of view on using YouTube in learning, it made them understand the material easily. However, they sometimes could not find the

appropriate video on YouTube which came as the difficulty in using digital audio-visual aid. The other challenge is they should repeat to watch the video several times to get the feeling of the novel.

In conclusion, the first study from Bajrami and Ismaili (2016) had a similar topic with this research in some aspects which were the context of the study in the EFL class and the setting of the study conducted in a college classroom. Furthermore, this study also investigated the use of digital Audio-visual aids in teaching English and discussed the benefits for the students' learning using digital audio-visual aids. However, Bajrami and Ismaili (2016) focused on teaching English with digital audio-visual aids for the students' English proficiency improvement and listening skill. Then, the second study from Muhammad (2012) also investigated the effect of using digital audio-visual aids especially using YouTube in teaching English literature. The EFL learners included being the participants of the study. Furthermore, this study focused on the students' achievement in understanding the material.